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Patterns in the Identification of and Outcomes for Children and Youth With Disabilities

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

Patterns in the Identification of and Outcomes for Children and Youth With Disabilities

Final Report

January 2010

Jose Blackorby
Ellen Schiller
Sangeeta Mallik
Kathleen Hebbeler
Tracy Huang
Harold Javitz
Camille Marder
Katherine Nagle
Debra Shaver
Mary Wagner
Cyndi Williamson
SRI International

Yumiko Sekino
Project Officer
Institute of Education Sciences

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Institute of Education Sciences

U.S. Department of Education
Arne Duncan
Secretary

Institute of Education Sciences
John Q. Easton
Director

National Center for Education Evaluation and Regional Assistance
John Q. Easton
Acting Commissioner

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The research team for this study consists of key staff from SRI International. The organization and the key staff members do not have financial interests that could be affected by findings from the study. None of the members of the Technical Working Group, convened by the research team to provide advice and guidance, have financial interests that could be affected by findings from the study.

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Executive Summary
Patterns in the Identification of and Outcomes for Children and Youth With Disabilities

Reported here are the results of analyses to describe the patterns of identification and academic and developmental outcomes for children with disabilities, conducted as part of the 2004 National Assessment of the implementation of the Individuals with Disabilities Education Act (IDEA). This report provides background context for National Assessment studies on program implementation and effectiveness. It provides a national description of the outcomes of children identified for services under IDEA and, as appropriate, in comparison with the outcomes of samples including their nondisabled peers. The results are presented by the age groups that correspond with a federal and local emphasis on children younger than school age and in elementary, middle and high schools, ages 0–3, 3–5, 6–9, 10–13, and 14–17. Further, the findings are reported across a 10-year time frame as well as for a single time point, describing a comprehensive picture of identification patterns and outcomes for each age group. Finally, extant data sources were used for analysis rather than costly new data collection. This report objectively presents descriptive findings from these analyses and provides relevant contextual information, such as the legislative background on IDEA. This study was not designed to assess how outcomes presented in this report are affected by identification or declassification practices, nor is it designed to measure impacts of IDEA services on child outcomes.

Legislative Background

Since the 1960s, federal legislation has focused on educating children with disabilities, providing grants to improve education and services for the children and their families. In 1975, the Education of All Handicapped Children Act (EHA), also called Public Law 94-142, ensured that children and youth ages 3 through 21 with disabilities have equal access to an education. Through this law, the federal government offers grants to states to help support the direct services provided for children determined to be eligible under the law to receive a "free appropriate public education" (FAPE) in the general education environment "to the maximum extent appropriate."

In a series of reauthorizations of this landmark legislation over the subsequent three decades, other provisions were added, including provision of federal funding to support services to 3- to 5-year-olds and infants and toddlers (ages birth through 2 years) with disabilities (P.L. 99-457). In 1990, P.L. 101-476 renamed the EHA as the Individuals with Disabilities Education Act (IDEA) and extended the law to support youth with disabilities in the transition to young adulthood. The reauthorization of IDEA in 1997 (P.L. 105-17) placed greater emphasis on improving students' inclusion in accountability systems, giving them access to the general education curriculum, and improving their academic performance, including improving the developmental outcomes for infants and toddlers.

The most recent reauthorization of IDEA in 2004 (P.L.108-446) brought further evolution in the law. Although IDEA 2004 continues to ensure all children with disabilities receive a "free appropriate public education" (FAPE), amendments affected state and local policies by stipulating that children with disabilities *make progress* in the general education curriculum and *improve* their academic and developmental outcomes. The 2004 reauthorization was aligned

more clearly with the guiding federal legislation, the No Child Left Behind Act of 2001. Specifically, states are expected to align their performance goals and indictors for children with disabilities with their definition of adequate yearly progress (AYP) and report on graduation rates and drop-out rates. Children with disabilities are expected to participate in state assessment systems and demonstrate continued improvement and progress in their academic outcomes, including those students who take an alternate assessment. States publicly report on children with disabilities' participation and progress toward meeting state goals on the assessments with the same frequency and detail as for children without disabilities. For children receiving early intervention and preschool services under IDEA, greater emphasis is on targeting developmental and academic outcomes, including preliteracy and language skills, as specified in the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP).

IDEA 2004 also made changes affecting who could be served with IDEA funds. First, local education agencies can use a portion of the IDEA funds to provide early intervening services in grades K through 12 for students struggling with and needing additional academic and behavioral supports to succeed in the general education environment. Second, states are required to establish policies to prevent inappropriate overidentification by race and ethnicity of children with disabilities and to collect and examine data to determine whether significant disproportionality on the basis of race and ethnicity exists in the state and districts.

To implement the law, federal funds supplement state and local funds. Part C of IDEA provides states with grants to support early intervention services for infants and toddlers from birth through age 2 and their families. Part B, Section 619, provides states with funding specifically to support special education and related services for preschool-age children, ages 3 through 5. Part B, Section 611, provides grants to support states' special education services for school-age students, ages 3 through 21.[1] The total formula grants to states have increased in current-year dollars from $3.78 billion in fiscal year (FY) 1997 to $11.76 billion in FY 2008. In addition to the FY2009 annual formula grants, $12.20 billion in IDEA funding was provided to States through the American Recovery and Reinvestment Act of 2009 (P.L. 111-5, also known as ARRA or the Recovery Act). To obtain these resources, states submit to the U.S. Department of Education (ED) their applications, which include assurances regarding how the State identifies children who are eligible for IDEA services, and ensures the provision of appropriate services to children with disabilities. States vary in the ways that they implement both the identification of eligible children with disabilities and the provision of IDEA services.

National Assessment of IDEA

Since its inception in 1975, IDEA has included provisions for collecting information on the implementation and impact of the law and reporting findings annually to the U.S. Congress. In subsequent reauthorizations of IDEA, Congress added provisions to conduct national assessments to evaluate service implementation and outcomes for children. For example, in response to the call for a National Assessment in the 1997 reauthorization, the U.S. Department

[1] Of the two remaining subparts of the law, Part A states the purposes of IDEA, including definitions of key concepts. Part D authorizes a discretionary program, the *National Activities to Improve Education of Children With Disabilities*, designed to support the implementation of IDEA, including research, technical assistance and dissemination, state improvement grants, and training personnel to educate students with disabilities.

of Education funded a portfolio of special studies including four longitudinal child-based studies[2] on specific age groups and three topical studies addressing key issues in special education.[3]

The 2004 reauthorization of IDEA also called for a National Assessment to measure the implementation progress of IDEA and the relative effectiveness of the law in achieving its purpose (Section 664(b)). The 2004 National Assessment was intended to build on work conducted under the National Assessment required by IDEA 1997 and to conduct new studies as appropriate. In response, the National Center for Education Evaluation at the Institute of Education Sciences (IES) initiated a design study advised by practitioners, researchers, and evaluation experts to develop research questions and approaches to address the goals for the 2004 National Assessment (Fiore et al. 2007). The design study translated the topics identified in the law into specific research questions. Information generated from answering the research questions through this National Assessment was intended to help federal policymakers and state and local administrators implement the law more effectively and to help federal policymakers shape future legislation regarding infants, toddlers, preschoolers, children, and youth with disabilities.

By December 2009, IES initiated six studies as part of the 2004 National Assessment: (1) analyses of extant data to provide descriptive information on the patterns in the identification of and outcomes for children with disabilities as background for subsequent studies on program implementation and effectiveness of services, (2) a study on state and district implementation of policies and practices for children with disabilities, (3) an evaluation study of the Personnel Development Program, (4) an evaluation of Response to Intervention strategies in elementary reading, (5) a study of school improvement status as it relates to students with disabilities, and (6) an evaluation of the Technical Assistance and Dissemination Program. SRI International was charged with conducting the first study, and findings from it are the subject of this report.

Patterns in the Identification of and Outcomes for Children and Youth With Disabilities

The topics of this study were (1) identification of children for early intervention and special education, (2) declassification of children who were no longer eligible for early intervention and special education services, and (3) outcomes for children identified for services under IDEA. Under an earlier contract, a design team had reviewed sources of national data already collected on special education and early intervention through other studies or as part of ongoing data collection systems, identified the sources that could be useful in addressing these three topics, and determined which topics were likely to be addressed with the available data and which would require collecting new data (Abt Associates and Westat 2007). Building on the work of the design team, this study addressed the following research questions using the extant data—

[2] These were the National Early Intervention Longitudinal Study (NEILS), examining children birth through age 2 and their families who received early intervention services; the Pre-Elementary Education Longitudinal Study (PEELS), addressing children receiving preschool special education services; and the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2), which focused on 6- through 12-year-olds and 13- through 16-year-olds, respectively, who were receiving special education services when the studies began. (Details on these studies are in the Methodological Approach section of chapter 1 and appendix A.1).

[3] These were the Study of State and Local Implementation of IDEA (SLIIDEA), the Study of Personnel Needs in Special Education (SPeNSE), and the Special Education Expenditure Study (SEEP).

that is, data already collected through other studies or as part of ongoing data collection systems—as a cost-effective means of addressing the following descriptive research questions for the National Assessment:

Key questions related to *identification*:

- What is the percentage of children identified for early intervention and special education services under IDEA? What is the variation in the percentage identified over time and by age, gender, race/ethnicity, and disability categories?
- What is the variation across states and over time in the percentage of children identified for early intervention or special education services under IDEA?

Key questions related to *declassification*:

- What percentage of children identified for early intervention and special education services lose eligibility (are declassified)?
- How do the developmental and academic outcomes for children who are declassified compare with those for children with disabilities who continue receiving services under IDEA?

Key questions related to *outcomes*:

- How do developmental and academic outcomes for children with disabilities identified for services under IDEA compare with those for children not identified for services under IDEA?
- How do developmental and academic outcomes for children with disabilities vary by disability categories within age groups and over time?

The research questions were examined for the three age groups covered under IDEA: infants and toddlers (birth through age 2), preschool-age (ages 3 through 5), and school-age children and youth with disabilities (ages 6 through 21).

In addition, the research questions addressed both one point in time and trends over time. The time frame most relevant for addressing research questions at one point in time was the most recent year of data available. For analyses of changes over time, 1997 was chosen as the starting point because it was the year of the last IDEA reauthorization before the 2004 reauthorization.

Two sets of analytic activities were conducted to address the research questions. A review of relevant literature was conducted to identify published sources of data and analyses of pertinent data sources from which findings were drawn. On the basis of this initial review, extant databases were selected to conduct new analyses addressing the research questions for this study. As a result, the following 14 datasets were selected that targeted the age ranges of interest and the time frame most relevant for this study:

Population data on children identified for services under IDEA:

- Data Analysis System (DANS)
- State Annual Performance Reports (APR)

Population data used for identification and graduation ratios:

- Common Core of Data (CCD)

- U.S. Census (2000)
- National Vital Statistics System (NVSS)

Sample data from four longitudinal studies that followed nationally representative samples of children of different age groups identified for services under IDEA:[4]

- National Early Intervention Longitudinal Study (NEILS) of infants and toddlers
- Pre-Elementary Education Longitudinal Study (PEELS), of children ages 3 through 5
- Special Education Elementary Longitudinal Study (SEELS) of children ages 6 through 12
- National Longitudinal Transition Study-2 (NLTS2) of children ages 13 through 21.

Sample data on the outcomes of the general population for comparison with the outcomes of children identified for services under IDEA:

- Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K)
- National Health Interview Survey (NHIS)
- National Household Education Surveys (NHES) (1999), used to compare outcomes for infants and toddlers
- National Assessment of Educational Progress (NAEP), used to compare outcomes of school-age children.

Analyses using population data were considered to be descriptive, and no statistical testing was conducted. When analyses included sample data, statistical testing was conducted. When sample data were used for comparison of outcomes, *t* tests for differences in mean values were applied to calculate the statistical significance of the comparison, and when appropriate the Benjamini-Hochberg (1995) procedure was used to control the false discovery rate. The alpha level was set to .05 for each family of comparisons.

For the research questions concerning identification, data include the number of children identified for services under IDEA; the percentage of children from the total population who were identified for services under IDEA are presented by age, race/ethnicity, and state; and the gender composition of children identified for services under IDEA Part B. Declassification data are presented on the percentage of children no longer eligible for early intervention or special education services and their outcomes as compared with children who continue to receive services. Data on outcomes for children identified for services under IDEA include academic and developmental outcomes and trends over time. Analysis results include comparisons over time between children identified for and not identified for services under IDEA, between state results and national averages, with the general population means, across IDEA eligibility categories, and across ages. A description of school completion by disability category and cluster is also presented.

All comparisons of outcomes between children identified for services under IDEA and other children and between children identified for services under IDEA across states and over time are

[4] Although these data sources include outcome data that predate the 2004 reauthorization of IDEA, they are the only data sources available to address the study question on the variation by disability category in the outcomes for children with disabilities. Detailed descriptions of these data sources are included in appendix A.1.

presented for descriptive purposes only. These comparisons were not designed and are not suitable, to measure the impacts of IDEA on child outcomes.

The following sections highlight results for each of the three age groups—infants and toddlers, ages birth through 2, who were served under Part C of the law; preschool-age children, ages 3 through 5, served in Part B preschool programs; and school-age children and youth ages 6 through 21 served in Part B programs. For each age group, the patterns of identification and the academic and developmental outcomes for children with disabilities are addressed. Declassification information (the loss of eligibility for services) is presented for infants and toddlers and school-age children and youth.

Population of Children Identified for Services Under IDEA

In 2005, states reported that 7,013,238 children ages birth through 21 years had been identified for early intervention and special education services under IDEA, including both children newly identified in the year represented by the count and children identified in earlier years who continued to receive services. The total number of children identified for each age group is presented in exhibit ES.1 and summarized as follows:

- 294,714 infants and toddlers (ages 0 through 2) were reported by states as having been identified for early intervention services under Part C of IDEA.
- 698,928 preschool-age children (ages 3 through 5) were reported by states as having been identified for preschool-age services under Part B of IDEA.
- 6,019,596 school-age children and youth (ages 6 through 21) were reported by states as having been identified for school-age services under Part B of IDEA.

Data on the gender of children identified for services under IDEA were collected by DANS for the first time in 2006. In each age group, more males than females were identified for services under IDEA. For infants and toddlers, 59.46 percent were male. The composition of males and females identified for services under IDEA was comparable for preschool and school-age children—69.29 percent of children ages 3 through 5 were male, and 66.91 percent of children ages 6 through 21 were male.

Exhibit ES.1. National number of children identified for services under IDEA, by age (2005)

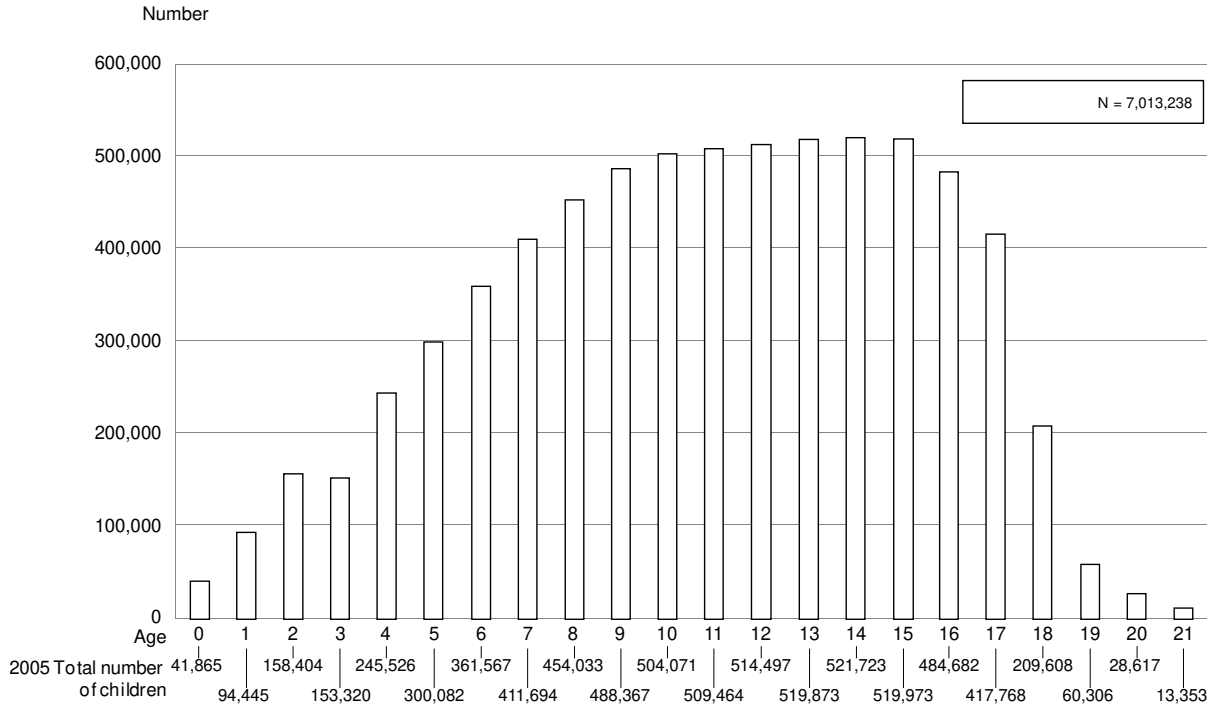

Exhibit reads: Nationwide, 41,865 children less than 1 year old were identified for services under Part C of IDEA in 2005.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA, based on enrollment numbers at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. This exhibit displays the number of children identified for services under IDEA from birth through age 21.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp.

Key Findings for Infants and Toddlers Identified for Early Intervention Services Under IDEA

This section presents the main findings for infants and toddlers (ages birth through 2) who were identified for early intervention (EI) services under IDEA Part C.[5] Results include the identification patterns, rates of loss of eligibility for EI services through declassification, and academic and developmental outcomes. Results on identification patterns are based on data from DANS and NVSS. Declassification information is based on data from NEILS and DANS. Outcomes analyses are based on data from NEILS, ECLS-K, NHIS, and NHES, and from NEILS reports.

[5] Identification percentages in this section were computed for each year using the number of infants and toddlers identified under Part C (DANS) as a percentage of the total population of infants and toddlers (NVSS). NVSS birth data were used to create a proxy for the total number of infants and toddlers birth through age 2 in the population. Percentages were computed for each age year and race/ethnicity category using the same data sources.

Identification of Infants and Toddlers for Early Intervention Services Under IDEA

- **In 2006, the percentage of infants and toddlers identified for services under IDEA was 2.40 percent (n = 299,848), an increase from 1.65 percent (n = 192,469) in 1997.**
- **Between 1997 and 2006, changes in the percentage of infants and toddlers served under IDEA varied by year of age.** The percentage of children from birth through age 2 who were receiving early intervention nationally declined from 1997 to 1998 (1.65 percent to 1.57 percent) but then increased every year thereafter, reaching 2.40 percent in 2006. The greatest increase, from 2.42 percent in 1998 to 3.91 percent in 2006, was for 2-year-olds (see exhibit ES.2).
- **In 2005, the percentage of infants and toddlers identified for EI services under IDEA varied by race/ethnicity.** Percentages ranged from 1.95 percent (Asian infants and toddlers) to 2.55 percent (White infants and toddlers). The percentages for American Indian, Black, and Hispanic infants and toddlers were 2.45 percent, 2.32 percent, and 2.09 percent, respectively.
- **From 1998 to 2005, the percentage of infants and toddlers identified for EI services under IDEA for all five race/ethnicity categories increased.** The percentage of Black (1.66 percent to 2.32 percent), Hispanic (1.11 percent to 2.09 percent), Asian (1.18 percent to 1.95 percent), White (1.41 percent to 2.55 percent), and American Indian (1.81 percent to 2.45 percent) infants and toddlers identified for EI services nationally increased from 1998 to 2005 (percentage changes of 0.66, 0.98, 0.77, 1.14, and .64, respectively), with the percentages for White infants and toddlers showing the greatest change.
- **In 2006, states varied in the percentage of infants and toddlers identified for services under IDEA.** The percentage of children identified for services ranged from 7.19 percent in Hawaii to 1.18 percent in Mississippi. In 2006, the percentage of children identified was higher than in 1997 for 47 states (the exceptions were Delaware, Florida, Mississippi, and Ohio). Fourteen of the 22 states with broad eligibility criteria had higher identification percentages than the national percentage, and 12 of the 16 states with narrow criteria had lower percentages than the national percentage.[6]

[6] Eligibility varies throughout the country for Part C services, with states identified by the Office of Special Education Programs (OSEP) as having "broad," "moderate," and "narrow" eligibility criteria. The criteria is based upon averaging descriptors (percent delay, age/month delay, standard deviation, and undefined variable related to if a state serves at-risk) in states' eligibility definitions (Mackey Andrews and Taylor 2007).

Exhibit ES.2. Trends in national percentage of infants and toddlers identified for early intervention services under IDEA, by age (1997–2006)

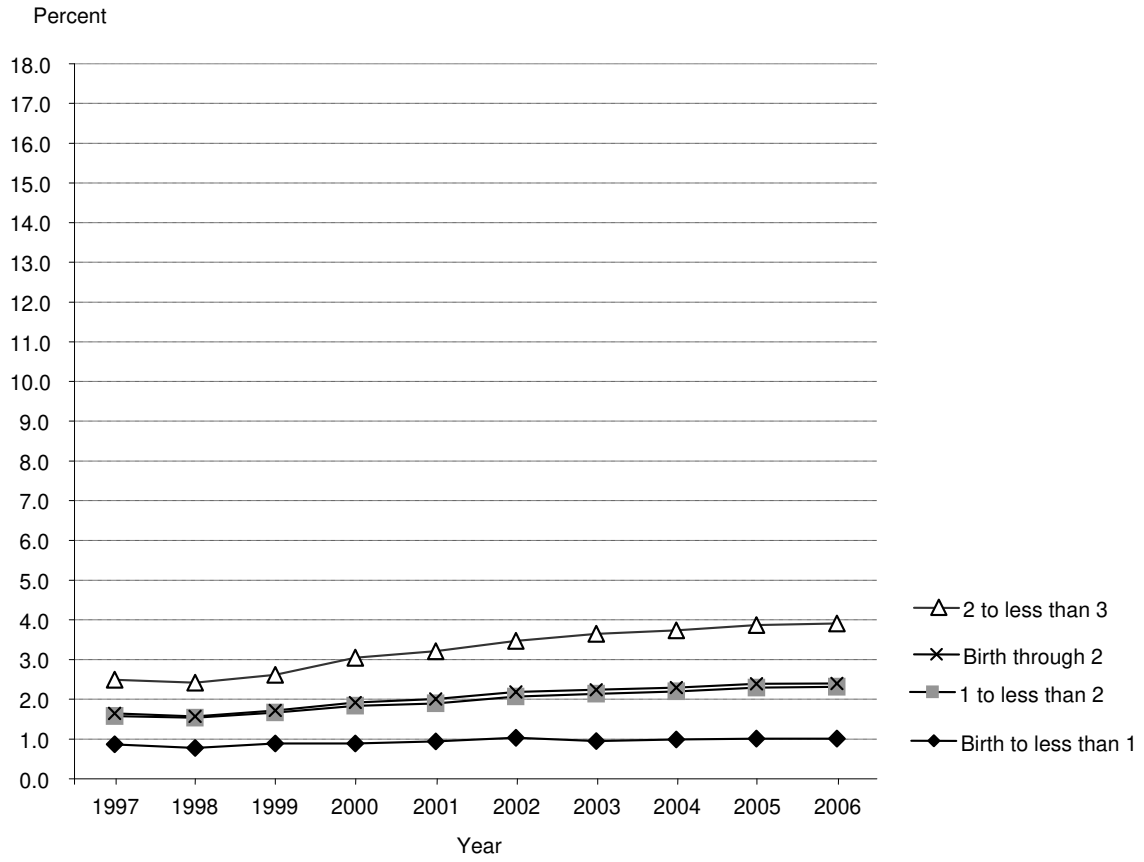

Exhibit reads: Nationwide, the percentage of 2-year-olds identified for services under IDEA increased from 2.49 percent in 1997 to 3.91 percent in 2006.

NOTE: The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the NVSS-constructed population proxy. The numbers of children identified are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on the Indian reservations. Birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://205.207.175.93/vitalstats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Declassification of Infants and Toddlers Who Had Been Identified for Early Intervention Services Under IDEA

- **A longitudinal study of infants and toddlers who were identified for the first time for EI services in 1997–1998 found that 18 percent exited, i.e. left the EI system, before reaching the age limit of 36 months for EI services.** These children exited early intervention for various reasons, such as meeting all their developmental goals and losing eligibility because of developmental progress or parents' choosing to withdraw from services.
- **Nationally, of all infants and toddlers identified for services under IDEA who exited early intervention at 36 months from 2005 to 2006, 66 percent were reported by states to have been eligible for Part B, Section 619, preschool services (see exhibit ES.3).** The percentage of children receiving EI services at 36 months who were then eligible for Part B services ranged from 100 percent in Minnesota to 10 percent in the District of Columbia.

Exhibit ES.3. National percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category (2005–2006)

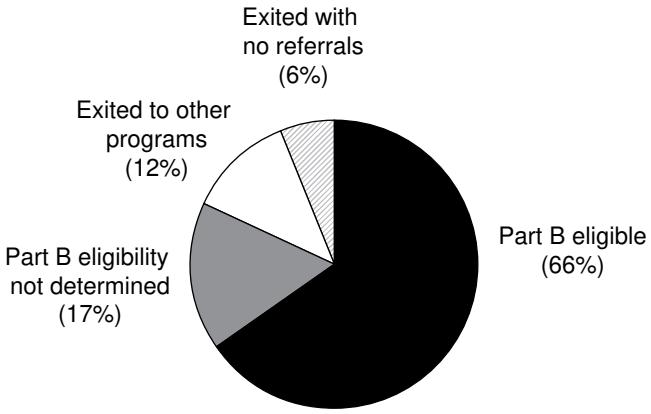

Exhibit reads: Nationwide, of all children served under IDEA who left EI at 36 months from 2005 to 2006, 66 percent were eligible for Part B services.

NOTE: The DANS data represented in this exhibit reflect data on all children who exited EI programs at 36 months of age in fall 2005.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_7-8.xls.

Outcomes for Infants and Toddlers Identified for Services under IDEA

The NEILS dataset can be used to describe outcomes for children who received EI services nationally. NEILS outcome data collection included parent-reported information at 36 months of age and parent- and teacher-reported information in kindergarten. Information was collected from both parents and teachers as to whether or not children had been identified for services under Part B IDEA in kindergarten. Overall, 55 percent of former EI participants were identified for special education services in kindergarten (i.e., had Individualized Education Programs). This

section highlights children's outcomes at 36 months of age (based on parent report) and in kindergarten (based on teacher and parent reports) across five developmental domains (communication, cognition, social emotional, physical and adaptive development). Most of the findings are based on items in the NEILS parent interviews and teacher survey that were developed for the study, including items that asked parents and teachers to report on the child's level of accomplishment across developmental milestones and the child's skill level compared to other children the same age. Some items were taken from protocols developed for other studies so the information could be compared to the general population (defined as including both children receiving and not receiving EI or special education services).

Key findings highlight overall outcomes for children identified for EI services under IDEA. Where applicable, outcome data were compared with general population data on 3- and 5-year-olds from the public use datasets of the following sources: National Household Education Survey (NHES), Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K), and the National Health Interview Survey (NHIS) datasets. Additional findings highlight outcomes by Part C eligibility category[7] and comparisons of kindergarten outcomes for former EI participants with Individualized Education Plans (IEPs) and without IEPs.

- **On outcomes for all five domains (communication, cognitive, social-emotional, physical development, and adaptive skills), children identified for EI services demonstrated skills at lower levels than expected for their age at both 36 months and kindergarten.** For example, at age 36 months, 42 percent (standard error (SE) = 1.39) of EI participants were reported by parents to communicate their needs as well as other children their age. At kindergarten, 37 percent of former EI participants (SE = 2.02) were reported by their parents to have mastered all communication milestones expected of a 5-year-old (see exhibit ES.4).

[7] IDEA Part C eligibility categories include developmental delay, diagnosed condition, at risk for delay. According to the federal regulations for IDEA, 34 C.F.R. §303.16(a), "…infants and toddlers with disabilities means individuals from birth through age two who need early intervention services because they--1) Are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: (i) Cognitive development. (ii) Physical development, including vision and hearing. (iii) Communication development. (iv) Social or emotional development. (v) Adaptive development; or 2) Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. (b) The term may also include, at a State's discretion, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided."

Exhibit ES.4. Parent and teacher reported communication outcomes at 36 months of age and kindergarten for former EI participants

Outcome	Percent	SE	N
Parent report: 36 months of age			
Communicates needs as well as other children	41.7	1.39	2,670
When child talks to other people she/he doesn't know well, she/he is very easy to understand	18.8	1.29	2,644
All age-expected communication milestones mastered	29.0	0.99	2,651
Parent report: kindergarten			
Communicates needs as well as other children	59.9	1.49	2,280
When child talks to other people she/he doesn't know well, she/he is very easy to understand	39.7	1.10	2,165
All age-expected communication milestones mastered	36.9	2.02	2,095
Understands verbal and nonverbal communication as well as other children	63.0	1.37	2,275
Teacher report: kindergarten			
Understands others as expected for age	59.7	0.86	1,539
Communicates with others as expected for age	50.0	1.28	1,549

Exhibit reads: When former early intervention participants were 36 months of age, parents of 41.7 percent reported that the children communicated their needs as well as other children their age.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

- **For the parent-reported measures of early literacy and mathematics skills, former EI participants demonstrated significantly lower skills than the general population of 3-year-olds.** When children were 36 months of age, parents reported that 17 percent (SE = 1.13) of former EI participants could recognize most or all letters of the alphabet, whereas parents of 37 percent (SE = 1.41) of children in the general population[8] reported that their children could do so ($p < .001$) (see exhibit ES.5). Thirteen percent (SE = 1.38) of former EI participants were reported to be able to count to 20 or higher, whereas 41 percent (SE = 1.43) of children in the general population were reported to be able to ($p < .001$).
- **At both 36 months and kindergarten, children eligible because of a risk condition were reported by parents and teachers to have higher skills in all five domains—communication, cognitive, social-emotional, physical development, and adaptive skills—compared with children with a diagnosed condition.** For example, 33 percent (SE = 3.78) of children with a risk condition at entry to early intervention and 31 percent (SE = 7.01) of those with a developmental delay were reported by parents to have mastered all age-expected physical milestones at 36 months, compared with 15 percent (SE = 1.57) of those with a diagnosed condition ($p < .001$ for both comparisons). At kindergarten, the pattern was similar: 28 percent (SE = 4.55) of children with an at-risk classification at entry into early intervention and 24 percent (SE = 2.89) of those with developmental delays were reported to have mastered all their

[8] General population statistics are based on data from the National Household Education Survey (NHES).

kindergarten milestones, compared with 10 percent (SE = 1.95) of children with a diagnosed condition ($p < .001$ for both comparisons).

Exhibit ES.5. National percentage of former EI participants and of the general population for whom parents reported cognitive outcomes at 36 months and in kindergarten

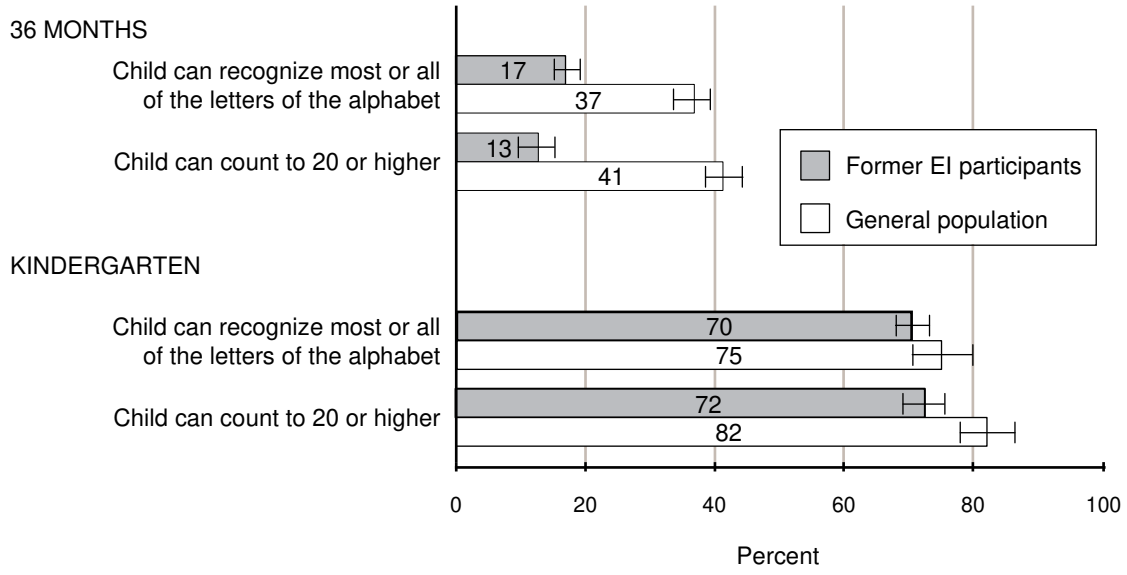

Exhibit reads: Nationwide, 17 percent of 3-year-olds who were former EI participants were reported by their parents to be able to recognize most or all letters of the alphabet.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews (public use dataset), 2007; general population data from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, available at http://nces.ed.gov/nhes/dataproducts.asp.

- **Teachers' reports of seven mathematics and nine early literacy skills at kindergarten indicated that larger percentages of former EI participants without IEPs than those with IEPs performed at age-expected levels and at levels comparable to the general population.** For example, in mathematics, 16 percent (SE = 1.47) of former EI participants with IEPs were reported to use a variety of strategies to solve mathematics problems, compared with 49 percent (SE = 2.25) of children without IEPs ($p < .001$) and 46 percent (SE = 0.89) of children in the general population ($p < .001$). In early literacy, 11 percent (SE = 1.28) of former EI participants with IEPs were reported to be able to compose simple stories, according to their kindergarten teachers, compared with 31 percent (SE = 1.58) of children without IEPs ($p < .001$) and 32 percent (SE = 0.81) of children in the general population ($p < .001$).

Key Findings for Preschool-Age Children Identified for Services Under IDEA

This section highlights findings for children ages 3 through 5 identified for services under IDEA Part B preschool programs. Results reported include the identification of preschool children for services under IDEA and their academic and social outcomes. Information on identification is based on data from DANS and NVSS.[9] Analyses on children's outcomes are based on data from PEELS.

Identification of Preschool-Age Children for Services Under IDEA

- **In 2006, the percentage of preschool-age children identified for services under IDEA was 5.82 percent (n = 706,242), an increase from 4.70 percent (n = 564,270) in 1997** (see exhibit ES.6). This overall increase from 1997 to 2006 was 1.12 percentage points, and the percentage of 3- through 5-year-olds increased every year from 1997 to 2006 for the overall preschool-age group.
- **In 2006, the percentage of preschool-age children identified for services under IDEA differed for children of each single year of age** (see exhibit ES.6). As shown in exhibit ES.6, the highest percentage was among 5-year-olds (7.41 percent), followed by 4-year-olds (6.07 percent) and 3-year-olds (4.01 percent).
- **The percentage of preschool-age children identified for services increased from 1997 to 2006 for each single year of age.** For 5-year-old children, the percentage increased from 6.27 percent to 7.41 percent (1.14 percentage increase); for 4-year-olds, it increased from 4.89 percent to 6.07 percent (1.18 percentage increase); and for 3-year-olds, it increased from 2.88 percent to 4.01 percent (1.13 percentage increase).
- **In 2006, the percentage of 3- through 5-year-olds identified for services under IDEA differed by children's race/ethnicity category.** Percentages ranged from 3.59 percent (Asian preschool-age children) to 8.14 percent (American Indian preschool-age children). The percentages for White, Black, and Hispanic preschool-age children were 6.45 percent, 5.93 percent, and 4.52 percent, respectively.
- **Between 1998 and 2006, the relative position of preschool-age children by race/ethnicity category remained the same for those identified for services under IDEA.** For each year from 1998 to 2006, American Indian preschool-age children had the highest identification percentages (ranging from 6.31 percent in 1998 to 8.14 percent in 2006) followed by White (4.86 percent to 6.45 percent), Black (4.43 percent to 5.93 percent), Hispanic (3.10 percent to 4.52 percent), and Asian preschool-age children (2.28 percent to 3.59 percent).

[9] Identification percentages in this section were computed for each year using the number of preschool-age children identified under Part B (DANS) as a percentage of the total population of children ages 3 through 5 (NVSS). NVSS birth data, including births on Indian reservations, were used to create a proxy for the total number of children ages 3 through 5 in the population. Percentages were computed for each age year and race/ethnicity category using the same data sources.

Exhibit ES.6. Trends in national percentage of preschool-age children identified for services under IDEA, by age (1997–2006)

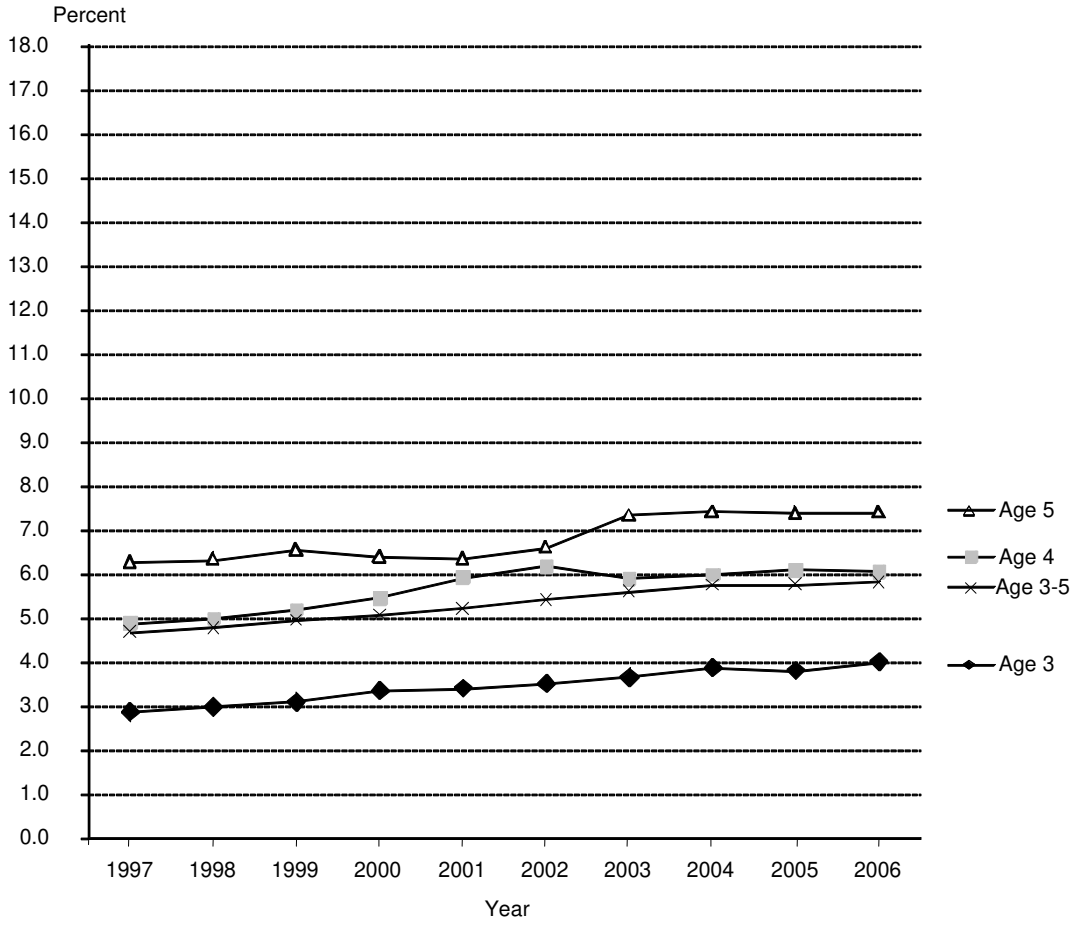

Exhibit reads: Nationwide, the percentage of 3-year-olds identified for services under IDEA increased from 2.88 percent in 1997 to 4.01 percent in 2006.

NOTE: The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the NVSS-constructed population proxy. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

- **In 2006, the percentage of 3- through 5-year-olds identified for services under IDEA varied by disability category.**[10] The largest percentages were for preschool-age children identified under the speech or language impairments and developmental delay categories of IDEA (2.73 percent and 2.06 percent, respectively).
- **Between 2004 and 2006, the percentage of 3- through 5-year-olds identified for services under IDEA increased for all but four of the disability categories.** Changes in the identification percentages for each disability category were examined relative to the identification percentage in 2004. The largest increase, relative to the percentage of children identified under each disability category in 2004, was for children with autism (34.87 percent), followed by children classified with other health impairments (24.64 percent). The largest relative decrease was for children with deaf-blindness (–19.05 percent).
- **States varied in the percentage of preschool-age children identified for services under IDEA in 2006.** The states, ordered by their identification percentage in 2006, ranged from 3.32 percent in the District of Columbia to 13.66 percent in Wyoming. Of the 50 states and the District of Columbia, 49 had higher identification percentages in 2006 than in 1997 (exceptions were Idaho and Texas).

Outcomes for Children Identified for Preschool Services Under IDEA

Data from PEELS were used to describe outcomes for preschool-age children. Outcomes are reported in the form of standard scores for children ages 3 through 5 and for each age year; the general population (based on norm samples including both children with and without disabilities) has a mean standard score of 100.0 and a standard deviation of 15.0.

- **In the Woodcock Johnson (WJ III) Letter-Word Identification test, the mean score for 5-year-olds identified for services (96.8; SE = 0.98) differed from that of their same-age peers in the general population, but the scores of the 3- and 4-year-olds did not (100.8 and 98.5, SE = 1.37 and SE = 0.98 respectively; see exhibit ES.7).** As a group, all children ages 3 through 5 identified for preschool services under IDEA had a mean standard score on the Letter-Word Identification subtest of 98.2 (SE = 0.78), which was not significantly different from the general population mean of 100.0 ($p < .001$, see exhibit ES.7).
- **Peabody Picture Vocabulary Test-Third Edition (PPVT-III) scores for preschool children identified for services under IDEA, both overall and for each age cohort, were significantly lower than those for the general population.** Children identified for preschool services under IDEA had significantly lower mean scores on the vocabulary test than preschool-age children in the general population for the group as a whole (90.1, SE = 0.59 vs. 100.0), as well as for children in each age-year cohort (88.6,

[10] The 13 disability categories under which 3- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), and deaf-blindness (DB), and developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category.

89.7, and 91.1, and SE = 0.78, SE = 0.78 and SE = 0.88 for 3-, 4-, and 5-year-olds, respectively; $p < .001$ for all comparisons, see exhibit ES.7).

- **WJ III numeracy outcomes for preschool children identified for services under IDEA, both overall and for each age cohort, were significantly lower than those for the general population.** Preschool children with disabilities had a mean standard score on the WJ III Applied Problems subtest of 90.3 (SE = 0.98), which was significantly lower than the mean score of 100.0 for the general population. The significant difference from the general population was apparent for all three age cohorts, with mean scores of 88.2, 91.2, and 90.6, and SE = 1.27, SE = 1.57 and SE = 0.98 for 3-, 4-, and 5-year-olds, respectively ($p < .001$ for all comparisons, see exhibit ES.7).
- **Preacademic skills from the Adaptive Behavior Assessment System-Second Edition (ABAS-II) of preschool children identified for services under IDEA as a group and for all age groups individually were statistically lower than those of the general population.** For children identified for preschool services under IDEA who were not yet in kindergarten, the overall mean teacher/day care provider rating on the Functional Preacademics subtest was 89.5 (SE = 0.98), which was significantly different from the general population mean of 100.0. The difference from the general population was also statistically significant for all three age cohorts, with mean scores of 88.5, 90.0, and 93.5, and SE = 0.98, SE = 0.98 and SE = 1.47 for 3-, 4-, and 5-year-olds, respectively ($p < .001$ for all comparisons, see exhibit ES.7).
- **Social skills outcomes measured by the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) for preschool children identified for services under IDEA were significantly lower than those of the general population. Three- and 4-year-old preschoolers also had significantly lower social skills ratings than the general population and than 5-year-olds, but 5-year-olds did not differ from the general population.** Children identified for preschool services under IDEA, as a group, had a mean Social Skills standard score of 92.8 (SE = 0.88), which was significantly lower than the general population mean score of 100.0 ($p < .001$). The mean score for 3-year-old children identified for preschool services was 85.2 (SE = 1.08), for 4-year-olds it was 93.0 (SE = 1.08), and for 5-year-olds it was 96.5 (SE = 1.37).

Exhibit ES.7. Mean literacy, numeracy, and preacademic skills scores of 3- through 5-year-olds identified for services under IDEA (2005)

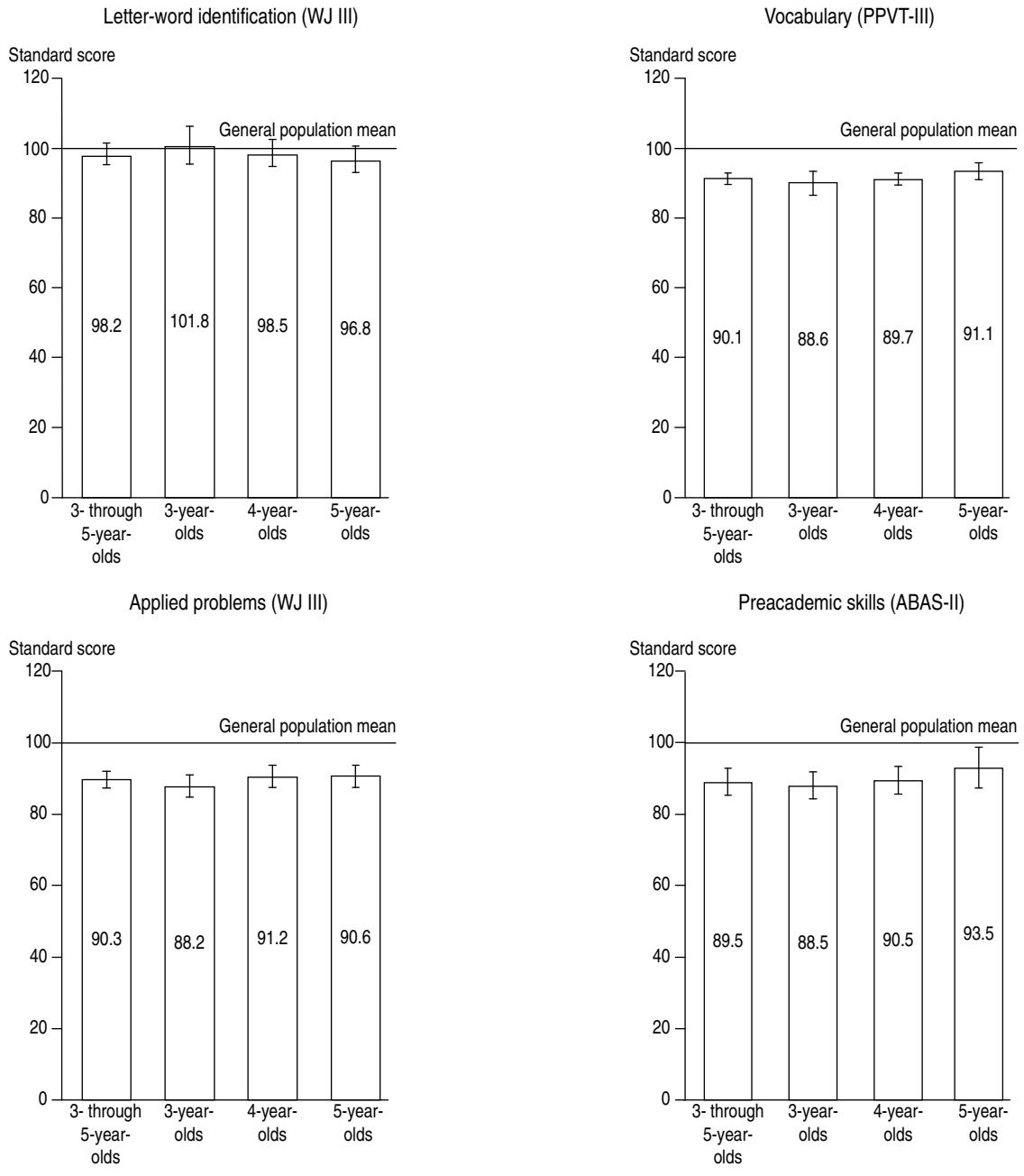

Exhibit reads: Preschool-age children identified for services under IDEA had a mean standard score of 98 on the letter-word identification subtest.

NOTE: Data were preliminary at the time of publication (2005). Findings reported in the exhibit are based on a direct assessment of individual students using Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001), Peabody Picture Vocabulary Test-Third Edition (PPVT-III) (Dunn and Dunn 1997), and Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Key Findings for School-Age Students Identified for Services Under IDEA

This section presents main findings for children ages 6 through 21 who were identified for services under IDEA Part B. Results reported include the patterns of identification of school-age children for services under IDEA, rates of loss of eligibility for services under IDEA through declassification, and outcomes. Information on identification patterns is based on data from DANS and CCD.[11] Declassification information is based on reports from SEELS and NLTS2 and other literature review. Outcomes analyses are based on data and reports from NAEP, APRs, SEELS, NLTS2, DANS, and CCD.

Identification of School-Age Children for Services Under IDEA

- **In 2005, the percentage of 6- through 17-year-old children identified for services under IDEA was 12.92 percent (n = 5,707,712), an increase from 12.31 percent (n = 5,081,196) in 1997.**
- **Between 1997 and 2005, the patterns in the identification of school-age children identified for services under IDEA varied by age group.** As shown in exhibit ES.8, the highest percentage of students identified for each year from 1997 to 2005 were 10- through 13-year-olds. During the same period, the 14- through 17-year-olds had the largest percentage point change in receipt of services under IDEA (1.64 points).
- **In 2005, the percentages of 6- through 21-year-olds identified for services under IDEA differed by race/ethnicity category.** In 2005, percentages of students identified ranged from 6.34 percent (Asian school-age children) to 16.67 percent (Black school-age children). For American Indian, White, and Hispanic school-age children, 15.76 percent, 14.05 percent, and 11.83 percent, respectively, were identified for services.[12]
- **From 1998 to 2005, the relative position of all race/ethnicity categories remained the same for the percentage of school-age children identified for services under IDEA.** For each year from 1998 to 2005, Black school-age children had the highest identification percentages (ranging from 16.57 in 1998 to 16.67 in 2005), followed by American Indian (14.69 to 15.76), White (13.88 to 14.05), Hispanic (12.80 to 11.83), and Asian school-age children (6.01 to 6.34).

[11] Identification percentages in this section were computed for each year using the number of children ages 6 through 17 identified for services under Part B (DANS) as a percentage of the school enrollment in grades 1 through 12 (CCD). CCD school enrollment counts in grades 1 through 12 were used as a proxy for the total number of children ages 6 through 17 in elementary and secondary schools. For the identification percentages by race/ethnicity categories, CCD school enrollment counts in grades 1 through 12 were used as a proxy for the number of children ages 6 through 21 in elementary and secondary schools as DANS child count data by race/ethnicity category are only available in the aggregate 6–21 age group.

[12] This analytic approach was established by Donovan and Cross (2002) in the National Academy of Sciences report, *Minority Students in Special and Gifted Education*.

Exhibit ES.8. Trends in national percentage of school-age children identified for services under IDEA, by age group (1997–2005)

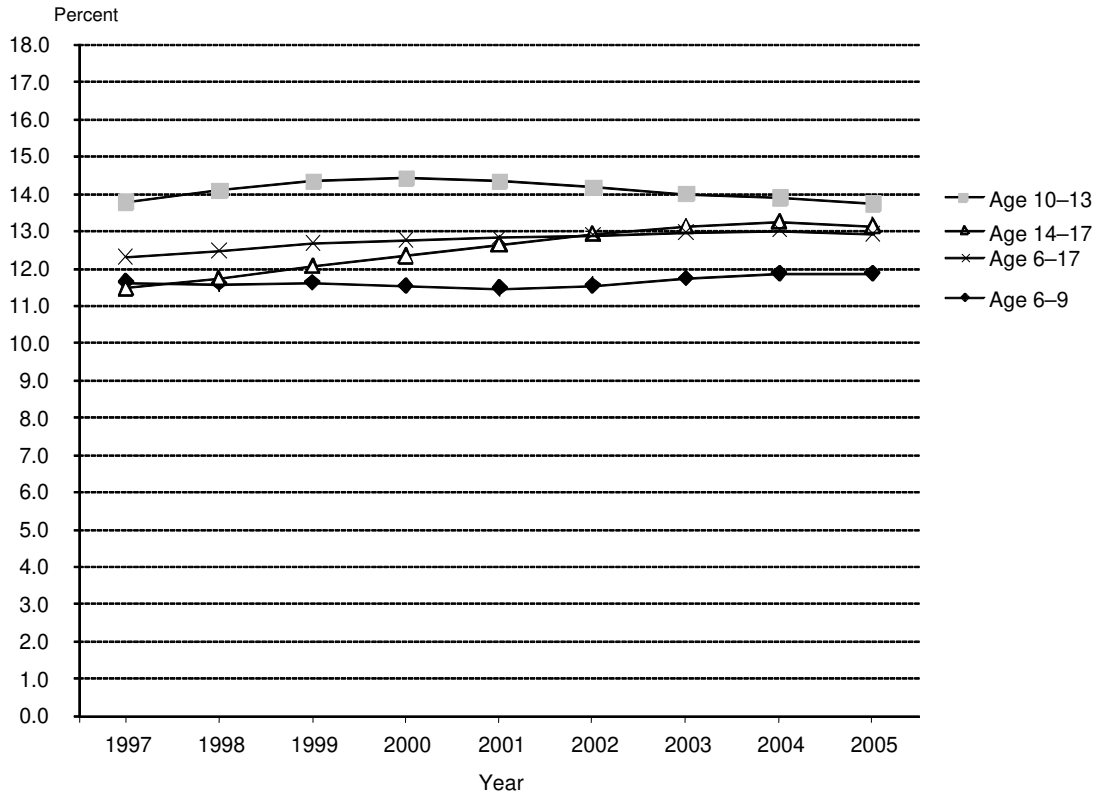

Exhibit reads: Nationwide, the percentage of 6- through 9-year-olds identified for services under IDEA increased from 11.63 percent in 1997 to 11.85 percent in 2005.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The school enrollment numbers are aggregated counts of student enrollment in all public schools in the 50 states and the District of Columbia, including BIE schools. To compute the percentages, the number of students with disabilities, including children in BIE schools, for each age year was divided by the enrollment count for the corresponding grade level. The following age groups and grade levels are as follows: 6- through 9-year-olds (grades 1–4); 10- through 13-year-olds (grades 5–8); 14- through 17-year-olds (grades 9–12); and 6- through 17-year-olds (grades 1–12).
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

- **In 2005, the disability category with the largest percentage of school-age children identified for IDEA services varied by age group.** For children ages 6 through 9, the largest percentage was children with speech and language impairments (5.46 percent). For children ages 10 through 13 and 14 through 17, the largest percentage was for children with specific learning disabilities (7.07 percent and 7.58 percent, respectively).

- **Between 1997 and 2005, the percentage of 6- through 17-year-olds identified for services under IDEA varied by disability category.**[13] Between 1997 and 2005, the largest percentage change for 10- through 13- and 14- through 17-year-olds relative to identification percentages for the age group in 1997 was for children identified with autism under IDEA (410.67 percent and 409.72 percent, respectively). Developmental delay is a category included for the 3 through 5 and 6 through 9 age groups and showed the largest relative percentage change from 1997 to 2005 (1,988.85 percent).
- **States varied in the percentage of children identified for services under IDEA in 2005.** Across states in 2005, the percentage identified ranged from 9.87 percent in Colorado to 18.59 percent in Rhode Island. Forty-one states had higher identification percentages in 2005 than in 1997 (exceptions were Colorado, California, Texas, Connecticut, Alabama, Tennessee, Maryland, Alaska, New Mexico, and Massachusetts).

Declassification of School-Age Children With Disabilities

- **Across grade levels, declassification rates among children and youth identified for IDEA services varied: 49 percent of students who had received services in kindergarten (spring 1999) were no longer eligible by third grade (spring 2002) (Holt, McGrath, and Herring 2007), 17 percent of children ages 6 through 12 in 1999 were ineligible after 2 years, and 5 percent of youth ages 13 through 16 in 2000 were ineligible after 2 years (Wagner 2003).**
- **The proportions of 6- through 12-year-olds who had been declassified from special education services within approximately 2 years varied across disability categories.** As shown in exhibit ES.9, the declassification rates of students ages 6 through 12 ranged from 2 percent among children with traumatic brain injury to 34 percent for children identified under the speech or language impairments category, the highest percentage among all disability categories (SEELS 2005).
- **Children and youth ages 6- through 12- years-old declassified from IDEA services had significantly higher scores on literacy and mathematics outcomes than children and youth of the same age who continued to receive services.** The mean standard score on the research versions of WJ III Letter-Word Identification subtest was 96 (SE = 1.57) for declassified students and 82 (SE = 0.77) for students who continued to receive services. Similarly, Passage Comprehension mean standard scores for the two groups were 92 (SE = 1.46) and 83 (SE = 0.75), respectively; for Math Calculation, they were 104 (SE = 1.40) and 91 (SE = 0.71); and for Applied Problems, they were 101 (SE = 1.56) and 88 (SE = 0.74).

[13] The 13 disability categories under which 3- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB) and developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category.

Exhibit ES.9. Percentage of 6- through 12-year-olds identified for IDEA services in December 1999 who were declassified by spring 2002, by disability category

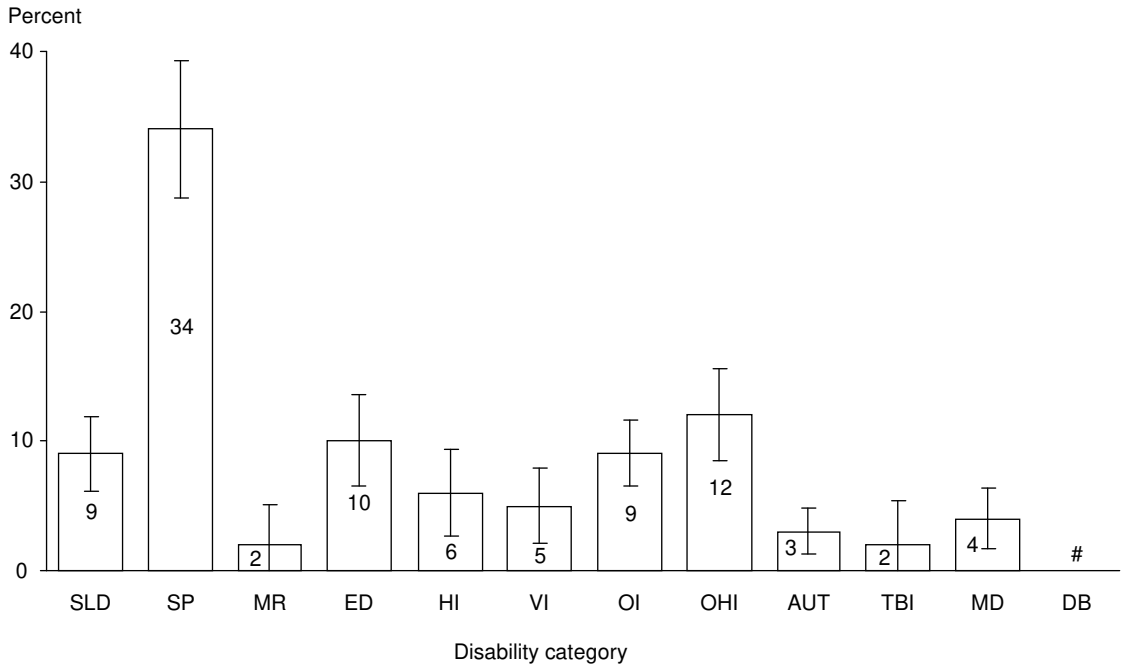

Exhibit reads: Nine percent of 6- through 12-year-olds who had been identified for IDEA services under the category of specific learning disabilities in December 1999 were reported by schools or parents not to be receiving special education services as of spring 2002.

Rounds to zero.
NOTE: Disability categories are: specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), parent interviews and students' school program survey, 2002. Reported in SEELS (2005).

Outcomes for School-Age Children Identified for Services Under IDEA

- **Academic achievement trends from 2003 through 2007 measured by NAEP showed significant increases in average scale scores for both children identified and children not identified for services under IDEA in grade 4 reading and mathematics and in grade 8 mathematics (see exhibit ES.10).** In grade 4 reading, average scale scores for children identified for services under IDEA and children not identified for IDEA services increased by 5.8 (SE = 0.82, $p < .001$) and 3.0 (SE = 0.38, $p < .001$) scale points, respectively. Similar increases were observed in grade 4 mathematics of 6.1 (SE = 0.56, $p < .001$) and 5.0 (SE = 0.29, $p < .001$) scale points, respectively. In grade 8 mathematics, average scale scores for children identified for services under IDEA increased by 4.1 (SE = 0.91, $p < .001$) scale score points from 2003 to 2007. Average scale scores for children not identified for IDEA services increased by 3.2 (SE = 0.35, $p < .001$) scale score points.

- **Children identified for services under IDEA had significantly lower scores on NAEP in reading and mathematics than children not identified at each time point (se exhibit ES.10).** For example, in grade 4 reading, the differences between children identified and not identified for services under IDEA were 35.4 (SE = 0.66, $p < .001$), 30.6 (SE = 0.58, $p < .001$), and 32.7 (SE = 0.62, $p < .001$) scale score points in 2003, 2005, and 2007, respectively. In grade 8 mathematics, the differences by IDEA service status were 38.6 (SE = 0.82, $p < .001$), 37.5 (SE = 0.51, $p < .001$), and 37.8 (SE = 0.73, $p < .001$) scale score points in 2003, 2005, and 2007, respectively.
- **Across states, NAEP reading and mathematics scores varied for children identified for and not identified for services under IDEA.** For children identified for services under IDEA, the average scale scores in 2007 ranged from 162 (SE = 4.73) to 213 (SE = 2.86) on the NAEP fourth-grade reading test and from 203 (SE = 2.80) to 248 (SE = 2.44) on the eighth-grade test, resulting in differences across states of 51 points and 45 points, respectively. Average scale scores for children not identified for IDEA services were more homogeneous, ranging from 199 (SE = 0.84) to 239 (SE = 1.14) and 243 (SE = 0.79) to 278 (SE = 0.83) for the fourth- and eighth-grade reading tests, respectively, differences of 40 and 35 points.

Exhibit ES.10. Mean reading and mathematics scale scores of fourth- and eighth-grade students identified and not identified for services under IDEA (2003, 2005, and 2007)

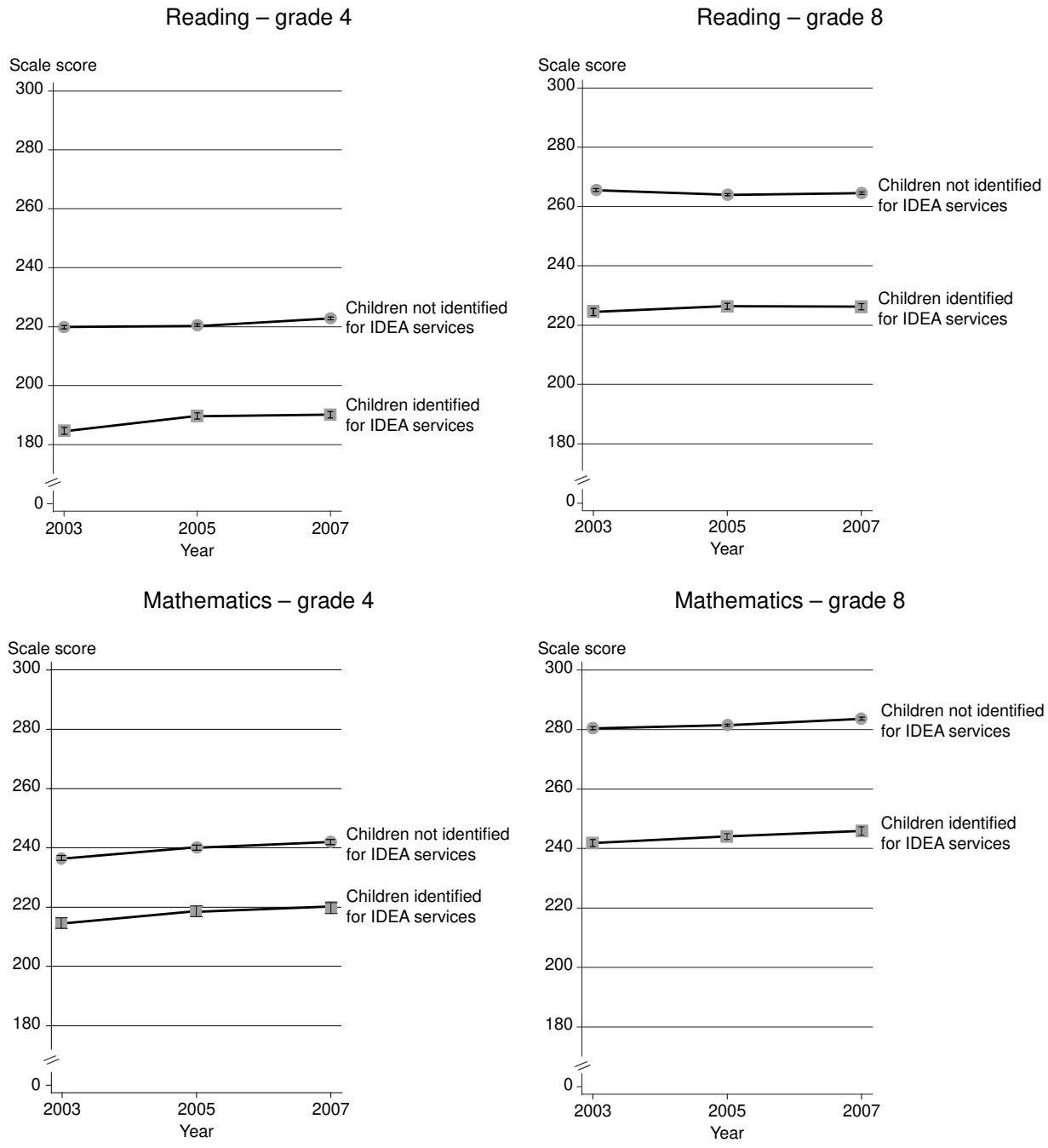

Exhibit reads: In 2007, the mean reading scale score of fourth-grade students not identified for IDEA was 223 compared with 190 for students identified.

NOTE: The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

- **The percentage of students identified for services under IDEA meeting achievement levels in reading in fourth grade on NAEP and state regular assessments varied across states.** The range of percentages of children identified for IDEA services at the NAEP *proficient or above* achievement level was from 2 percent (SE = 1.4) in the District of Columbia to 19 percent (SE = 2.8) in Virginia. The range of children identified for services under IDEA at the NAEP *basic or above* achievement level was from 9 percent (SE = 2.2) in the District of Columbia to 48 percent (SE = 4.5) in Delaware. The percentage of children identified for services under IDEA reported as *proficient or above* on regular state accountability tests ranged from 9 percent in South Carolina to 83 percent in Mississippi.
- **The percentage of students identified for services under IDEA meeting achievement levels in mathematics in fourth grade on NAEP and state regular assessments varied across states.** The range of children identified for IDEA services at the NAEP *proficient or above* achievement level was from 2 percent (SE = 0.9) in the District of Columbia to 26 percent (SE = 2.8) in North Carolina. The range of children identified for IDEA services at the NAEP *basic or above* achievement level was from 9 percent (SE = 2.1) in the District of Columbia to 70 percent (SE = 2.7) in North Carolina. The percentage of children identified for IDEA services reported as *proficient or above* on regular state accountability tests ranged from 8 percent in Maine to 81 percent in North Carolina.
- **Nationwide, 46 percent of children identified for services under IDEA and estimated to be enrolled as of 4 years prior completed secondary school with a regular diploma in 2005. This graduation rate is 29 percentage points below the rate for children in the total population nationwide who received a regular diploma that year (75 percent).**[14] The Averaged Freshman Graduation Rate (AFGR) in 2005 for children identified for services under IDEA ranged from 17 percent in Louisiana to 78 percent in Pennsylvania (see exhibit ES.11). For the total population of children, the AFGR ranged from 56 percent in Nevada to 91 percent in New Jersey.

[14] Comparisons between children identified for services under IDEA and the total population, as well as comparisons among states, should be treated with caution because of limitations of the data sources.

Exhibit ES.11. Averaged freshman graduation rate of school-age youth identified for services under IDEA and total population, by state (2005 and 1998–2004 average)

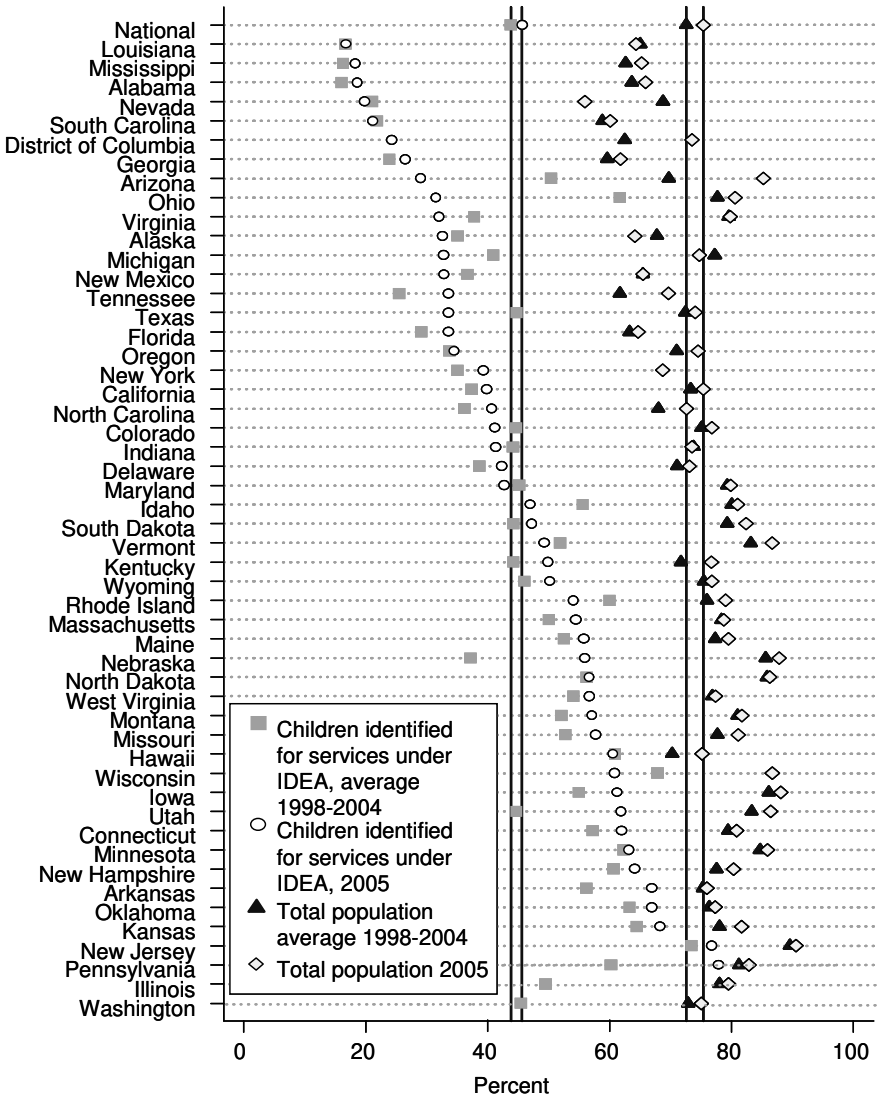

Exhibit reads: In Louisiana, 17 percent of the estimated enrollment of students identified for IDEA services 4 years prior to 2005 graduated with a regular diploma in 2005.

NOTE: States are ordered by the graduation rate of youth identified for services under IDEA in 2005. Vertical lines represent national rates. The Averaged Freshman Graduation Rate (AFGR) uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of graduates 4 years later. For a given year, the freshman class size four years prior is estimated by summing the enrollment in 8th grade 4 years prior, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. To calculate the AFGR, the number of diplomas awarded in a year serves as the numerator, and the averaged freshmen class enrollment serves as the denominator (for more information about the use of the AFGR for the general population, go to: *http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053).* Using data from the Common Core of Data (CCD), the formula for calculating the AFGR for youth in the total population is shown below.

AFGR formula for youth in the total population for 2005-06 school year:

$$\frac{\text{Regular High School Diplomas Awarded at End of 2005-06 School Year}}{\text{Enrollment in (Grade 8 in fall 2001 + Grade 9 in fall 2002 + Grade 10 in fall 2003)/3}}$$

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved April 19, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

1. Introduction

Legislative Background

Since the 1960s, federal legislation has focused on educating children with disabilities. The Elementary and Secondary Education Act (ESEA) passed in 1965 provided states with grants to improve the education of children with disabilities. In 1975, the Education for all Handicapped Children Act (EHA), also called Public Law 94-142, codified America's commitment to the rights of children and youth with disabilities to receive equal access to an education. It specified that 3- through 21-year-olds who were found eligible for services under the law would receive a "free appropriate public education (FAPE)" that was designed to meet their individual needs through an "Individualized Education Program" (IEP) to receive an education and related services in the general education environment "to the maximum extent appropriate."[1] EHA also made the commitment to protect the educational rights of these children and their families by establishing procedural safeguards. Through this law, the federal government offers grants to states to help support the direct services provided to children determined to be eligible under the law.

In a series of reauthorizations of this landmark legislation over the subsequent three decades, other provisions were added, including expansions of the rights of children with disabilities. Amendments in 1986 (P.L. 99-457) made the provision of a free appropriate public education to children ages 3 through 5 a requirement for receiving federal funding to support special education services. This same legislation provided grants to states to serve eligible infants and toddlers with disabilities (ages birth through 2 years) and their families through an "Individualized Family Service Plan" (IFSP) designed to meet the unique developmental needs of the eligible infant and toddler and the family. In 1990, P.L. 101-476 renamed the EHA as the Individuals With Disabilities Education Act (IDEA) and extended the law to include support for youth with disabilities in the transition to young adulthood and added new disability categories. The new classifications included children with autism and traumatic brain injury. In 1991, the U.S. Department of Education (ED) issued a joint policy memo[2] stating that children identified with an attention deficit hyperactivity disorder (ADHD) could be identified as eligible for special education services under the disability classification of other health impaired (Joint Policy Memo 1991). The subsequent reauthorization of IDEA in 1997 (P.L. 105-17) placed greater emphasis on improving students' inclusion in accountability systems, giving them access to the general education curriculum, and improving their academic performance, including improving the developmental outcomes for infants and toddlers.

The most recent reauthorization of IDEA in 2004 (P.L. 108-446) brought further evolution in the law. Although IDEA 2004 continues to ensure that all children with disabilities receive FAPE, amendments affected state and local policies by stipulating that children with disabilities *make progress* in the general education curriculum and *improve* their academic and developmental outcomes. The 2004 reauthorization aligned more clearly with the guiding federal

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[1] Under P.L. 94-142, FAPE would be available for all handicapped children aged 3–21 no later than September 1, 1980, with an exception made for children ages 3, 4, and 5 if this legislative provision was inconsistent with state law.

[2] The Assistant Secretaries for the following offices in the U.S. Department of Education jointly signed this policy memo: Office of Special Education and Rehabilitative Services, Office of Elementary and Secondary Education, and Office of Civil Rights.

legislation, the No Child Left Behind Act of 2001 (NCLB). Under IDEA and NCLB, states are expected to align their performance goals and indictors for children with disabilities with their definition of adequate yearly progress (AYP) and report on graduation rates and drop-out rates. Children with disabilities are expected to participate in state assessment systems and demonstrate continued improvement and progress in their academic outcomes, including those students who take an alternate assessment. States publicly report on their participation and progress toward meeting state goals on the assessments with the same frequency and detail as for children without disabilities. For children receiving early intervention and preschool services under IDEA, greater emphasis is on targeting developmental and academic outcomes, including preliteracy and language skills, as specified in the IFSP or IEP.

IDEA 2004 also made changes affecting who could be served with IDEA funds. First, local education agencies can use a portion of the IDEA funds to provide early intervening services in grades K through 12 for students struggling with and needing additional academic and behavioral supports to succeed in the general education environment. The option of using funds to provide early intervention services provides new opportunities for schools to assess a child's response to scientific, research-based intervention as a way of determining eligibility for special education services under the classification of specific learning disability. Second, states are required to establish policies to prevent inappropriate overidentification by race and ethnicity of children with disabilities and to collect and examine data to determine whether significant disproportionality on the basis of race and ethnicity exists in the state and districts.

To implement the law, federal funds supplement state and local funds. Part C of IDEA provides states with grants to support early intervention services for infants and toddlers from birth through age 2 and their families. Part B, Section 619, provides states with funding specifically to support special education and related services for preschool-age children, ages 3 through 5. Part B, Section 611, provides grants to support states' special education and related services for school-age students, ages 3 through 21.[3] The total formula grants to states have increased in current year dollars from $3.78 billion in fiscal year (FY) 1997 to $11.76 billion in FY 2008. In addition to the FY 2009 annual formula grants, $12.20 billion in IDEA funding was provided to states through the American Recovery and Reinvestment Act of 2009 (P.L. 111-5, also known as ARRA or the Recovery Act). To obtain these resources, states submit to the U.S. Department of Education (ED) their applications, which include assurances regarding how the state identifies children who are eligible for IDEA services, and ensures the provision of appropriate services to children with disabilities. States vary in the ways that they implement both the identification of children with disabilities and the provision of IDEA services.

[3] Of the two remaining subparts, Part A states the purposes of IDEA, including definitions of key concepts. Part D authorizes a discretionary program, the *National Activities to Improve Education of Children With Disabilities*, designed to support the implementation of IDEA, including research, technical assistance and dissemination, state improvement grants, and training personnel to educate students with disabilities.

Exhibit 1.1. Federal IDEA formula grants in FY 1997, FY 2004 and FY 2008, by funding category

Category	Funding in FY 1997	Funding in FY 2004	Funding in FY 2008
Total grants to states	$3,783,685,000	$10,900,168,152	$11,757,264,653
Part B, 611 special education grants	$3,107,522,000	$10,068,106,452	$10,947,511,571
Part B, 619 preschool special education grants	$360,409,000	$387,699,000	$374,099,280
Part C	$315,754,000	$444,362,700	$435,653,802

NOTE: Costs presented in this exhibit are in current year dollars.

SOURCE: U.S. Department of Education, retrieved December 5, 2008, from http://www.ed.gov/about/overview/budget/tables.html. Additional source for 2008 information: Guide to U.S. Department of Education Programs, 2008, retrieved January 27, 2008, from http://www.ed.gov/programs/gtep/gtep.pdf.

The National Assessment of IDEA 2004

Since its inception in 1975, IDEA has included provisions for collecting information on the implementation and impact of the law and reporting findings annually to the U.S. Congress. The Office of Special Education Programs (OSEP) has prepared annual reports to Congress since 1977 to provide information on the extent to which all students with disabilities are receiving a free appropriate public education. In 1983, "special studies" were called for, such as the specification for the implementing agency, OSEP in the U.S. Department of Education, to conduct a longitudinal study of secondary school students receiving services under the law to document their characteristics, their school programs and achievements, and their experiences and outcomes in the transition to early adulthood. In response to the call for a national assessment in the 1997 reauthorization, the Department of Education funded a portfolio of special studies including four longitudinal child-based studies[4] on specific age groups and three topical studies addressing key issues in special education.[5]

The 2004 reauthorization of IDEA also called for a national assessment to measure the implementation progress of IDEA and the relative effectiveness of the law in achieving its purpose (Section 664(b)). The 2004 National Assessment was intended to build on work conducted under the prior national assessment required by IDEA 1997 and to conduct new studies as appropriate. In response, the National Center for Education Evaluation (NCEE) at the Institute of Education Sciences (IES) initiated a design study advised by practitioners, researchers, and evaluation experts to develop key research questions and approaches to address the goals set forth for the 2004 National Assessment (Fiore et al. 2007). The design study translated the topics identified in the law into specific research questions to address across the various studies of the National Assessment. These research questions focus on the developmental and academic outcomes for children with disabilities, identification for early intervention and

[4] These were the National Early Intervention Longitudinal Study (NEILS), examining children birth through age 2 and their families who received early intervention services; the Pre-Elementary Education Longitudinal Study (PEELS), addressing children receiving preschool special education services; and the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2), which focused on 6- through 12-year-olds and 13- through 16-year-olds, respectively, who were receiving special education services when the studies began. (Details on these studies are in appendix A1.)

[5] These were the Study of State and Local Implementation of IDEA (SLIIDEA), the Study of Personnel Needs in Special Education (SPeNSE), and the Special Education Expenditure Study (SEEP).

special education, early intervention, and special education services and personnel. As a part of the design study, existing sources of national data on special education were reviewed to identify sources that could be useful in answering the research questions and studies were recommended that could yield new data to answer the remaining questions. Information generated through this National Assessment was intended to help federal policymakers and state and local administrators implement the law more effectively and help federal policymakers shape future legislation regarding infants, toddlers, preschoolers, children, and youth with disabilities.

By December 2009, IES initiated six studies that contribute to the National Assessment: (1) analyses of extant data to provide descriptive information on the patterns of identification and outcomes for children with disabilities as background for subsequent studies on program implementation and effectiveness of services, (2) a study on state and district implementation of policies and practices for children with disabilities, (3) an evaluation study of the Personnel Development Program, (4) an evaluation of Response to Intervention strategies in elementary reading, (5) a study of school improvement status as it relates to students with disabilities, and (6) an evaluation of the Technical Assistance and Dissemination Program. SRI International was charged with conducting the first study, and findings from it are the subject of this report.

Patterns in the Identification of and Outcomes for Children and Youth With Disabilities

This study, as a part of the National Assessment, utilizes existing data to provide background information for studies on program implementation and effectiveness of services. The topics of this study are the identification of children for early intervention and special education, declassification of children who were no longer eligible for early intervention and special education services, and the outcomes for children identified for services under IDEA. To address the specific research questions developed under the design study (Fiore et al. 2007), the SRI researchers reviewed available data sources and conducted analyses of existing data to provide a national picture spanning across ages: infants, toddlers, preschool-age, and school-age children and youth. Where data are available, patterns across time and state-level findings are also presented. On the identification of children for services under IDEA, findings are presented nationally, over time, and at the state level. This report also presents descriptive findings on the status of the academic and developmental outcomes for children with disabilities compared with their nondisabled counterparts, as appropriate. The specific research questions and methodological approach for answering them under the IDEA analytic support study follow.

Research Questions

This study uses extant data—that is, data already collected through other studies or as part of ongoing data collection systems—as a cost-effective means of addressing the descriptive research questions on the three topical areas of this study: identification, declassification, and outcomes. The questions are as follows:

Key questions related to *identification*

- What is the percentage of children identified for early intervention and special education services under IDEA? What is the variation in the percentage identified over time and by age, gender, race/ethnicity, and disability categories?
- What is the variation across states and over time in the percentage of children who has been identified for early intervention or special education services under IDEA?

Key questions related to *declassification*

- What percentage of children identified for early intervention and special education services lose eligibility (are declassified)?
- How do the developmental and academic outcomes for children who are declassified compare with those for children with disabilities who continue receiving services under IDEA?

Key questions related to *outcomes*

- How do developmental and academic outcomes for children with disabilities identified for services under IDEA compare with those of children not identified for services under IDEA?
- How do developmental and academic outcomes for children with disabilities vary by disability categories within age groups and over time?

Methodological Approach

Two sets of analytic activities were conducted for this study. A review of relevant literature was conducted to identify published sources of data and analyses of pertinent data sources from which findings were drawn. Extant databases were selected on the basis of this initial review to conduct new analyses addressing the research questions for this study. As a result, 14 datasets were selected that targeted the age ranges of interest and the time frame most relevant for this study.

Three age ranges of children were used: infants and toddlers (birth through age 2), preschool-age (ages 3 through 5), and school-age children with disabilities (ages 6 through 21). Most analyses for the school-age children included only 6- through 17-year-olds, and in some instances targeted subgroups of 6- through 9-year-olds, 10- through 13-year-olds, and 14- through 17-year-olds. These age groups align with how districts serve children, with a particular emphasis at the federal level on improving the achievement of students in grades K through 3 (the 6 through 9 age group).

Study questions on the identification of children for IDEA services focused both on one point in time and trends over time. The time frame most relevant for addressing research questions at one point in time was the most recent year of data available. For analyses of changes in identification over time, 1997 was chosen as the starting point because it was the year of the last reauthorization of IDEA before the 2004 reauthorization. To address study questions related to outcomes, the most current data sources given priority were those that included data for both children with disabilities and their counterparts (i.e, children without disabilities, children without an IEP), data from both before and after the 2004 reauthorization of IDEA, and data that reflected both NCLB and IDEA. The only data sources available that included outcomes disaggregated by disability categories for each age group predated the 2004 reauthorization of IDEA.

The following data sources were used in the analyses reported. (A detailed description of each data source is included in appendix A1.)

Population data on children identified for services under IDEA:

- Data Analysis System (DANS)
- State Annual Performance Reports (APR)

Population data for identification and graduation ratios:

- Common Core of Data (CCD)
- U.S. Census (2000)
- National Vital Statistics System (NVSS)

Sample data from four longitudinal studies of different age groups that followed nationally representative samples of children identified for services under IDEA:[6]

- National Early Intervention Longitudinal Study (NEILS) of infants and toddlers
- Pre-Elementary Education Longitudinal Study (PEELS) of children ages 3 through 5
- Special Education Elementary Longitudinal Study (SEELS) of children ages 6 through 12
- National Longitudinal Transition Study-2 (NLTS2) of children ages 13 through 21

Sample data on the outcomes of the total population for comparison with the outcomes of children identified for services under IDEA:

- Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K)
- National Health Interview Survey (NHIS)
- National Household Education Surveys (NHES 1999), used to compare outcomes for infants and toddlers
- National Assessment of Educational Progress (NAEP), used to compare outcomes of school age children.

Variables Used in Analyses

Specific variables from the data sources were used in analyses related to identification and outcomes for children identified for services under IDEA. Exhibit 1.2 summarizes the variables and the sources of extant data. More detailed information is available in appendix B.

Analytic Procedures

Analyses conducted using population data were considered to be descriptive and no statistical testing was conducted. Population data were from the U.S. Census (for year 2000), the CCD, DANS, the State APRs, and the NVSS. When analyses included sample data, statistical testing was conducted. Sample data included the four child-based longitudinal studies from the national assessment of IDEA in 1997 (NEILS, PEELS, SEELS, and NLTS2); the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K); the National Assessment of Educational Progress (NAEP); and two recurring studies of the general population (NHIS and NHES).

Tests of difference between groups and over time were conducted to determine whether observed differences were greater than would be expected by chance. When the appropriate statistical significance value could not be obtained from the literature, *t* tests for differences in mean values were applied to calculate the statistical significance of the comparison. All *t* tests were two-sample *t* tests when the two samples were independent or were tests of hypothesis that

[6] Although these data sources include outcome data that predate the 2004 reauthorization of IDEA, they are the only data sources available to address the study question on the variation by disability category in the outcomes for children with disabilities. Detailed descriptions of these data sources are included in appendix A.1.

a sample mean differed from a constant (e.g., the mean of a relevant population or norm groups). All statistical tests of change over time examined differences between specific years (for example, 2003 and 2005). Tests of differences across states examined the statewide mean versus the mean of the nation excluding the particular state.

The false discovery rate was controlled using the Benjamini-Hochberg (1995) procedure at $p < .05$. This test was applied to eight domains: grade 4 NAEP reading and math scores; grade 8 NAEP reading and math scores; and all tests from NEILS, PEELS, SEELS, and NLTS2. Additional information about this procedure and justification for its use can be found in appendix B. Standard errors tables are included in appendix A sections corresponding to each chapter.

For research questions related to identification of children for services under IDEA, data are presented for the number of children identified as receiving IDEA services, the percentage of children from the total population who were identified for services under IDEA, and the composition (by gender) of the population of children identified for services under IDEA Part B. Declassification data are presented for the percentage of children no longer eligible for early intervention or special education services and their outcomes as compared with children who continue to receive services. For outcomes of children receiving IDEA services, data presented in this report include academic and developmental outcomes and trends for children identified for services under IDEA. Analyses include comparisons over time, between children identified for and not identified for services under IDEA, between state results and national averages, with the total population means, across IDEA eligibility classifications, across ages, and across declassification status.

All comparisons in outcomes between children served under IDEA and other children, or between children served under IDEA across states and over time, are presented for descriptive purposes only. These comparisons were not designed and are not suited to measure the impacts of IDEA on child outcomes.

Exhibit 1.2. List of variables and extant data sources, by age group

Variable	Children's age in years		
	Birth through 2	3 through 5	6 through 21
Identification			
Number of children identified for services under Part C (birth through 2) or Part B (3- through 5-year-olds and 6- through 17-year-olds) of IDEA, by • year • age • ethnicity • gender • state • disability category	DANS	DANS	DANS
Number of children in total population	NVSS	NVSS	CCD
Declassification			
Number of children declassified from receiving services under IDEA	DANS NEILS	†	DANS
Number of children declassified from receiving services under IDEA, by disability classification	†	†	ECLS-K SEELS NLTS2
Outcomes (indicator)			
Communication development (parent and teacher report) Social or emotional development (parent and teacher report) Adaptive development (parent and teacher report)	NEILS	†	†
Cognitive development—early literacy and mathematics skills (parent and teacher)	NEILS NHES ECLS-K	†	†
Physical development (teacher and parent report)	NEILS ECLS-K NHIS	†	†
Literacy skills (WJ III Letter Word Identification) Vocabulary skills (Peabody Picture Vocabulary Test-Third Edition) Numeracy skills (WJ III Applied Problems) Preacademic skills (Adaptive Behavior Assessment System – Second Edition) Social skills (Preschool and Kindergarten Behavior Scales, Second Edition) Problem behaviors (Preschool and Kindergarten Behavior Scales, Second Edition) Self-care skills (Adaptive Behavior Assessment System – Second Edition) Self-direction skills (Adaptive Behavior Assessment System – Second Edition)	†	PEELS	†
Academic skills in reading and mathematics, by grade and year (NAEP reading and math tests)	†	†	NAEP
Academic skills in reading and mathematics, by state (NAEP reading and math tests, state accountability tests in reading and math)	†	†	NAEP, APRs
Academic skills in reading and mathematics, by disability classification (WJ III Letter Word Identification, WJ III Passage Comprehension, WJ III Calculation, WJ III Applied Problems)	†	†	SEELS, NLTS2
School completion, dropout, and ageout rates, by disability classification	†	†	DANS, CCD

† Not applicable.

NOTE: Abbreviations for data sources are: APRs: State Annual Performance Reports; CCD: Common Core of Data; DANS: Data Analysis System; ECLS-K: Early Childhood Longitudinal Study, Kindergarten Cohort; NCEO: National Center on Educational Outcomes; NEILS: National Early Intervention Longitudinal Study; NHES: National Household Education Surveys; NLTS2: National Longitudinal Transition Study-2; NVSS: National Vital Statistics System; PEELS: Pre-Elementary Education Longitudinal Study; SEELS: Special Educational Elementary Longitudinal Study. The outcome indicator, WJ III, refers to the Woodcock-Johnson III Tests of Achievement. Additional information for each data source is available in appendix A1.

Overview of the Report

This report provides background context for National Assessment studies on program implementation and effectiveness of services, making a contribution to policy and practice in the following important ways. First, it describes the academic and developmental outcomes for children across the age span and, as appropriate, compares their outcomes of samples including their nondisabled peers. For each age group, the report provides a national description of the children identified for services under IDEA—by their ages, gender, race/ethnicity, and disability.

Second, the age groupings of school-age children align with federal policy and district practices. Findings for children ages 6 through 9 align with the federal focus on improving achievement of students in grades K through 3 and enrolled in elementary school. Children ages 10 through 13 and 14 through 17 are typically enrolled in middle and high schools, respectively.

Third, the findings are reported across time, as well as for a single time point. The patterns in the identification of children identified for IDEA services across the age spans are reported for a 10-year time frame. For school-age children and youth, 4 years of data were available for reporting on the patterns in their outcomes. For infants and toddlers eligible for IDEA services, developmental comparisons are made.

Fourth, the research questions were answered by using the extant data sources listed earlier in this chapter in lieu of costly new data collection. New approaches were used to analyze data from these existing datasets, such as new data sources to calculate identification percentages on the basis of annual population data and new calculations for determining graduation rates among youth identified for IDEA services.

Finally, this report presents descriptive findings from the analyses objectively and provides relevant contextual information, such as the legislative background on IDEA. This study is not designed to assess how outcomes presented in the report are affected by identification or declassification practices, nor is it designed to measure impacts of IDEA services on child outcomes. IES is providing the information contained in this study as part of the National Assessment of IDEA 2004 for use by the U.S. Department of Education, the Congress, and the public.

With these contributions in mind, the chapters are organized by the age group of children identified for services under IDEA. Each chapter presents, for the age group, the patterns of identification, declassification, and outcomes for children identified for early intervention and special education under IDEA. This organization frames a more complete, unified picture of the age group than would result from a topical organization. Specifically,

- Chapter 2 summarizes information on the identification, declassification, and developmental and academic outcomes for infants and toddlers, birth through 2 years of age, receiving early intervention services supported with IDEA Part C federal grants and state and local funds.
- Chapter 3 focuses on identification for special education and developmental and academic outcomes for children ages 3 through 5 supported with IDEA Part B, Section 619, preschool special education federal grants and state and local funds.
- Chapter 4 presents information on the identification, declassification, and academic outcomes for children and youth ages 6 through 21 supported with IDEA Part B, Section 611, special education federal grants and state and local funds.

Key Findings Related to Infants and Toddlers Identified for Early Intervention Services Under IDEA

Who are infants and toddlers identified for services under IDEA and how has this changed over time?

In 2006, a total of 299,848 children ages birth through 2 years were reported by states as having been identified for early intervention (EI) services under IDEA. The percentage of infants and toddlers who were receiving early intervention nationally declined from 1997 to 1998 (1.65 percent to 1.57 percent) but then increased every year thereafter, reaching 2.40 percent in 2006. In 2006, 178,285 infants and toddlers identified for services (59 percent) were male and 121,563 (41 percent) were female. The percentage of infants and toddlers identified for EI services under IDEA varied by race/ethnicity. In 2005, the most recent year for which data are available, the percentages of the general population identified for services under IDEA within each racial/ ethnic category were 1.95 percent for Asians, 2.09 percent for Hispanics, 2.32 percent for Blacks, 2.45 percent for American Indian, and 2.55 percent for Whites. From 1998 to 2005, the percentage of infants and toddlers identified for EI services under IDEA for all five racial/ethnic categories increased, with the percentages for White infants and toddlers showing the greatest change (1.41 percent to 2.55 percent).

States varied in the percentage of infants and toddlers identified for services under IDEA. The percentage of children identified for services ranged from 7.19 percent in Hawaii to 1.18 percent in Mississippi in 2006. The percentage of children identified was higher in 2006 than in 1997 for 47 states.

Who leaves early intervention services?

States reported that 66 percent of the infants and toddlers who exited early intervention from 2005 to 2006 at 36 months were eligible for Part B 619 preschool services. States also reported that 12 percent exited to other programs, 6 percent exited early intervention without referrals to other services, and 17 percent had not yet had their eligibility for Part B determined when they left early intervention. Across states, the percentage of children exiting EI services who were determined eligible for Part B services ranged from 100 percent in Minnesota to 10 percent in the District of Columbia.

What are the developmental outcomes of infants and toddlers identified for early intervention services under IDEA?

Findings from the National Early Intervention Longitudinal Study (NEILS) show that less than 40 percent of infants and toddlers who had participated in EI services under IDEA were reported as demonstrating skills expected for their age at both 36 months and kindergarten across all five skill areas—communication, cognitive development, social-emotional, physical, and adaptive development.[1] Children's skills at 36 months and at kindergarten differed for

[1] These data are based on items in the NEILS parent interview and teacher surveys. Items included parent reporting of the child's level of accomplishment across developmental milestones and asking parents and teachers to report on the child's skill level compared to other children the same age. Most of the items were developed for NEILS by the research team based on the study's conceptual framework. Some items were taken from protocols developed for other studies such as the National Household Education Survey (NHES); Early Childhood Longitudinal Study,

children who were eligible for early intervention because of a developmental delay, a risk condition, or a diagnosed condition. Children with a risk condition or a developmental delay showed higher levels of performance than children with a diagnosed condition. Parent and teachers' reports of skills across the five developmental domains indicated that former EI participants without Individualized Education Programs (IEPs) performed comparably to their same age peers in kindergarten whereas former EI participants with IEPs showed lower levels of performance. Forty-five percent of former EI participants did not have IEPs at kindergarten.

Kindergarten Cohort (ECLS-K); and National Health Interview Survey (NHIS). These items were included in the NEILS interviews and surveys so the information could be compared to the general population.

2. Infants and Toddlers Identified for Early Intervention Services Under IDEA

This chapter provides a summary of information on infants and toddlers identified for early intervention (EI) services in four sections: (1) the legislative background and research questions for examining the status of infants and toddlers identified for early intervention (EI) services under IDEA, (2) the identification of infants and toddlers for EI services under IDEA, (3) their rates of losing eligibility for EI services under IDEA through "declassification," and (4) their academic and developmental outcomes. Outcomes are presented in this chapter for the five IDEA developmental areas. This study is not designed to assess how outcomes presented in this report are affected by identification or declassification practices, nor is it designed to measure impacts of IDEA services on child outcomes.

Legislative Background

Before 1986, early intervention (EI) services were provided only in some states and only to some children with disabilities or developmental delays and their families in those states. In 1986, P.L. 99-457 created a new program for infants and toddlers with disabilities, making the availability of EI services part of national policy. This law also introduced the requirement for an "Individualized Family Service Plan" (IFSP) designed to meet the unique developmental needs of each eligible infant or toddler and the family. This program, now Part C of IDEA, provides grants to states to make services available to infants and toddlers, from birth through age 2, who have developmental delays, diagnosed conditions, or, at state option, conditions that put them at risk for developmental delay, and to the families of such children. According to IDEA section 632(5), "…eligible children or infants and toddlers with disabilities means individuals from birth through age two who need early intervention services because they--(1) Are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: (i) Cognitive development. (ii) Physical development, including vision and hearing. (iii) Communication development. (iv) Social or emotional development. (v) Adaptive development; (2) Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay; (3) May also include, at a State's discretion, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided. Or children beyond age 3 if the State elects to make services available under IDEA section 635(c)."

In the decade that followed the passage of P.L. 99-457, states built or adapted EI systems, including eligibility determination procedures and criteria, in accordance with their understanding of the law's vision.[2] The structure of each state system and the eligibility criteria vary across the states.[3] There are also variations in the percentages of children served under IDEA Part C overall and in each eligibility category.

IDEA legislation requires that IFSPs be evaluated annually and a review of the plan at 6-month intervals (or more often when conditions warrant based on the needs of each eligible infant or toddler and his or her family). Declassification refers to the loss of eligibility for IDEA

[2] Spiker, D., Hebbeler, K., Wagner, M., Cameto, R., and McKenna, P. (2000). A Framework for Describing Variations in State Early Intervention Systems. *Topics in Early Childhood Special Education*, *20*(4): 195–207.

[3] See footnote 2.

services. It can occur for infants and toddlers who received EI services but (a) subsequently were found no longer to be eligible to receive EI services if they were less than 36 months of age or (b) were found not to be eligible for Part B preschool special education services at 36 months of age, the end of EI services. Declassification before reaching 36 months of age indicates that a child no longer qualifies for early intervention in the state. All children still receiving early intervention at 36 months of age leave the Part C system and, if eligible, continue under Part B of IDEA. Because the eligibility criteria for Part B preschool services differ from those for Part C services, eligibility for preschool special education and related services is generally determined before children turn 3 years old.

Identification of Infants and Toddlers for Early Intervention Services Under IDEA

The identification section of this chapter presents the following types of information:

- The number and percentage of infants and toddlers identified for early intervention services under IDEA nationally and by age, gender, race/ethnicity, and state. The percentages are also examined across time.
- The percentage of infants and toddlers identified for EI services by state and the Office of Special Education Programs' (OSEP) categorization of eligibility criteria.

Currently, states report to OSEP the number of infants and toddlers receiving Part C services as a part of their annual Section 618 report. Data from 1997 to 2006 were obtained from OSEP's Data Analysis System (DANS), which compiles data reported by states. As of December 1 of each year, each state reports to OSEP the number of children, ages birth to 21, in the state who were identified for services under IDEA, including both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. A proxy for the total population count for each age was created using birth data from the National Vital Statistics System (NVSS). Identification percentages[4] were computed for each year using the number of infants and toddlers served under Part C (DANS) as a percentage of the population of infants and toddlers (NVSS). To report on the identification of infants and toddlers for EI services under IDEA, both the identification counts and percentages are reported below.

Number and Percentage of Infants and Toddlers Identified for Services Under IDEA from 1997 to 2006

Of the 7,013,238 children birth to 21 years old identified for services under IDEA in 2005, a total of 294,714 children ages birth through 2 years were reported by states as having been identified for EI services under IDEA including both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA (see shaded ages in exhibit 2.1). More 2-year-olds (158,404 children) than 1-year-olds (94,445 children) were identified, and more 1-year-olds were identified than children younger than 1 year old (41,865 children).

In 2006, the number and percentages of children served under IDEA differed by age (see exhibit 2.2). In 2006, there were 43,048 children identified who were less than 1 year of age, 95,993 children between ages 1 to less than 2, and 160,807 children ages 2 to less than 3. Of

[4] See appendix B for a definition of "percentage" and details regarding its calculation.

the population for each age in 2006, children 2 to less than 3 years of age had the highest percentage identified (3.91 percent), followed by children 1 to less than 2 (2.32 percent) and children who were less than 1 year old (1.01 percent).

Exhibit 2.1. National number of infants and toddlers identified for services under IDEA, by age (2005)

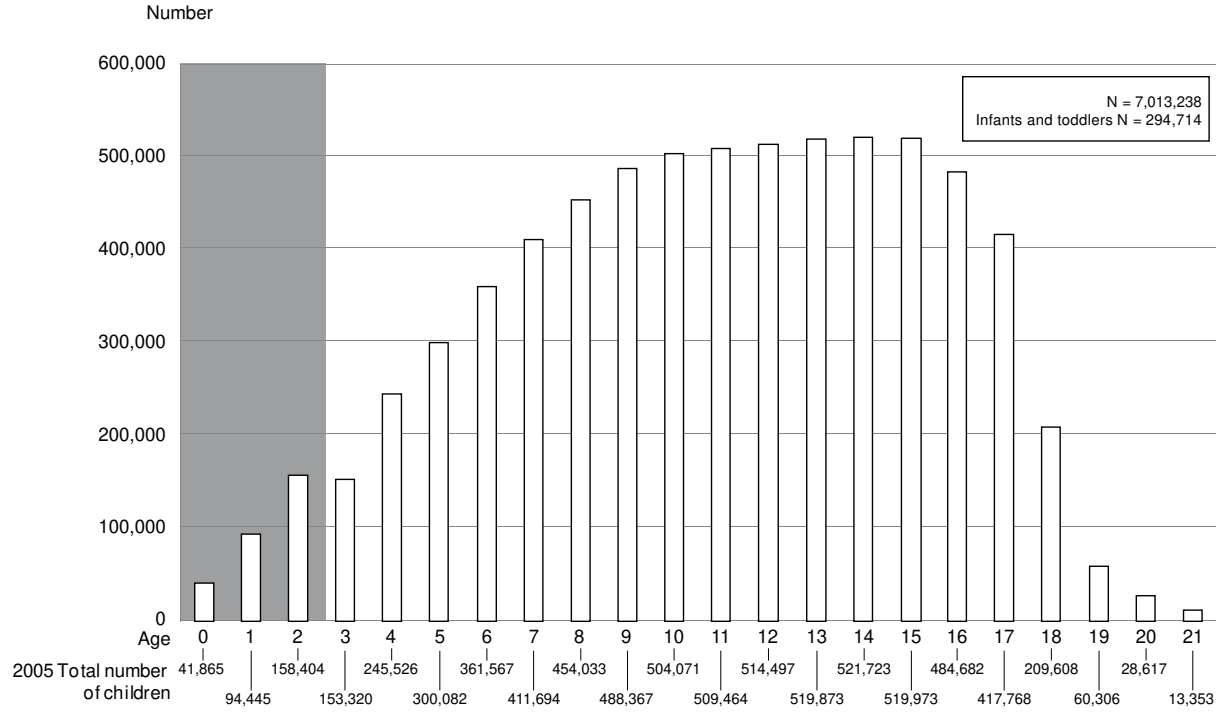

Exhibit reads: Nationwide, 41,865 children less than 1 year old were identified for services under Part C of IDEA in 2005.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA, based on enrollment numbers at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The ages of children eligible to receive early intervention services under Part C of IDEA are birth through 2. The shaded portion represents the data for these children.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp.

Between 1997 and 2006, the changes in the percentage of children served under IDEA varied by age group. The percentage of infants and toddlers who were receiving early intervention nationally declined from 1997 to 1998 (1.65 percent to 1.57 percent) but then increased every year thereafter, reaching 2.40 percent in 2006 (see exhibit 2.3). The greatest increase in the percentage of children identified was for children 2 to less than 3 years of age reaching 3.91 percent in 2006 (from 2.42 percent in 1998). For children ages birth to less than 1, the trend is the same as the overall pattern for infants and toddlers until 2002 when there was a decrease from 1.03 in 2002 to 0.95 percent in 2003. Percentages increased from 2003 reaching 1.01 percent in 2006.

Exhibit 2.2. National number and percentage of infants and toddlers identified for early intervention services under IDEA, by age (1997–2006)

	Children identified for services							
	Number				Percentage of all children			
Year	Age birth through 2	Age birth to less than 1	Age 1 to less than 2	Age 2 to less than 3	Age birth through 2	Age birth to less than 1	Age 1 to less than 2	Age 2 to less than 3
1997	192,469	33,792	61,401	97,276	1.65	0.87	1.58	2.49
1998	184,362	30,681	59,617	94,064	1.57	0.78	1.54	2.42
1999	202,718	35,307	65,810	101,601	1.72	0.89	1.67	2.62
2000	229,150	35,989	72,998	120,163	1.92	0.89	1.84	3.05
2001	242,255	37,962	77,169	127,124	2.01	0.94	1.90	3.21
2002	265,549	41,326	83,405	140,818	2.19	1.03	2.07	3.47
2003	271,889	38,914	86,108	146,867	2.24	0.95	2.14	3.65
2004	280,957	40,575	89,833	150,549	2.30	0.99	2.20	3.74
2005	294,714	41,865	94,445	158,404	2.39	1.01	2.30	3.87
2006	299,848	43,048	95,993	160,807	2.40	1.01	2.32	3.91

Exhibit reads: Nationwide, 192,469 children ages birth through 2 were identified for early intervention services under IDEA in 1997. These represented 1.65 percent of all children ages birth through 2.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. Birth data for 2006 are preliminary. The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the population proxy constructed with NVSS birth data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://205.207.175.93/vitalstats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Exhibit 2.3. Trends in national percentage of infants and toddlers identified for early intervention services under IDEA, by age (1997–2006)

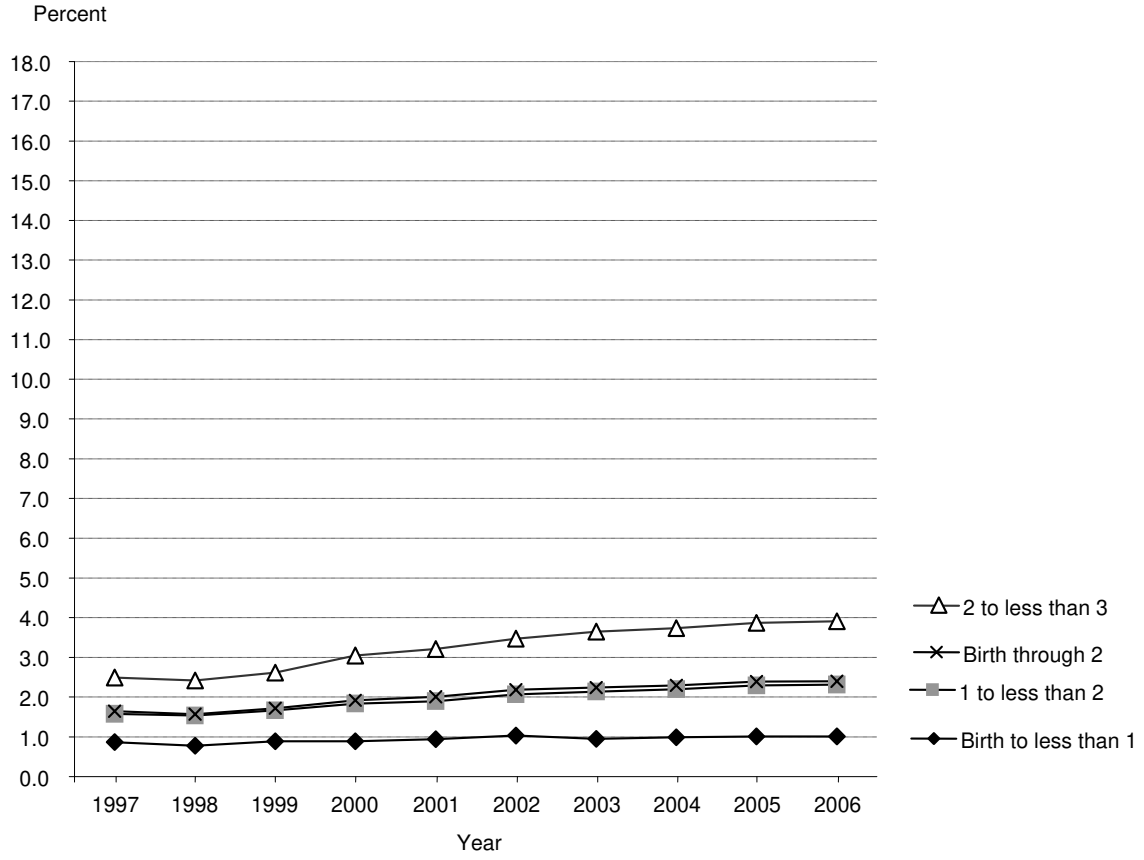

Exhibit reads: Nationwide, the percentage of 2-year-olds identified for services under IDEA increased from 2.49 percent in 1997 to 3.91 percent in 2006.

NOTE: The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the NVSS-constructed population proxy. The numbers of children identified are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on the Indian reservations. Birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://205.207.175.93/vitalstats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Percentage of Infants and Toddlers Identified for Services, by Race/Ethnicity (1998 through 2005)

To examine differences in the rates of identification for EI services by children's racial/ethnic category, percentages for each of five racial/ethnic categories were calculated. Data on the racial/ethnic category of children served in early intervention was available from 1998 through 2005.

In 2005, the percentage of infants and toddlers identified for EI services under IDEA varied by race/ethnicity (see exhibit 2.4). In the most recent year for which data are available (2005), 1.95 percent of Asian infants and toddlers, 2.09 percent of Hispanic infants and toddlers, 2.32 percent of Black infants and toddlers, 2.45 percent of American Indian infants and toddlers, and 2.55 percent of White infants and toddlers were identified for services under IDEA.

From 1998 to 2005, the percentage of infants and toddlers identified for EI services under IDEA for all five racial/ethnic categories increased from 1998 to 2005 (see exhibits 2.4 and 2.5). The percentage of Black, White, and American Indian infants and toddlers identified for early intervention services nationally increased from 1998 to 2005 (percentage changes of 0.66, 1.14, and 0.64, respectively), with the percentages for White infants and toddlers showing the greatest change. While there was an overall percentage increase from 1998 to 2005 for Hispanic and Asian children (0.98 percent and 0.77 percent, respectively), the pattern of identification was different. For Hispanic children, the percentage declined between 2002 and 2003 (1.96 percent to 1.95 percent), and increased every year after, reaching 2.09 in 2005. The percentage for Asian children declined between 2002 to 2004 (1.97 percent to 1.84 percent), then increased thereafter reaching 1.95 percent in 2005.

Number of Infants and Toddlers Identified for EI Services Under IDEA, by Gender (2006)

Data on the gender of children served in early intervention were collected for the first time by DANS in 2006. These data indicate that in 2006, 178,285 infants and toddlers identified for services (59 percent) were male and 121,563 (41 percent) were female.

Percentage of Infants and Toddlers Identified for EI Services, by State (1997 to 2006)

Exhibit 2.6 displays the overall national and state percentages for the identification of infants and toddlers served under IDEA in 1997 and 2006 and the average percentages across the intervening years. The states are ordered by their percentages in 2006.

Exhibit 2.4. National number and percentage of children ages birth through 2 identified for early intervention services under IDEA, by race/ethnicity (1998–2006)

	Children identified for services									
	Number					Percentage of all children				
Year	White	Black	Hispanic	Asian	American Indian	White	Black	Hispanic	Asian	American Indian
1998	100,884	29,252	24,255	5,884	1,988	1.41	1.66	1.11	1.18	1.81
1999	111,213	32,752	27,298	6,369	2,178	1.56	1.85	1.22	1.24	1.95
2000	132,792	34,392	32,604	7,485	2,300	1.85	1.91	1.39	1.38	2.01
2001	150,870	36,872	42,089	9,654	2,318	2.12	2.06	1.71	1.70	2.01
2002	160,550	40,148	50,266	11,812	2,521	2.28	2.26	1.96	1.97	2.16
2003	165,623	39,861	51,789	11,716	2,626	2.37	2.27	1.95	1.90	2.23
2004	169,241	40,131	54,877	11,785	2,764	2.43	2.30	1.99	1.84	2.33
2005	177,153	40,579	59,815	12,781	2,947	2.55	2.32	2.09	1.95	2.45
2006	177,379	40,894	64,699	13,625	3,098	—	—	—	—	—

Exhibit reads: Nationwide, 100,884 White children ages birth through 2 years were identified for early intervention services under IDEA in 1998. These represented 1.41 percent of all White infants and toddlers.

— Percentages for 2006 could not be calculated because birth data for 2006 by race/ethnicity were not available.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on the Indian reservations. Birth data for 2006 are preliminary. The percentages of children identified were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a given racial/ethnic category by the total number of children (birth through 2) in the same racial/ethnic category as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/docs%5CPartCTrendData%5CC3.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Exhibit 2.5. Trends in national percentage of children ages birth through 2 identified for early intervention services under IDEA, by race/ethnicity (1998–2005)

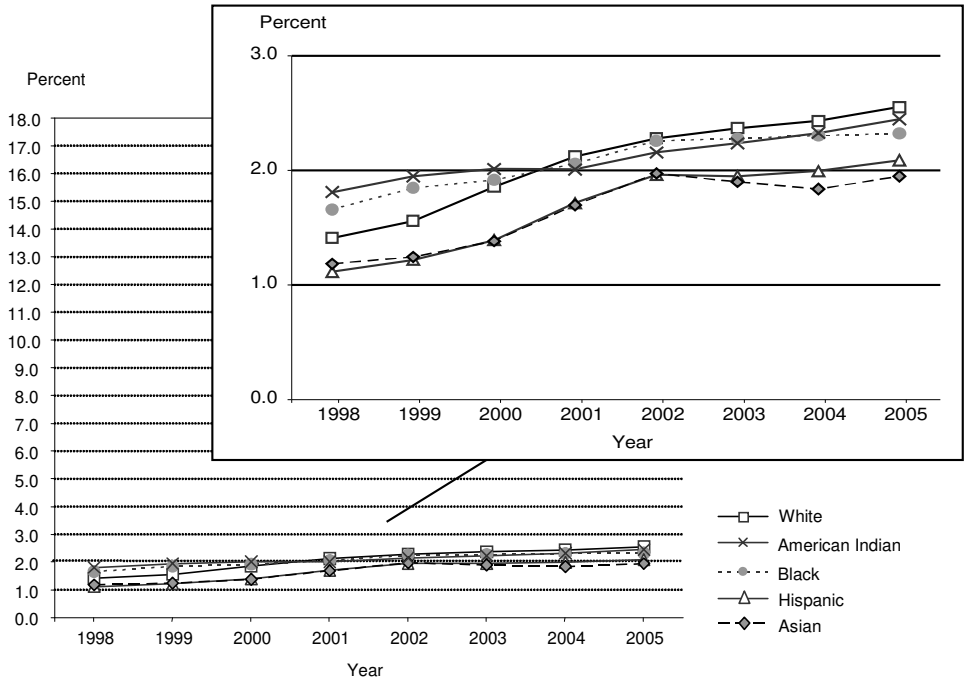

Exhibit reads: Nationwide, the percentage of American Indian children ages birth through 2 identified for services under IDEA increased from 1.81 percent in 1998 to 2.45 percent in 2005.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentages of children identified were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a given racial/ethnic category by the total number of children (birth through 2) in the same racial/ethnic category as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/docs%5CPartCTrendData%5CC3.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Exhibit 2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)

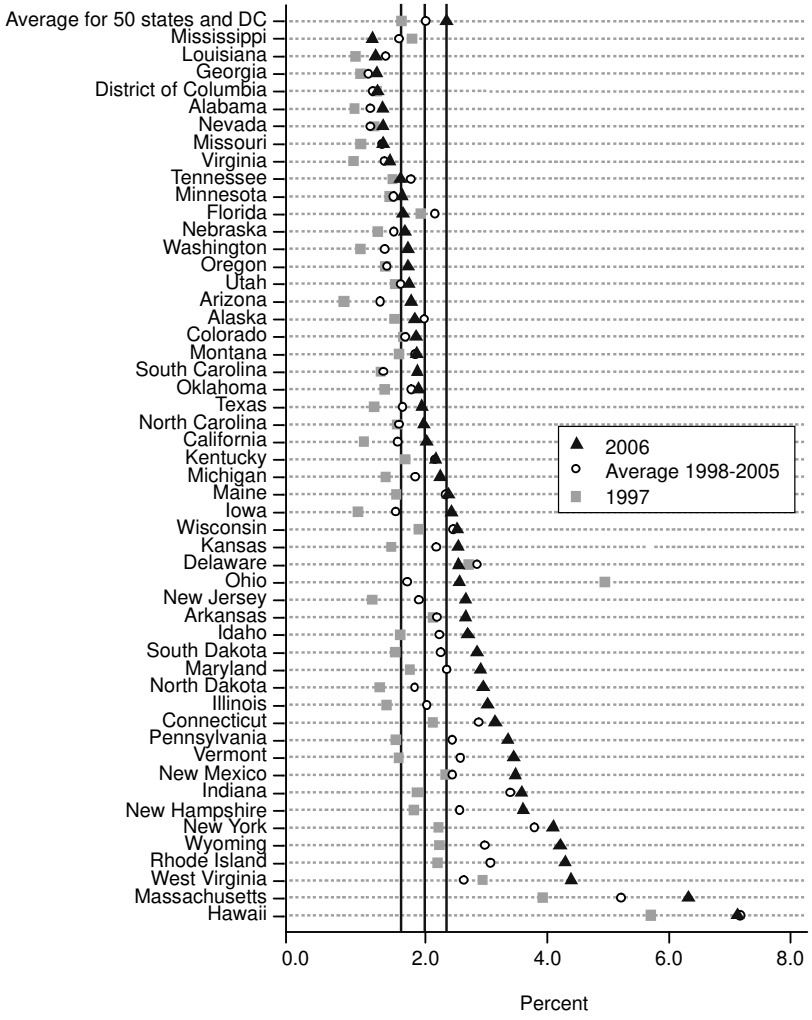

Exhibit reads: Nationwide, 2.40 percent of all children ages birth through 2 were identified for Part C services under IDEA in 2006; 1.65 percent were identified in 1997; and, on average, 2.05 percent were identified in 1998 through 2005.

NOTE: States are ordered by the percentage of children identified for services in 2006. Vertical lines represent the average percentages for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The numbers used to calculate the percentages of children identified are (1) counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year and (2) population proxy constructed with data from the National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The annual state counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. The percentages were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a state (or nationally) by the number of children in the same state (or nationally) as indicated by the NVSS-constructed population proxy. NVSS birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_1-1.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

In 2006, states varied in the percentage of infants and toddlers identified for services under IDEA. Nationally, the percentage of children identified was 2.4 percent in 2006, the most recent year for which information is available. This is more than the percentage of children identified in 1997 (1.65 percent) and the average of 1998 through 2005 (2.05 percent). Across states in 2006, the percentage of children identified for services ranged from 7.19 percent in Hawaii to 1.18 percent in Mississippi. In 2006, the percentage of children identified was higher than in 1997 for 47 states (the exceptions were Delaware, Florida, Mississippi, and Ohio).

Percentage of Infants and Toddlers Identified for Services, by State and OSEP Categorization of Eligibility Criteria

OSEP developed a categorization system that classifies states on the basis of the breadth of their eligibility criteria for early intervention into one of three categories: broad, moderate, and narrow. The criteria are based upon averaging descriptors (percent delay, age/month delay, standard deviation, and undefined variable related to if a state serves at-risk) in states' eligibility definitions for Part C (Mackey Andrews and Taylor 2007). States with broad definitions use criteria that would allow more children to be served.

Exhibit 2.7 displays the states ordered by percentages of infants and toddlers identified for EI services under IDEA in 2006 and also shows classification of each state's eligibility criteria as broad, moderate, or narrow. The exhibit shows the overall national percentage for children ages birth through 2 years. In 2006, 14 of the 22 states with broad eligibility criteria had higher percentages than the national percentage, and 12 of the 16 states with narrow criteria had lower percentages than the national percentage.

Exhibit 2.7. Percentage of children ages birth through 2 identified for services under IDEA in 50 states and the District of Columbia, by the state's Office of Special Education Programs (OSEP) categorization of eligibility (2006)

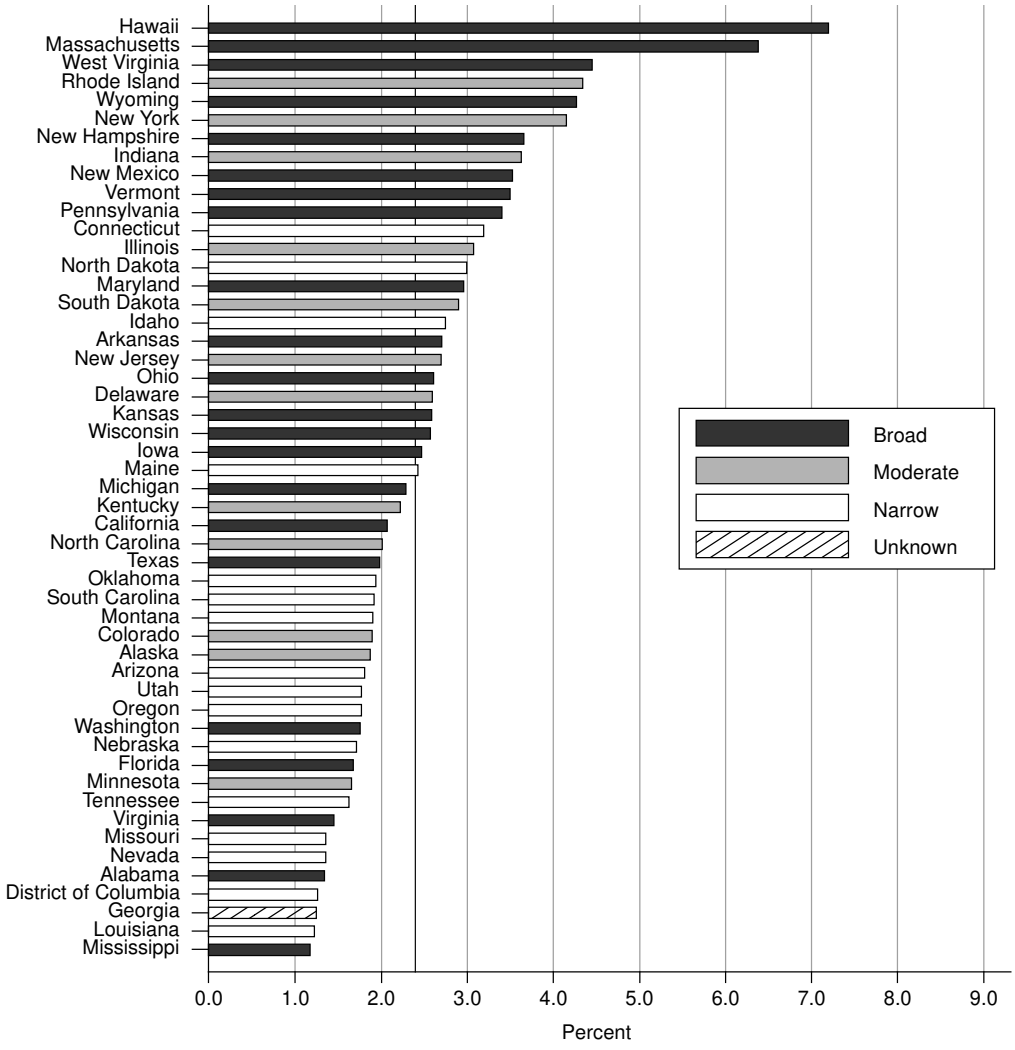

Exhibit reads: In 2006, more than 7.0 percent of children ages birth through 2 were identified for services under IDEA in Hawaii, a state that was categorized as having broad eligibility for EI services.

NOTE: OSEP categorization is based on definition of developmental delay and whether the state serves at-risk children. The vertical line represents the national percentage. The numbers of children identified are calculated from counts of children identified for services under IDEA at a single time point between October 1, 2006, and December 1, 2006. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. National data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The percentages were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a state by the number of children in the same state as indicated by the NVSS-constructed population proxy. NVSS birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/tables30th%5car_7-1.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Declassification of Infants and Toddlers Who Had Been Identified for Early Intervention Services Under IDEA

Two sources of data are used to report on declassification and early intervention. The first source of data is from the National Early Intervention Longitudinal Study (NEILS), which followed a nationally representative sample of more than 3,000 children from the time they began early intervention services until kindergarten. The second source is state-reported data on the number of children who exit Part C early intervention services and the four reasons children no longer receive EI services at 36 months of age: (1) children are eligible for Part B preschool services, (2) eligibility for Part B has not been determined, (3) exited to other programs, and (4) exited with no referrals to other programs. Both of these data sources are informative, but data from them cannot be compared because one follows a cohort of entrants over time and the other describes exiters in a given time period.

A longitudinal study of infants and toddlers who were identified for early intervention services found that 18 percent exited before reaching the age limit of 36 months for early intervention services (see exhibit 2.8). These children exited early intervention for various reasons, such as meeting all their developmental goals and losing eligibility because of developmental progress or parents' choosing to withdraw from services. At 36 months of age, an additional 20 percent of children exited EI and were not enrolled in Part B preschool services, while 62 percent of children exited EI at 36 months of age and did continue on to Part B preschool special education services.

Exhibit 2.8. National percentage of children exiting early intervention before 36 months of age and at 36 months of age who did and did not receive Part B services

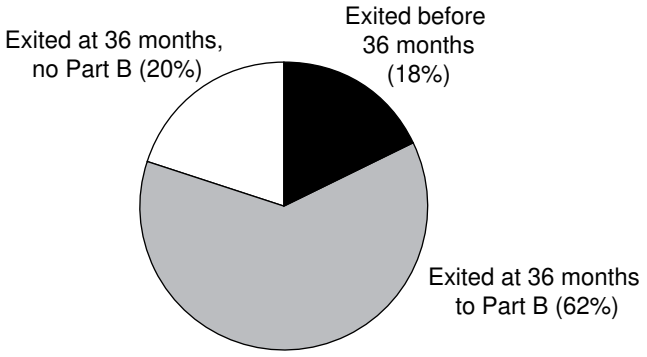

Exhibit reads: Nationwide, 20 percent of a cohort of children identified for services under IDEA exited from early intervention at 36 months of age and did not go on to receive Part B preschool services.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Of all infants and toddlers served nationally under IDEA who exited early intervention at 36 months from 2005 to 2006, 66 percent were reported by states to have been eligible for Part B preschool services (see exhibit 2.9). Twelve percent were reported to have exited to other programs, and 6 percent were reported to have exited the early intervention system without referrals to other services, and 17 percent had not yet had their eligibility for Part B determined at their exit from early intervention. Across states, the percentage of children exiting EI services who were determined eligible for Part B services ranged from 100 percent in Minnesota to 10 percent in the District of Columbia (see exhibit 2.10), where Part B eligibility was undetermined for 87 percent of children at the time of reporting.

Exhibit 2.9. National percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category (2005–2006)

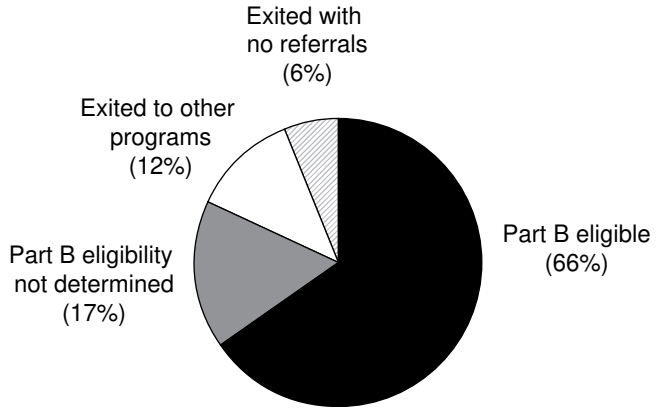

Exhibit reads: Nationwide, of all children served under IDEA who left EI at 36 months from 2005 to 2006, 66 percent were eligible for Part B services.

NOTE: The DANS data represented in this exhibit reflect data on all children who exited EI programs at 36 months of age in fall 2005.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_7-8.xls.

Exhibit 2.10. Percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category and state (fall 2005)

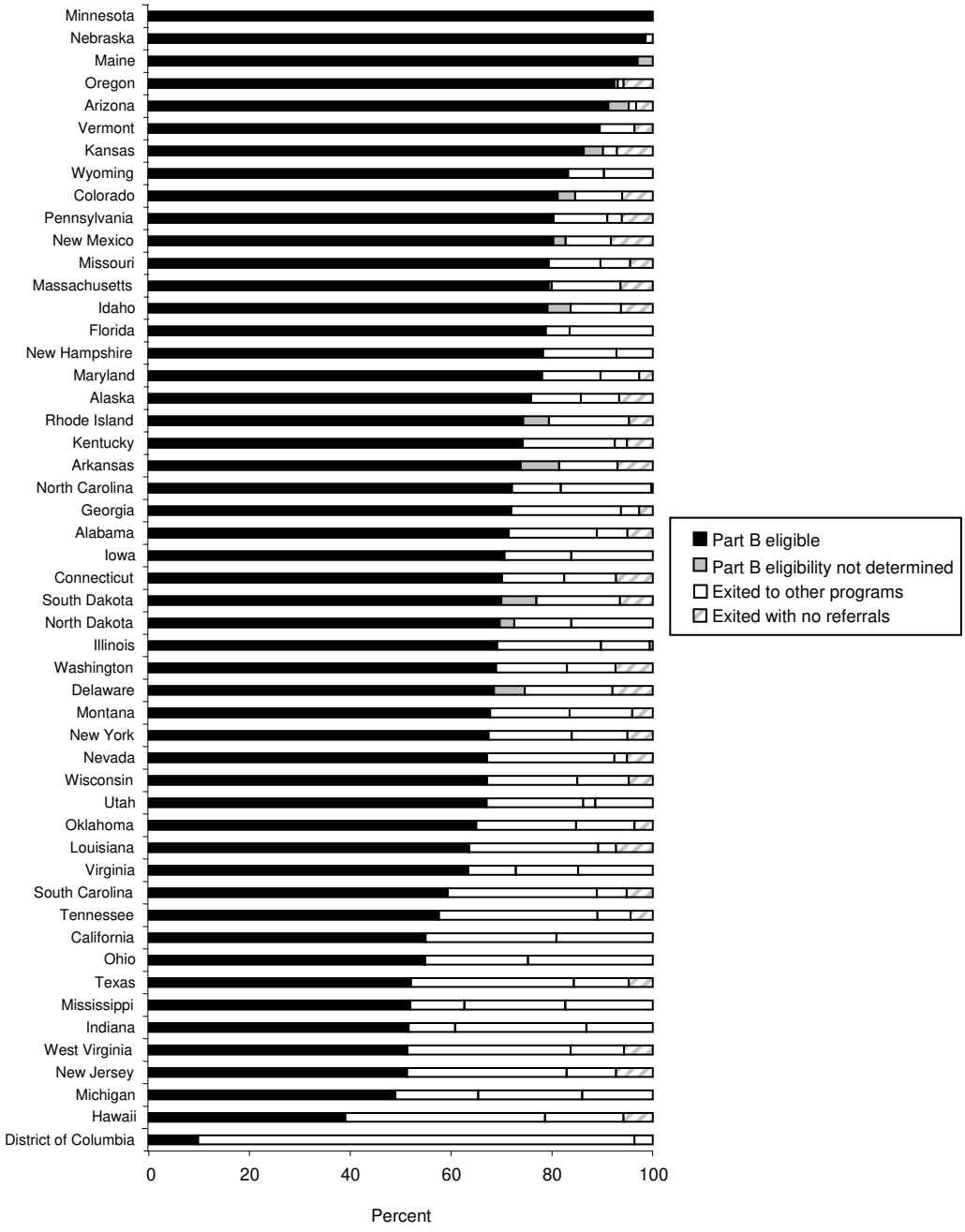

Exhibit reads: Of all children who left EI at 36 months of age in Minnesota in fall 2005, 100 percent were eligible for Part B services.

NOTE: The DANS data represented in this exhibit reflect data on all children who exited EI programs at 36 months of age in fall 2005.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_7-8.xls.

Outcomes for Infants and Toddlers Identified for Early Intervention Services Under IDEA

A critical policy question at all age levels is how children who receive services under IDEA are progressing. Addressing this question requires examining different outcomes for different age groups. For children younger than school age, consideration of outcomes often focuses on developmental domains or areas. IDEA lists five developmental areas in which children might experience developmental delay: communication development, cognitive development, social or emotional development, adaptive development, and physical development. Furthermore, the National Education Goals Panel identified five developmental areas considered important for young children—(1) physical well-being and motor development; (2) social and emotional development; (3) approaches toward learning; (4) language development; and (5) cognition and general knowledge (National Education Goals Panel 1995)—and many states have adopted similar areas in developing their early learning guidelines (Scott-Little, Kagan, and Frelow 2005).

The NEILS data can be used to describe outcomes for children who received EI services nationally. Outcome data collection included parent-reported information at 36 months of age and parent- and teacher-reported information in kindergarten. Most of the items in the parent interview and teacher surveys were developed for NEILS by the research team based on the study's conceptual framework. Some items were taken from protocols developed for other studies such as the National Household Education Survey (NHES); Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K); and National Health Interview Survey (NHIS).

Telephone interviews were conducted with families to obtain information about child and family characteristics, child functioning, and families' perceptions of services. Families were interviewed when their children entered early intervention, annually on the anniversary of their entry, when their children were 3 years old, and again when they entered kindergarten. Findings presented here are based on parent reporting of the child's skill level for a set of developmental milestones for different ages and on other items where parents were asked to characterize the child's skill or behavior according to a fixed set of responses. An index of developmental skills was derived from the milestone data for each of four domains (motor, communication, independence, and cognition) for each child. The research team identified an expected age of attainment for each milestone based on a review of the literature and other developmental instruments. On the basis of the parent's responses to the milestones within a domain, each child was determined to have mastered nearly all or all of the age-expected developmental skills in the domain or not (Scarborough, Hebbeler, Simeonsson, and Spiker 2007).

In the spring of children's kindergarten year, the teachers were sent a two-part questionnaire that asked about the child's performance in kindergarten. The study child's parent provided the name of the child's kindergarten teacher. The teachers were sent a letter with the survey indicating that the child was participating in a study of early intervention, but the letter did not say the child had received early intervention. The teacher may or may not have known this. The kindergarten teacher survey included items on social skills (e.g., whether the child makes friends easily, follows directions, receives criticisms well, appears lonely, completes homework on time, etc.); language and literacy (whether the child produces rhyming words, composes simple stories, etc.); mathematical thinking (whether the child orders a group of objects, uses a variety of strategies to solve math problems, etc.); and other items involving comparisons of child's

skills and performance to that of other children the child's age or in the classroom. The language and literacy and mathematical thinking items were taken from the ECLS-K teacher instrument.

Information was collected from both parents and teachers as to whether or not children had been identified for services under Part B IDEA in kindergarten. Overall, 55 percent of former EI participants were identified for special education services in kindergarten (i.e., had Individualized Education Programs).

This section highlights children's outcomes at 36 months of age (based on parent report) and in kindergarten (based on teacher and parent reports) for each of the five developmental domains. Data are summarized to provide the following information:

- Overall findings regarding the outcomes for children who were identified for EI services under IDEA. Presented outcomes for these findings as well as for the additional findings described below are based on parent and teacher responses to several types of items that assessed perception of developmental and academic skills:
  - Items that asked the parent to compare their child's skill level to other children the same age (e.g., Compared to other children the same age, how well does [name of child] make [his/her] needs known to you and other? Would you say [he/she] communicates just as well as other children, has a little trouble communicating, has a lot of trouble communicating, or doesn't communicate at all?)
  - Developmental milestone items for which the parent reported on the child's level of accomplishment (e.g., How well does your child tell a simple story if asked? Would you say [she/he], doesn't do it at all, does it but not well, or does it well?). Using this information, the item level responses for the milestones were aggregated across milestones and children were classified as to whether they could or could not perform well all of the milestones expected for a child that age.
  - Items that asked the parent to report on the child's performance on simple cognitive tasks (e.g., How high can [child's name] count?), on aspects of the child's behavior (e.g., Would you say your child rarely has temper tantrums, sometimes has temper tantrums, or often has temper tantrums?), and on the child's health (i.e., Compared to other children the same age, would you say [child's name]'s general health is excellent, very good, good, fair, or poor?).
  - Items that asked the teacher to rate the child's abilities and disabilities across a number of areas -- such as communicating with others, thinking and reasoning, and behavior on a 6-point scale that ranged from "normal for age" to "extreme difficulty," the child's literacy and mathematics skills on a 5-point scale ranging from "not yet" to "proficient."
  - Items that asked the teacher to report how frequently the child displayed certain behaviors on a 3-point scale ranging from "never" to "very often" (e.g., Argue with others) and how many friends the child had in the classroom with answer choices ranging from "far fewer than most children" to "far more than most children."
  - An item that asked the teacher about how the child compares to other children in terms of activity level with answer choices ranging from "a lot less active than most" to " a lot more active than most."

- Outcome findings by IDEA Part C eligibility category (developmental delay, diagnosed condition, at risk for delay).[5]
- Comparison of outcomes for former EI participants continuing to receive services under IDEA in Kindergarten (i.e., children with IEPs) with outcomes for children no longer eligible for IDEA services (i.e., children with no IEPs).

Where applicable, outcome data were compared with general population data on 3- and 5-year-olds from NHES, ECLS-K; and NHIS. General population data included both children identified and not identified for EI and special education services.

Communication

Overall Findings

Children who participated in early intervention were reported as demonstrating communication skills below age-expected levels at 36 months. At 36 months of age, 42 percent of EI participants were reported by parents to communicate their needs as well as other children their age (see exhibit 2.11), 19 percent were reported to be very easy to understand, and 29 percent were reported by their parents to have mastered all age-expected communication milestones (see appendix exhibit A2.27; e.g., saying "mama" or "dada," or saying two or three words in a sentence).

At kindergarten, 60 percent of EI participants were reported by parents to communicate their needs as well as other children, 40 percent were reported to be very easy to understand, 63 percent were reported by parents to understand verbal and nonverbal communication as well as other children, and 37 percent of EI participants were reported by their parents to have mastered all communication milestones expected of a 5-year-old (see appendix exhibit A2.27; e.g., saying sentences of four to six words or telling a simple story if asked). Kindergarten teachers reported that 60 percent of former EI participants' understanding of others was at an age-expected level, and for 50 percent of children, communication with others was at an age-expected level.

[5] IDEA Part C eligibility categories include developmental delay, diagnosed condition, at risk for delay. Developmental delay refers to individuals from birth through age 2 who need early intervention services because they are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: (1) cognitive development, (2) physical development, including vision and hearing, (3) communication development, (4) social or emotional development, (5) adaptive development. Diagnosed condition refers to individuals from birth through age 2 who need early intervention services because they have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. At-risk children refers to a term where, at a state's discretion, children from birth through age 2 are considered at risk of having substantial developmental delays if early intervention services are not provided. [34 Code of Federal Regulations §303.16(a)]

Exhibit 2.11. National percentage of former EI participants for whom parents and teachers reported communication outcomes at 36 months of age and kindergarten

Outcome	Percent	SE	N
Parent report: 36 months of age			
Communicates needs as well as other children	41.7	1.39	2,670
When child talks to other people she/he doesn't know well, she/he is very easy to understand	18.8	1.29	2,644
All age-expected communication milestones mastered	29.0	0.99	2,651
Parent report: kindergarten			
Communicates needs as well as other children	59.9	1.49	2,280
When child talks to other people she/he doesn't know well, she/he is very easy to understand	39.7	1.10	2,165
All age-expected communication milestones mastered	36.9	2.02	2,095
Understands verbal and nonverbal communication as well as other children	63.0	1.37	2,275
Teacher report: kindergarten			
Understands others as expected for age	59.7	0.86	1,539
Communicates with others as expected for age	50.0	1.28	1,549

Exhibit reads: When former early intervention participants were 36 months of age, parents of 41.7 percent reported that the children communicated their needs as well as other children their age.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Findings by Eligibility Category

Communication outcomes for infants and toddlers identified for EI services varied by eligibility category. For two of the three communication skills at 36 months and for five out of the six kindergarten skills, communication outcomes for children eligible for EI because of a risk condition were reported to be significantly higher than for children with developmental delays, and children with developmental delays significantly higher than children with diagnosed conditions (see exhibit 2.12 for comparison of the communication outcome domain by reason for eligibility for early intervention; $p < .05$ for all significant comparisons cited). At 36 months of age, 67 percent of those with a risk condition at entry into EI were reported by parents to communicate needs as well as other children their age (SE = 3.26), compared with 39 percent (SE = 1.43) of EI participants with a developmental delay and 31 percent (SE = 2.28) of children with a diagnosed condition ($p < .001$ for developmental delay versus at-risk comparison; $p < .001$ for diagnosed condition versus at-risk comparison). At kindergarten, 74 percent (SE = 3.33) of former EI participants with a risk condition were reported by parents to communicate needs as well as other children, compared with 43 percent (SE = 2.96) of those who began EI with a diagnosed condition ($p < .001$). Kindergarten teachers were asked how well former EI participants were able to understand others, and their reports show a similar pattern. Teachers reported that for 72 percent (SE = 3.91) of those who began EI with a risk condition, their understanding of others was normal for their age, compared with 42 percent (SE = 2.53) of those who received EI because of a diagnosed condition ($p < .001$). Similarly, kindergarten teachers were asked how well former EI participants were able to communicate with others and

Exhibit 2.12. National communication outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category			Comparisons		
Outcome	Developmental delay (DD) % (SE)	Diagnosed condition (DC) % (SE)	At risk (AR) % (SE)	DD vs. DC *p* value	DD vs. AR *p* value	DC vs. AR *p* value
Parent-reported communication outcome: 36 months						
Communicates needs as well as other children	39.0 (1.43)	31.3 (2.28)	66.6 (3.26)	0.004	$p < .001$	$p < .001$
When child talks to other people she/he doesn't know well, she/he is very easy to understand	15.5 (2.27)	13.4 (1.55)	40.1 (2.18)	0.439	$p < .001$	$p < .001$
All age-expected communication milestones mastered	28.1 (0.90)	19.3 (1.73)	45.9 (4.09)	$p < .001$	$p < .001$	$p < .001$
Parent-reported communication outcome: kindergarten						
Communicates needs as well as other children	62.3 (2.82)	43.2 (2.96)	74.2 (3.33)	$p < .001$	0.006	$p < .001$
When child talks to other people she/he doesn't know well, she/he is very easy to understand	39.2 (2.53)	27.7 (3.28)	57.4 (4.71)	0.006	0.001	$p < .001$
All age-expected communication milestones mastered	37.1 (2.52)	27.8 (4.05)	50.2 (2.60)	0.052	$p < .001$	$p < .001$
Understands verbal and nonverbal communication as well as other children	65.9 (2.90)	45.6 (2.44)	77.2 (3.52)	$p < .001$	0.014	$p < .001$
Teacher-reported communication outcome: kindergarten						
Understands others as expected for age	62.2 (1.19)	42.3 (2.53)	72.2 (3.91)	$p < .001$	0.015	$p < .001$
Communicates with others as expected for age	50.9 (1.19)	33.6 (2.68)	68.9 (2.27)	$p < .001$	$p < .001$	$p < .001$

Exhibit reads: Thirty-nine percent of former early intervention participants who were eligible for EI due to a developmental delay were reported by parents to communicate needs as well as other children of the same age at 36 months.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

reported that of those who began EI with a risk condition, 69 percent (SE = 2.27) communicated with others as expected for their age, compared with 51 percent (SE = 1.19) of children with a developmental delay ($p < .001$) and 34 percent (SE = 2.68) of children who began EI with a diagnosed condition ($p < .001$).

Comparison of Kindergarten Outcomes for Children With IEPs and Without IEPs

A significantly higher percentage of children without IEPs were reported by parents and teachers to demonstrate skills expected for their age on all communication measures at kindergarten than were children with IEPs (see exhibit 2.13). At kindergarten, a higher percentage of former EI participants with IEPs (21 percent, SE = 1.29) of former EI participants with IEPs were reported by parents to be very easy to understand, compared to former EI participants without IEPs (62 percent, SE = 2.00) ($p < .001$). Similarly, 45 percent (SE = 1.72) of

Exhibit 2.13. National percentage of former EI participants for whom kindergarten teachers and parents reported communication outcomes, by child's IEP status in kindergarten

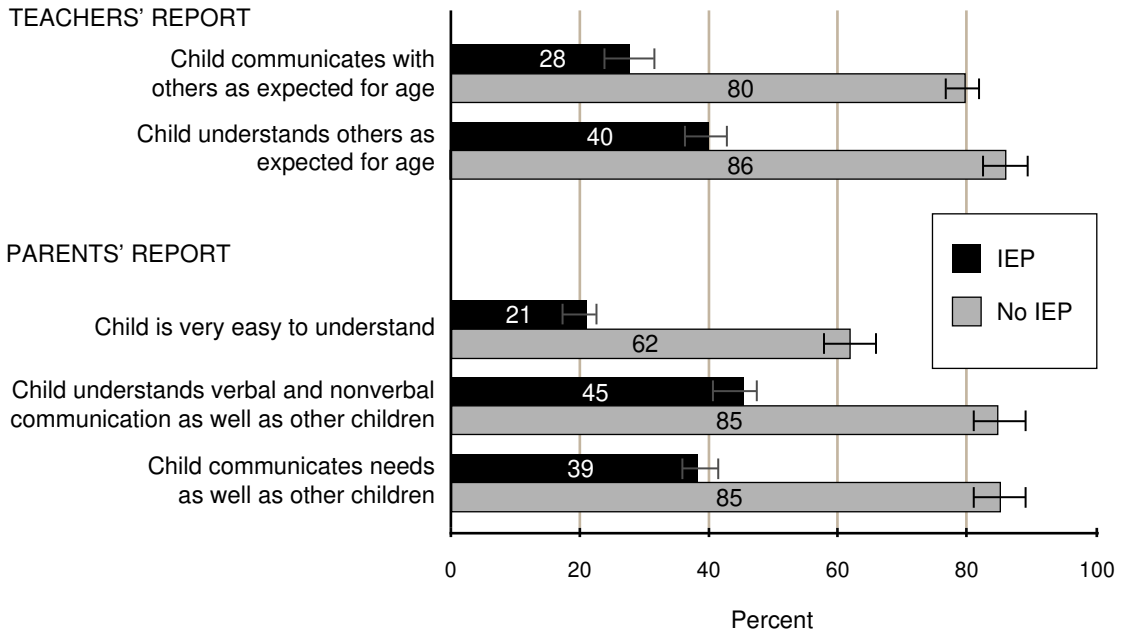

Exhibit reads: Nationwide, 28 percent of former EI participants who had an IEP in kindergarten were reported by their parents to communicate with others as expected for their age.

NOTE: Bars with the same value labels may be different sizes due to rounding of numbers. Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

former EI participants with IEPs were reported by parents to understand verbal and nonverbal communication as well as other children, compared with 85 percent (SE = 1.96) of those without an IEP ($p < .001$); and 39 percent (SE = 1.24) and 85 percent (SE = 2.06) of former EI participants with and without IEPs, respectively, were reported to communicate needs as well as other children ($p < .001$). Parents' reports of milestone attainment showed the same pattern; 22 percent (SE = 2.12) of former EI participants with IEPs were reported to have mastered all communication milestones expected for their age, compared with 55 percent (SE = 2.48) of former EI participants with no IEPs ($p < .001$). (See appendix exhibit A2.28.)

Kindergarten teachers reported that 80 percent (SE = 1.30) of former EI participants without IEPs communicated with others as expected for their age, compared with 28 percent (SE = 1.96) of former EI participants with IEPs ($p < .001$), and that 86 percent (SE = 1.73) of former EI participants without IEPs understood others as expected for their age, compared with 40 percent (SE = 1.67) of those with IEPs ($p < .001$).

Cognitive Development

Overall Findings

Exhibit 2.14 displays data regarding parents' reports of cognitive outcomes at 36 months of age and in kindergarten for former EI participants and for the general population of 3-year-olds.

For the two parent-reported measures of early literacy and mathematics skills, the percentage of former EI participants reported to demonstrate skills expected for their age was significantly lower than for the general population of 3-year-olds. When children were 36 months old, parents reported that 17 percent (SE = 1.13) of former EI participants could recognize most or all letters of the alphabet (see exhibit 2.14), whereas parents of 37 percent (SE = 1.41) of children in the general population[6] reported that their children could do so ($p < .001$). Parents reported that at 36 months of age, 13 percent (SE = 1.38) of former EI participants could count to 20 or higher. In comparison, 41 percent (SE = 1.43) of children in the general population were reported to be able to count that high ($p < .001$). At kindergarten, parents reported that 72 percent of former EI participants (SE = 1.59) could count to 20 or higher, which was significantly lower than the 82 percent (SE = 2.20) of children in the general population of the same age who were reported to perform this skill ($p < .001$). When children were 36 months old, parents reported that 32 percent of former EI participants had mastered all of the cognitive milestones expected for their age (see appendix exhibit A2.27; e.g., knowing two body parts, giving his/her first name). By kindergarten, parents reported that 14 percent of former EI participants had mastered all cognitive milestones expected of 5-year-olds (see appendix exhibit A2.27, e.g., knowing both their first name and last name, answering correctly if they are a boy or a girl).

[6] General population statistics are based on data from the National Household Education Survey (NHES).

Exhibit 2.14. National percentage of former EI participants and of the general population for whom parents reported cognitive outcomes at 36 months and in kindergarten

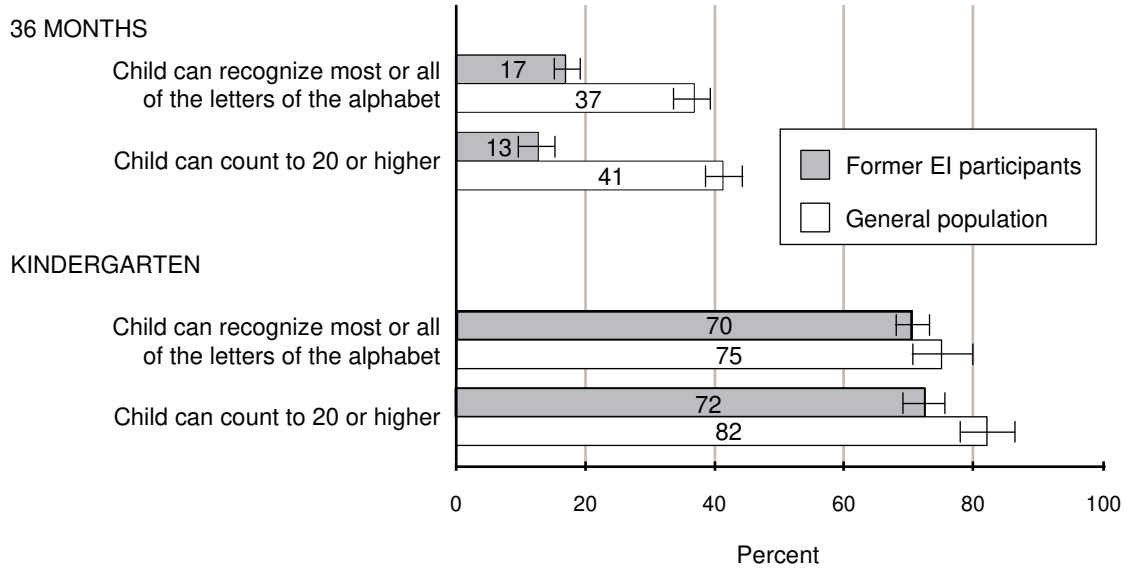

Exhibit reads: Nationwide, 17 percent of 3-year-olds who were former EI participants were reported by their parents to be able to recognize most or all letters of the alphabet.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews (public use dataset), 2007; general population data from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, available at http://nces.ed.gov/nhes/dataproducts.asp.

Across nine early literacy and seven numeracy skills, significantly fewer former EI participants than children in the general population were reported to have skills rated as intermediate or proficient. Kindergarten teachers reported on the level of each child's skill across nine early literacy skills and seven early numeracy skills (see appendix exhibit A2.15 for data on all literacy and numeracy skills). For example, as shown in exhibit 2.15, for early literacy skills, 20 percent (SE = 1.04) of former EI participants were reported by teachers to be able to compose simple stories, which was significantly fewer than the 32 percent (SE = 0.81) of children in the general population ($p < .001$); 34 percent (SE = 1.79) of former EI participants were reported to be able to read simple books independently, compared with 43 percent (SE = 0.87) of those in the general population ($p < .001$), and 45 percent (SE = 1.61) of former EI participants were reported by teachers to be able to produce rhyming words, compared with 63 percent (SE = 0.92) of children in the general population ($p < .001$). For numeracy skills, 31 percent (SE = 1.14) of former EI participants were reported to use a variety of strategies to solve mathematics problems, compared with 46 percent (SE = 0.89) of children in the general population[7] ($p < .001$). Teachers also reported that 35 percent (SE = 1.98) of former EI participants could solve number problems using concrete objects, compared with 53 percent

[7] General population statistics are based on ECLS-K.

(SE = 0.88) of children in the general population ($p < .001$); and 43 percent (SE = 1.47) of former EI participants could understand relationships between quantities, whereas 59 percent (SE = 0.97) of children in the general population were reported to perform this skill ($p < .001$).

Exhibit 2.15. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes

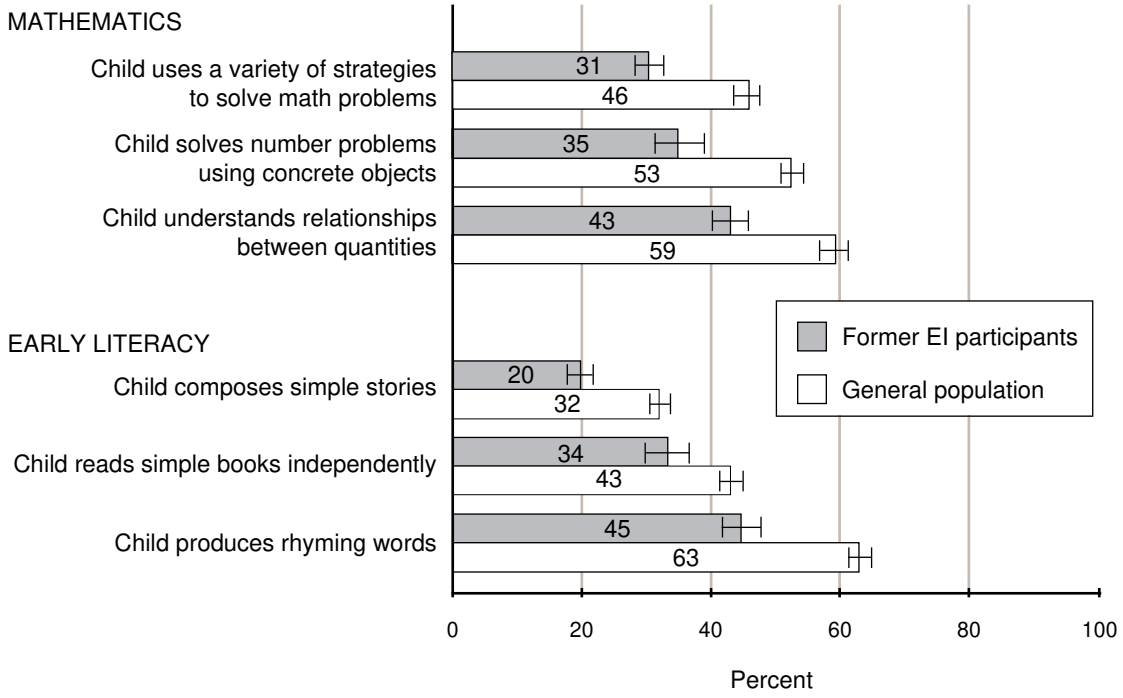

Exhibit reads: Nationwide, 31 percent of kindergarteners who were former EI participants were reported by their teachers to be able to use a variety of strategies to solve math problems.

NOTE: Bars with the same value labels may be different sizes due to rounding of numbers. Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available from http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Findings by Eligibility Category

Cognitive outcomes for infants and toddlers identified for EI services under IDEA varied by eligibility category. For one of the three cognitive skills at 36 months, cognitive outcomes for children eligible for EI because of an at risk condition was reported to be significantly higher than for children with developmental delays and those with diagnosed conditions (see exhibit 2.16 for comparison of the cognitive outcome domain by reason for eligibility for early intervention; $p < .05$ for all significant comparisons cited). Furthermore, an examination of these cognitive skills at 36 months indicated that for two measures, children with developmental delays had significantly better cognitive skills than children with a diagnosed

condition. Parents reported 19 percent (SE = 1.45) of children with developmental delays to recognize most or all alphabet letters compared with 12 percent (SE = 1.16) of children with a

Exhibit 2.16. National cognitive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category			Comparisons		
Outcome	Developmental delay (DD) % (SE)	Diagnosed condition (DC) % (SE)	At risk (AR) % (SE)	DD vs. DC *p* value	DD vs. AR *p* value	DC vs. AR *p* value
Parent-reported cognitive outcome: 36 months						
Can recognize most or all of the letters of the alphabet	19.0 (1.45)	12.1 (1.16)	19.6 (2.78)	$p < .001$	0.841	0.013
Can count to 20 or higher	12.9 (1.34)	10.6 (1.71)	15.3 (4.54)	0.290	0.610	0.332
All age-expected cognitive milestones mastered	32.8 (1.32)	21.6 (1.42)	44.8 (5.00)	$p < .001$	0.020	$p < .001$
Parent-reported cognitive outcome: kindergarten						
Can recognize most or all of the letters of the alphabet	72.7 (1.10)	61.5 (3.49)	75.7 (3.32)	0.002	0.390	0.003
Can count to 20 or higher	75.4 (1.23)	56.4 (3.02)	79.8 (3.19)	$p < .001$	0.168	$p < .001$
All age-expected cognitive milestones mastered	14.7 (1.04)	8.6 (2.15)	18.0 (4.16)	0.010	0.446	0.044
Teacher-reported cognitive outcome: kindergarten						
Average or above in overall academic skills	57.5 (1.29)	39.1 (1.82)	64.0 (5.35)	$p < .001$	0.237	$p < .001$
Thinking and reasoning normal for age	53.8 (1.66)	37.5 (3.25)	66.2 (3.79)	$p < .001$	0.003	$p < .001$
Uses a variety of strategies to solve math problems	34.7 (1.47)	19.2 (3.47)	30.1 (5.51)	$p < .001$	0.424	0.096
Solves number problems using concrete objects	39.3 (2.50)	23.3 (2.75)	37.0 (4.16)	$p < .001$	0.632	0.006
Understands relationships between quantities	45.5 (1.84)	31.9 (3.03)	48.9 (4.67)	$p < .001$	0.493	0.002
Composes simple stories	22.0 (1.12)	12.8 (2.30)	24.2 (4.47)	$p < .001$	0.624	0.024
Reads simple books independently	35.1 (1.51)	27.3 (4.13)	35.9 (6.48)	0.076	0.888	0.262
Produces rhyming words	49.0 (1.64)	32.4 (2.39)	49.5 (5.97)	$p < .001$	0.920	0.009
Sorts, classifies and compares	53.3 (1.45)	36.3 (3.23)	53.4 (5.05)	$p < .001$	1.000	0.004
Orders a group of objects	47.5 (2.13)	37.1 (2.69)	52.6 (6.02)	0.002	0.427	0.019
Understands graphing activities	47.3 (1.72)	31.8 (2.44)	46.5 (4.43)	$p < .001$	0.862	0.004
Uses measuring instruments	31.1 (2.15)	14.2 (2.10)	27.2 (3.62)	$p < .001$	0.348	0.002
Uses complex sentence structure	19.8 (2.30)	16.2 (2.75)	19.7 (3.71)	0.011	0.001	$p < .001$
Understands text and reads aloud	38.3 (1.19)	27.9 (1.95)	47.1 (4.65)	$p < .001$	0.056	$p < .001$
Names all the letters of alphabet	65.7 (2.07)	55.8 (2.71)	64.1 (6.21)	0.004	0.806	0.224
Uses strategies for unfamiliar words	27.6 (1.28)	21.2 (2.49)	32.2 (5.34)	0.019	0.410	0.060
Understands print conventions	30.0 (1.01)	18.7 (2.98)	31.3 (2.25)	$p < .001$	0.610	0.001
Uses computer	32.3 (1.93)	24.2 (3.60)	24.5 (4.68)	0.045	0.121	1.000

Exhibit reads: Nineteen percent of former early intervention participants who were eligible for EI because of a developmental delay were reported by parents to be able to recognize most or all letters of the alphabet at 36 months.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

diagnosed condition ($p < .001$). Parents also reported a higher percentage of children with developmental delays to have mastered all age-expected cognitive milestones (33 percent, SE = 1.32) as compared with children with a diagnosed condition (22 percent, SE = 1.42, $p < .001$). For this item specifically, parents reported that at 36 months, 45 percent (SE = 5.00) of EI participants who had been eligible because of a risk condition had mastered all age-expected cognitive milestones, compared with 22 percent (SE = 1.42) of children classified at entry with a diagnosed condition ($p < .001$).

At kindergarten, for 16 of the 21 measures of cognitive skills examined, children eligible for EI because of a risk condition had significantly better cognitive outcomes, specifically literacy and math skills, than children with diagnosed conditions, and on 19 of the 21 measures, children with developmental delays had better outcomes than children with a diagnosed condition (see exhibit 2.16 for comparison of the outcome domains by reason for eligibility for early intervention; $p < .05$ for all significant comparisons cited). At kindergarten, parents reported that 76 percent (SE = 3.32) of children eligible for EI because of a risk condition could recognize most or all letters of the alphabet, compared with 62 percent (S.E = 3.49) of children eligible for EI because of a diagnosed condition ($p = .003$). At kindergarten, teachers reported that 66 percent (S.E = 3.79) of children with an at-risk condition had thinking and reasoning that was at age-expected levels, compared with 54 percent (SE = 1.66) of children with developmental delays ($p = .003$) and 38 percent (SE = 3.25) of children with a diagnosed condition ($p < .001$).

Comparison of Kindergarten Outcomes for Children With IEPs and Without IEPs

Exhibits 2.17 and 2.18 display parents' and teachers' reports of cognitive outcomes for former EI participants and the general population of 5-year-olds, by IEP status.

At kindergarten, parents' and teachers' reports indicate that children without IEPs performed significantly better than those with IEPs on all measures of cognitive development. On all nine literacy indicators, higher percentages of children without IEPs than those with IEPs performed at age-expected levels. On eight of the nine literacy indicators, there were no statistically significant differences between former early intervention participants who did not have an IEP in kindergarten and the performance of young children in the general population. On all seven mathematics indicators, higher percentages of children without IEPs than those with IEPs, performed at age-expected levels, and on all indicators, there were no statistically significant differences between former EI participants who did not have an IEP in kindergarten and the performance of young children in the general population (see appendix exhibit A2.18 for comparison of the early literacy and mathematics indicators by IEP status).

For example, kindergarten teachers reported that 37 percent (SE = 1.59) and 78 percent (SE = 2.46) of former EI participants with and without IEPs, respectively, performed academic skills as expected for their age ($p < .001$), and 32 percent (SE = 2.43) of former EI participants with IEPs were reported by their teachers to think and reason as expected for their age, compared with 81 percent (SE = 2.49) of former EI participants without IEPs ($p < .001$). Parents reported that 60 percent (SE = 1.79) of former EI participants with IEPs at kindergarten could recognize most or all letters of the alphabet, compared with 83 percent (SE = 1.61) of former EI participants without IEPs ($p < .001$) and 75 percent (SE = 2.47) of children in the general population ($p < .001$). Parents also reported that 58 percent (SE = 2.84) of former EI participants with IEPs at kindergarten could count to 20 or higher, compared with 88 percent of children without IEPs (SE = 1.68) ($p < .001$) and 82 percent (SE = 2.20) of children in the general

Exhibit 2.17. National percentage of former EI participants and of the general population for whom kindergarten teachers and parents reported cognitive outcomes, by IEP status for former EI participants

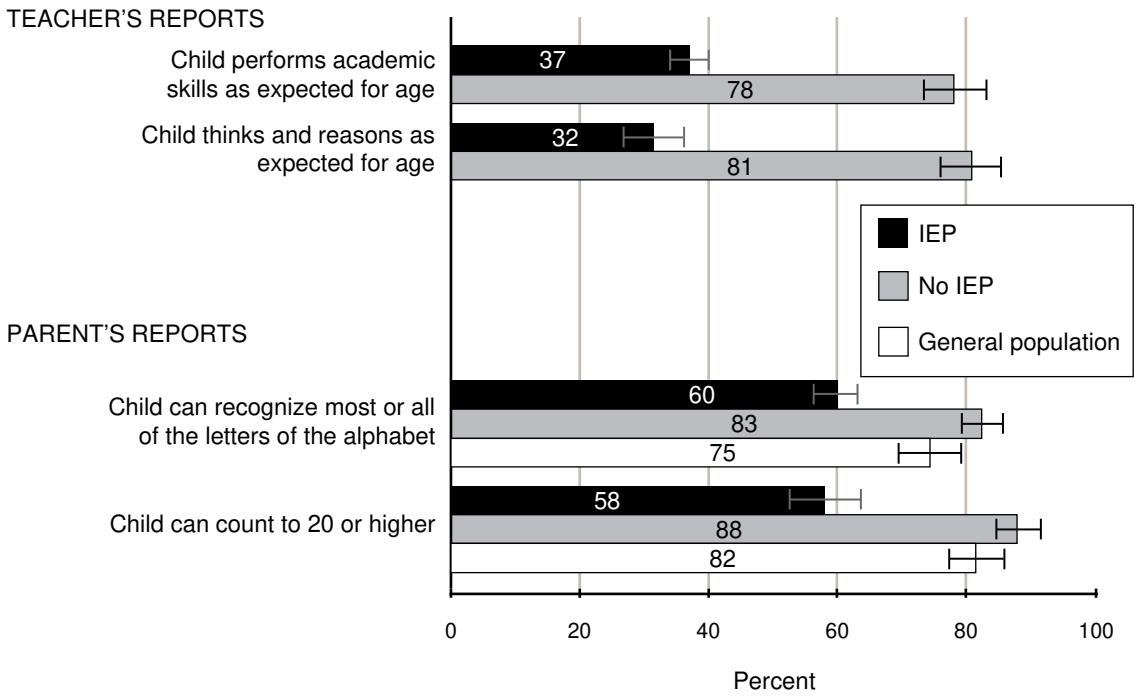

Exhibit reads: Nationwide, 37 percent of former EI participants who had an IEP in kindergarten were reported by their kindergarten teachers to be able to perform academic skills in age-expected ways.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, available at http://nces.ed.gov/nhes/dataproducts.asp.

population ($p < .001$). In terms of cognitive milestones at kindergarten, 7 percent (SE = 1.28) of EI participants with IEPs were reported by parents to have mastered all age-expected cognitive milestones, whereas 22 percent (SE = 1.45) of EI participants without IEPs were reported to have done so ($p < .001$) (see appendix exhibit A2.28).

Teachers' reports of seven mathematics and nine early literacy skills at kindergarten indicated that larger percentages of former EI participants without IEPs than of those with IEPs performed at age-expected levels and at levels comparable to the general population (see exhibit 2.18). In mathematics, 16 percent (SE = 1.47) of former EI participants with IEPs were reported to use a variety of strategies to solve mathematics problems, compared with 49 percent (SE = 2.25) of children without IEPs ($p < .001$) and 46 percent (SE = 0.89) of children in the general population ($p < .001$). Twenty percent (SE = 1.47) of former EI participants with IEPs were reported to solve number problems using concrete objects, compared with 53 percent (SE = 3.3) of children without IEPs ($p < .001$) and 53 percent (SE = 0.88) of children in the general population ($p < .001$); and 26 percent (SE = 2.01) of children with IEPs were reported to understand relationships between quantities, compared with 64 percent

(SE = 2.45) of children without IEPs ($p < .001$) and 59 percent (SE = 0.97) of children in the general population ($p < .001$).

In early literacy, 11 percent (SE = 1.28) of former EI participants with IEPs were reported to be able to compose simple stories, according to their kindergarten teachers, compared with 31 percent (SE = 1.58) of children without IEPs ($p < .001$) and 32 percent (SE = 0.81) of children in the general population ($p < .001$). Additionally, 22 percent (SE = 2.84) of children with IEPs were said to be able to read simple books independently, compared with 47 percent (SE = 2.22) of children with no IEPs ($p < .001$) and 43 percent (SE = 0.87) of children in the general population ($p < .001$). Twenty-nine percent (SE = 2.53) of former EI participants with IEPs could produce rhyming words, compared with 65 percent (SE = 1.81) of children without IEPs ($p < .001$) and 63 percent (SE = 0.92) of the general population ($p < .001$).

Exhibit 2.18. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes, by IEP status for former EI participants

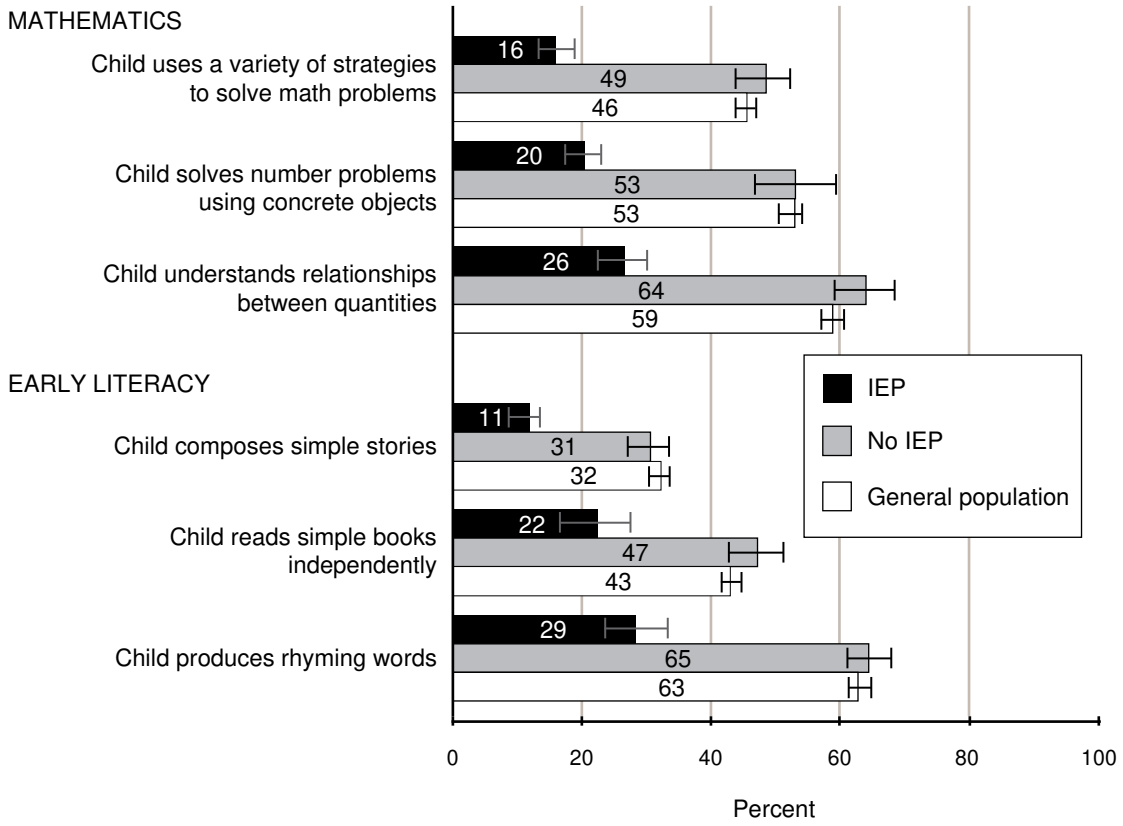

Exhibit reads: Nationwide, 16 percent of former EI participants who had an IEP in kindergarten were reported by their kindergarten teachers to be able to use a variety of strategies to solve math problems.

NOTE: Bars with the same value labels may be different sizes due to rounding of numbers. Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available at http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Social-Emotional Development

Overall Findings

At 36 months of age, 28 percent of former EI participants were reported by their parents to have mastered all age-expected social-emotional milestones (see appendix exhibit A2.27), whereas that accomplishment was reported for 39 percent of former EI participants at kindergarten (see appendix exhibit A2.27). Examples of kindergarten milestones in social-emotional development include playing pretend games with others using props, and following rules in a board game.

Kindergarten teachers were asked to report on the frequency with which children displayed certain negative behaviors (see exhibit 2.19). Teachers reported that 23 percent of former EI participants very often acted impulsively, 13 percent never responded appropriately to teasing, 10 percent never responded appropriately to pushing or hitting, 7 percent very often argued with others, 7 percent were never able to control their temper, 5 percent very often appeared lonely, 5 percent very often fought with others, and 4 percent never followed directions.

Exhibit 2.19. National percentage of former EI participants for whom kindergarten teachers reported negative behaviors

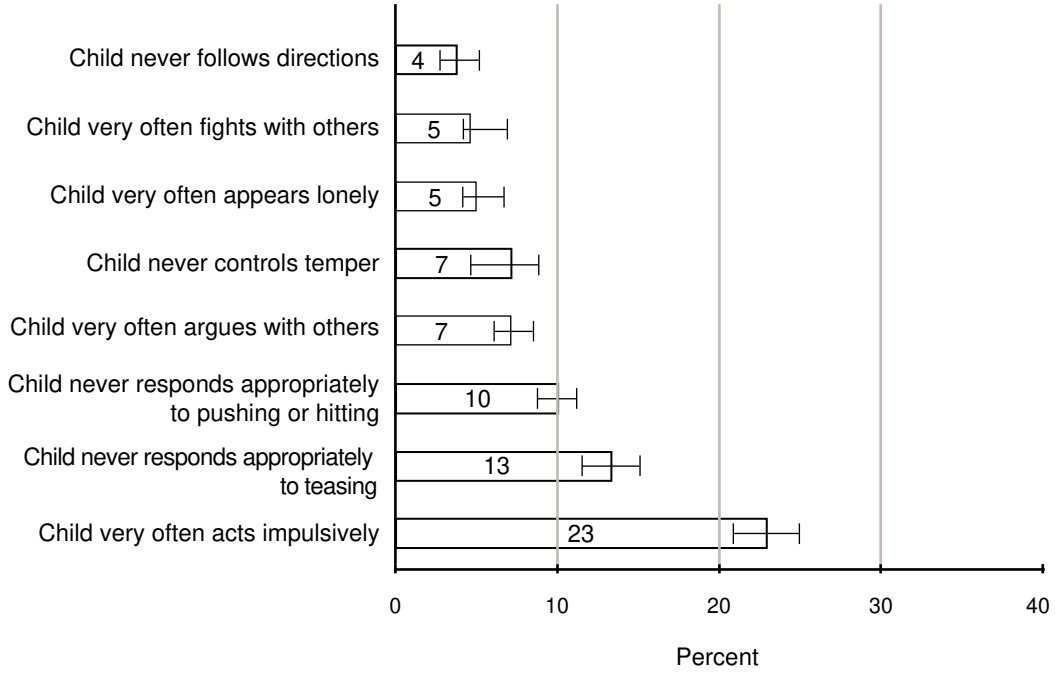

Exhibit reads: Nationwide, 4 percent of former EI participants were reported by their kindergarten teachers never to follow directions.

NOTE: Bars with the same value labels may be different sizes due to rounding of numbers. Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Findings by Eligibility Category

Social-emotional outcomes for infants and toddlers identified for EI services under IDEA varied by eligibility category. At both 36 months and kindergarten, social-emotional outcomes were better for children classified as eligible for EI services because of a risk condition and those with a developmental delay, compared with those with a diagnosed condition. For 1 of the 3 measures of social-emotional skills examined at 36 months, children eligible for EI because of a risk condition had statistically better outcomes than children with a diagnosed condition. For 2 of the 3 measures children with developmental delays had statistically better outcomes than children with diagnosed conditions. Children with developmental delays at entry were reported at 36 months by parents to have mastered all age-expected social-emotional milestones, compared with 20 percent (SE = 2.04) of children with a diagnosed condition at EI entry ($p < .001$).

This same pattern held in kindergarten. Forty-one percent (SE = 1.44) of those children with a developmental delay were reported to have mastered all age-expected social-emotional milestones at kindergarten, compared with 27 percent (SE = 1.94) of children with a diagnosed condition ($p < .001$). On 3 of the 5 positive social-emotional (prosocial) kindergarten measures, children eligible for EI because of a risk condition had statistically better outcomes than children with developmental delays, who had better outcomes than children with diagnosed conditions. On 4 out of 11 measures examining negative social behaviors, children eligible for EI because of a risk condition had statistically lower negative behavioral outcomes than children with a diagnosed condition (see exhibit 2.20 for comparison of the social emotional outcome domain by reason for eligibility for early intervention; $p < .05$ for all significant comparisons cited). For example, parents reported 71 percent (SE = 4.51) of children with a risk condition as demonstrating social skills typical and appropriate for their age as compared with 59 percent (SE = 2.83) of children with developmental delays ($p = .033$) and 44 percent (SE = 3.76) of children with a diagnosed condition ($p < .001$). Parents also reported 5 percent (SE = 1.81) of children with a risk condition as having trouble playing with other children compared with 14 percent (SE = 1.89) of children with diagnosed condition ($p < .001$).

Exhibit 2.20. National social-emotional development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category			Comparisons		
Outcome	Developmental delay (DD) % (SE)	Diagnosed condition (DC) % (SE)	At risk (AR) % (SE)	DD vs. DC *p* value	DD vs. AR *p* value	DC vs. AR *p* value
Parent-reported social-emotional outcome: 36 months						
Often has temper tantrums	27.7 (1.39)	20.7 (2.00)	25.4 (2.45)	$p < .001$	0.413	0.134
Often physically aggressive with other children	9.6 (1.08)	9.0 (1.42)	7.2 (1.90)	0.729	0.277	0.458
Has a lot of trouble playing with other children	10.4 (0.51)	15.0 (1.95)	6.4 (1.64)	0.020	0.020	0.001
All age-expected social-emotional milestones mastered	29.1 (1.79)	20.4 (2.04)	33.0 (4.25)	0.001	0.393	0.007
Parent-reported social-emotional outcome: kindergarten						
Often has temper tantrums	19.8 (1.49)	17.3 (3.01)	16.7 (3.08)	0.462	0.377	0.888
Often physically aggressive with other children	5.9 (0.87)	5.4 (1.33)	7.0 (4.61)	0.777	0.823	0.752
Has a lot of trouble playing with other children	8.1 (1.46)	13.9 (1.89)	4.6 (1.81)	0.014	0.134	$p < .001$
All age-expected social-emotional milestones mastered	40.6 (1.44)	27.0 (1.94)	46.0 (4.43)	$p < .001$	0.247	$p < .001$
Teacher-reported social-emotional outcome (negative behaviors): kindergarten						
Very often acts impulsively	22.5 (1.34)	24.0 (2.09)	20.3 (4.25)	0.560	0.617	0.439
Never responds appropriately to teasing	13.1 (1.43)	16.0 (1.95)	7.6 (2.67)	0.230	0.071	0.011
Never responds appropriately to pushing or hitting	11.7 (1.31)	10.1 (1.47)	5.2 (1.86)	0.406	0.004	0.038
Very often argues with others	7.0 (1.03)	6.6 (2.01)	5.6 (2.65)	0.841	0.617	0.764
Never controls temper	6.0 (0.88)	10.0 (2.36)	4.6 (2.60)	0.108	0.610	0.121
Very often appears lonely	5.1 (0.74)	4.3 (1.82)	4.7 (2.07)	0.671	0.841	0.888
Very often fights with others	6.2 (1.08)	2.8 (1.61)	3.5 (2.25)	0.077	0.271	0.806
Never follows directions	3.9 (0.87)	2.8 (0.86)	3.4 (2.59)	0.374	0.841	0.841
Parent-reported social-emotional outcome (social skills): kindergarten						
Child's behavior is typical and appropriate for age	61.5 (3.36)	49.1 (2.24)	73.2 (3.57)	0.002	0.017	$p < .001$
Child's social skills are typical and appropriate for age	59.3 (2.83)	43.6 (3.76)	70.7 (4.51)	0.001	0.033	$p < .001$
Teacher-reported social-emotional outcome (social skills): kindergarten						
Child's social skills are normal for age	54.3 (1.83)	39.3 (2.34)	71.0 (2.60)	$p < .001$	$p < .001$	$p < .001$
Child has as many friends as other children in class	62.4 (1.47)	60.4 (2.55)	72.5 (2.01)	0.480	$p < .001$	$p < .001$

Exhibit reads: Twenty-eight percent of former early intervention participants eligible for EI because of a developmental delay were reported by parents to often have temper tantrums at 36 months.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Comparison of Kindergarten Outcomes for Children With IEPs and Without IEPs

Parents and teachers reported on 14 measures of social-emotional development at kindergarten (see exhibits 2.21 and 2.22).

Parents and teachers reported that across many measures of social-emotional development, significantly higher percentages of former EI participants without IEPs than former EI participants with IEPs performed at age-expected levels in the social-emotional domain. For example, 23 percent (SE = 2.48) of EI participants with IEPs were reported by their parents to have mastered all age-expected social-emotional milestones, compared with 57 percent (SE = 1.25) of EI participants without IEPs ($p < .001$) (see appendix exhibit A2.28). Similarly, 36 percent (SE = 1.85) and 78 percent (SE = 0.99) of former EI participants with and without IEPs, respectively, were reported by kindergarten teachers to have social skills that were age appropriate ($p < .001$). Furthermore, 30 percent (SE = 1.38) of former EI participants with IEPs were reported by teachers to very often act impulsively, compared with 14 percent (SE = 1.36) of EI participants without IEPs ($p < .001$).

Exhibit 2.21. National percentage of former EI participants for whom kindergarten teachers and parents reported social-emotional outcomes, by IEP status

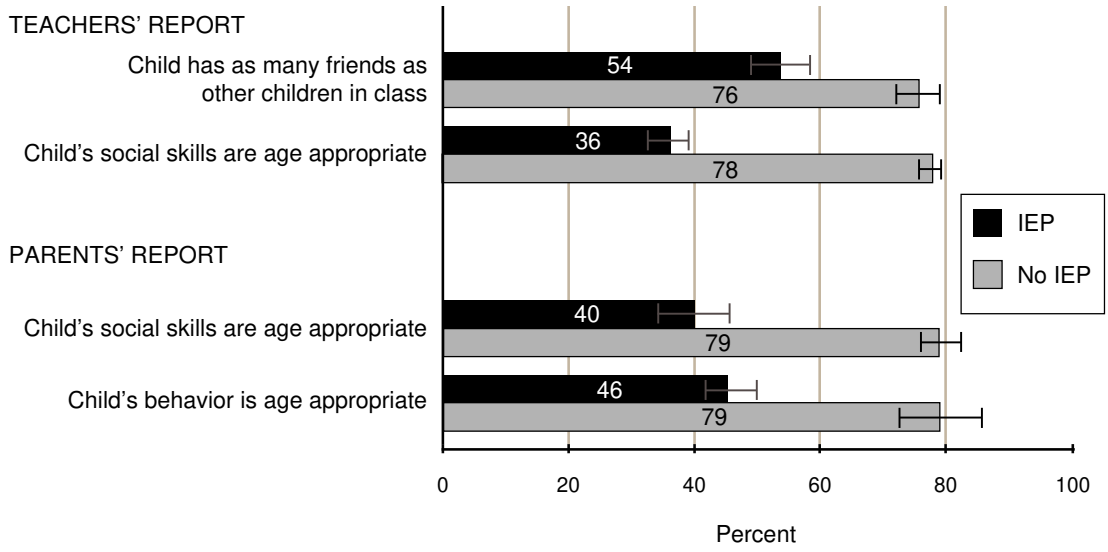

Exhibit reads: Nationwide, 54 percent of former EI participants who had an IEP in kindergarten were reported by their kindergarten teachers to have as many friends as other children in the class.

NOTE: Bars with the same value labels may be different sizes due to rounding of numbers. Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit 2.22. National percentage of former EI participants for whom kindergarten teachers reported negative behaviors, by IEP status

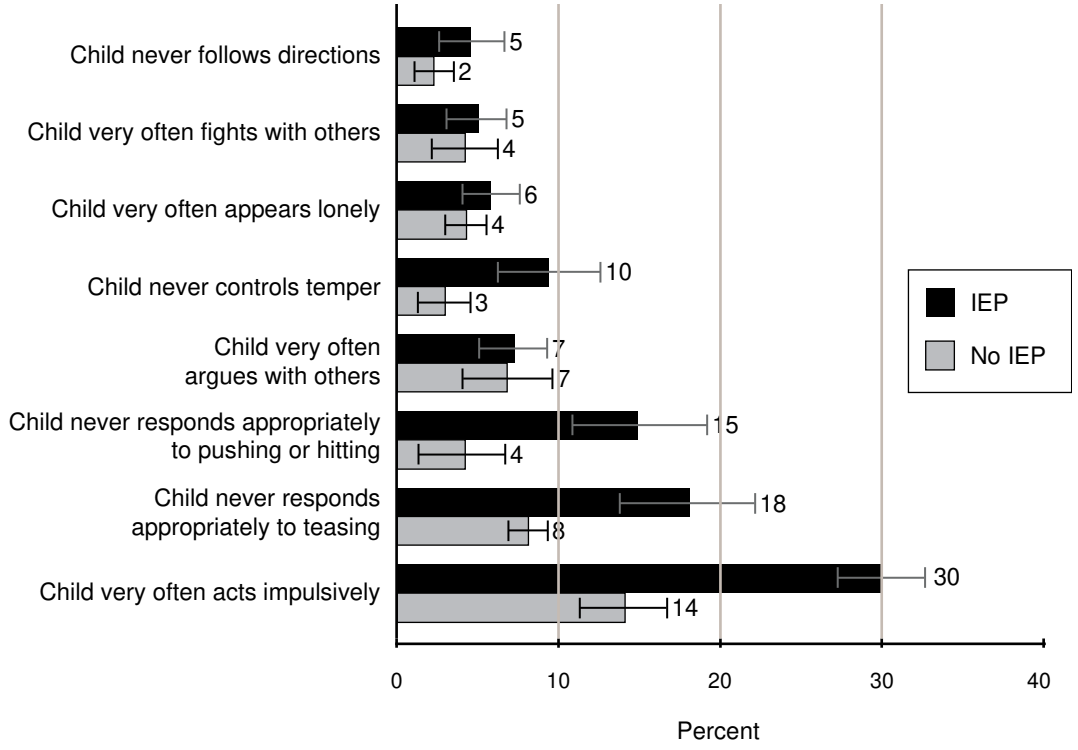

Exhibit reads: Nationwide, 5 percent of former EI participants who had an IEP in kindergarten were reported by their kindergarten teachers never to follow directions.

NOTE: Bars with the same value labels may be different sizes due to rounding of numbers. Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Physical Development and Health

Overall Findings

Measures in this developmental area include attainment of age-expected physical milestones, such as catching a ball thrown or walking downstairs alternating feet, as well as overall health status and activity level. At 36 months, 28 percent of former EI participants were reported by their parents to have mastered all age-expected physical milestones; at kindergarten, 21 percent were reported to have done so (see appendix exhibit A2.27).

Significantly lower percentages of former EI participants performed at age-expected levels in the physical domain, compared with the general population, across two measures of physical development reported by parents and one measure of physical development reported by teachers. Higher percentages of former EI participants were reported to be in only fair or poor health by their parents, compared with the general population both at 36 months and at kindergarten. At 36 months and kindergarten, respectively, 13 percent (SE = 0.67) and

11 percent (SE = 0.92) of children formerly in EI were reported by their parents to have fair or poor health, whereas data from the NHIS indicated that for the general population of same-age children, parents reported 2 percent (SE = 0.28) at 36 months and 2 percent (SE = 0.31) to be in fair or poor health.

At kindergarten, 11 percent (SE = 0.98) of former EI participants and 3 percent (SE = 0.18) of children in the general population (ECLS-K) were rated by their parents as being less active than other children their age ($p < .001$). Similarly, kindergarten teachers reported that 22 percent (SE = 0.88) of former EI participants were less active than other children, compared with the general population of 5-year-olds, where 3 percent (SE = 0.18) of children were reported by parents or teachers to be less active than other children ($p < .001$) (see appendix exhibit A2.29).

Findings by Eligibility Classification

Physical outcomes for infants and toddlers identified for EI services under IDEA varied by eligibility category. At 36 months of age, significantly higher percentages of children who were eligible for EI because of either a risk condition or a developmental delay had mastered age-appropriate physical developmental milestones, compared with children with a diagnosed condition (see exhibit 2.23 for comparison of the outcome domains by reason for eligibility for early intervention; $p < .05$ for all significant comparisons cited). Thirty-four percent (SE = 3.78) of children with a risk condition at entry into EI and 31 percent (SE = 7.01) of those with a developmental delay were reported by parents to have mastered all age-expected physical milestones at 36 months, compared with 15 percent (SE = 1.57) of those with a diagnosed condition ($p < .001$ for both comparisons).

At kindergarten, 28 percent (SE = 4.55) of children with an at-risk classification at entry into EI and 24 percent (SE = 2.89) of those with developmental delays were reported to have mastered all their kindergarten milestones, compared with 10 percent (SE = 1.95) of children with a diagnosed condition ($p < .001$ for both comparisons).

Exhibit 2.23. National physical development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category			Comparisons		
Outcome	Developmental delay (DD) % (SE)	Diagnosed condition (DC) % (SE)	At risk (AR) % (SE)	DD vs. DC *p* value	DD vs. AR *p* value	DC vs. AR *p* value
Parent-reported physical development outcome (health): 36 months						
Child has poor health	2.3 (0.51)	3.9 (1.40)	2.3 (0.87)	0.265	0.920	0.337
Parent-reported physical development outcome (health): kindergarten						
Child has fair or poor health	10.6 (1.19)	15.6 (2.36)	8.8 (2.16)	0.058	0.467	0.034
Parent-reported physical development outcome (activity level): kindergarten						
Less active	7.9 (1.61)	21.6 (1.39)	7.3 (1.59)	$p < .001$	0.791	$p < .001$
About as active	48.8 (2.28)	43.9 (2.31)	55.6 (2.43)	0.131	0.041	$p < .001$
More active	43.3 (1.27)	34.5 (1.96)	37.2 (3.16)	$p < .001$	0.073	0.467
Teacher-reported physical development outcome (activity level): kindergarten						
Less active	20.5 (1.56)	32.3 (2.01)	17.2 (4.27)	$p < .001$	0.467	$p < .001$
About as active	53.1 (1.68)	44.3 (4.77)	60.1 (4.67)	0.082	0.158	0.018
More active	26.4 (1.26)	23.3 (4.34)	22.6 (3.85)	0.493	0.348	0.920
Parent-reported physical development outcome (milestone achievement): 36 months						
All age-expected physical milestones mastered	30.8 (7.01)	15.3 (1.57)	33.5 (3.78)	$p < .001$	0.522	$p < .001$
Parent-reported physical development outcome (milestone achievement): kindergarten						
All age-expected physical milestones mastered	24.3 (2.89)	9.6 (1.95)	27.5 (4.55)	$p < .001$	0.554	$p < .001$

Exhibit reads: Two percent of former early intervention participants eligible for EI because of a developmental delay were reported by parents to have poor health at 36 months.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Comparison of Kindergarten Outcomes for Children With IEPs and Without IEPs

Significantly lower percentages of former EI participants with IEPs in kindergarten performed at age-expected levels in the physical domain, compared with children without IEPs and in the general population, across two measures of physical development reported by parents and two measures of physical development reported by teachers. At kindergarten, 10 percent (SE = 1.86) of EI participants with IEPs were reported by their parents to have mastered all age-expected physical milestones, compared with 35 percent (SE = 2.79) of EI participants without IEPs ($p < .001$) (see appendix exhibit A2.28). Thirty-one percent of former EI participants with IEPs (SE = 1.91), compared with 11 percent (SE = 1.38) of those without IEPs, were reported by their teachers as being less active than other children their age ($p < .001$) (see exhibit 2.24). Similar differences were noted when children with IEPs were compared with the general population of 5-year-olds (ECLS-K) at kindergarten; 31 percent of

former EI participants with IEPs (SE = 1.86) were reported by their teachers as being less active than other children their age, compared with 3 percent (SE = 0.18) of children in the general population of 5-year-olds ($p < .001$). Parents reported that 17 percent (SE = 1.76) of former EI participants with IEPs were less active than other children, whereas 4 percent of children without IEPs (SE = 0.56) and 3 percent (SE = 0.18) of the general population of 5-year-olds were reported by parents to be less active ($p < .001$ for both comparisons).

Exhibit 2.24. National percentage of former EI participants and of the general population reported to have activity levels at kindergarten, by IEP status for former EI participants

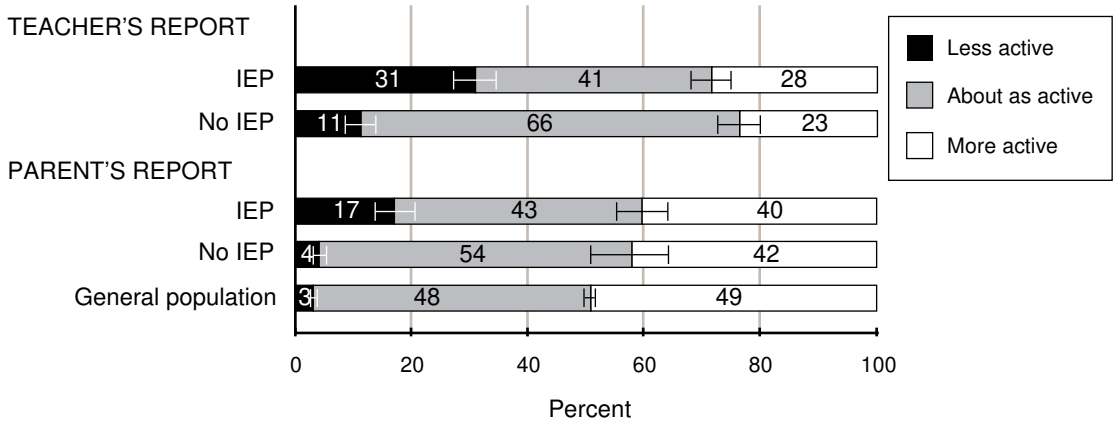

Exhibit reads: Nationwide, 31 percent of former EI participants who had an IEP in kindergarten were reported by their kindergarten teachers to be less active than other children.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available from http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Parents reported on the health status of former EI participants in kindergarten (see exhibit 2.25). Sixteen percent (SE = 1.26) of children with IEPs were reported to be in fair or poor health, compared with 6 percent (SE = 0.75) of former EI participants without IEPs ($p < .001$) and 2 percent (SE = 0.03) of the general population of 5-year-olds (NHIS) ($p < .001$).

Exhibit 2.25. National percentage of former EI participants and of the general population reported by parents to have "fair" or "poor" health at kindergarten, by IEP status for former EI participants

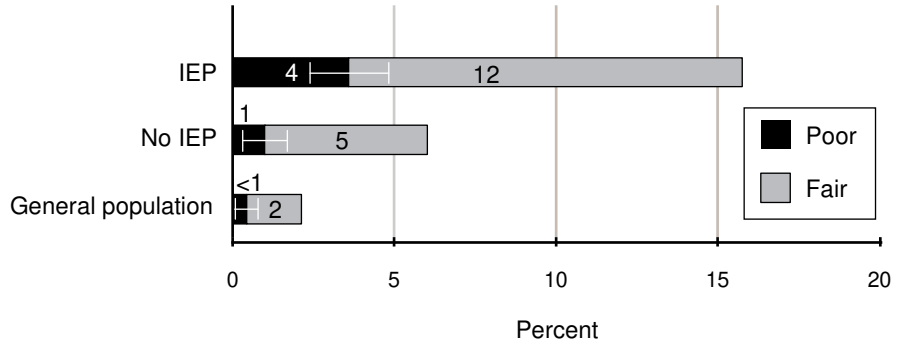

Exhibit reads: Nationwide, 4 percent of former EI participants who had an IEP were reported by parents to be in poor health at kindergarten.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the National Health Interview Survey public use dataset, 1999 Person Section, available from http://www.cdc.gov/nchs/about/major/nhis/quest_data_related_1997_forward.htm.

Adaptive Development

Overall Findings

Adaptive development refers to a child's ability to take care of his or her own needs, including skills such as dressing and toileting. Measures of adaptive development included in NEILS come from a set of adaptive milestones. At 36 months of age, 9 percent of former EI participants were reported by their parents to have mastered all of those age-expected adaptive milestones, whereas 15 percent were reported to have done so at kindergarten (see appendix exhibit A2.27).

Findings by Eligibility Classification

Adaptive outcomes for infants and toddlers identified for EI services under IDEA varied by eligibility category. More children with a risk condition and developmental delays had mastered adaptive milestones, compared with children with a diagnosed condition at 36 months (see exhibit 2.26 for comparison of the adaptive outcome domain by reason for eligibility for early intervention; $p < .05$ for all significant comparisons cited). For example, 13 percent (SE = 2.72) of children with a risk condition had mastered all age-expected adaptive milestones at 36 months, compared with 4 percent (SE = 0.85) of children with a diagnosed condition ($p = .002$). At kindergarten, 16 percent (SE = 1.03) of children with a developmental delay were reported to have mastered all age- expected milestones, compared with 8 percent (SE = 2.16) of children with a diagnosed condition ($p = .001$).

Exhibit 2.26. National adaptive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category			Comparisons		
Outcome	Developmental delay (DD) % (SE)	Diagnosed condition (DC) % (SE)	At risk (AR) % (SE)	DD vs. DC *p* value	DD vs. AR *p* value	DC vs. AR *p* value
Parent-reported adaptive outcome (milestone achievement): 36 months						
All age-expected adaptive milestones mastered	9.0 (0.95)	4.4 (0.85)	13.1 (2.72)	*p* <. 001	0.147	0.002
Parent-reported adaptive outcome (milestone achievement): kindergarten						
All age-expected adaptive milestones mastered	16.2 (1.03)	8.5 (2.16)	17.6 (3.80)	0.001	0.718	0.036

Exhibit reads: Nine percent of former early intervention participants who were eligible for EI because of a developmental delay were reported by parents to have mastered all age-expected adaptive milestones at 36 months.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Comparison of Kindergarten Outcomes for Children With IEPs and Without IEPs

At kindergarten, 7 percent (SE = 1.33) and 23 percent (SE = 1.93) of EI participants with and without IEPs, respectively, were reported by parents to have mastered all age-expected adaptive milestones ($p < .001$) (see appendix exhibit A2.28).

Key Findings Related to Preschool-Age Children Identified for Services Under IDEA

Who are the preschool-age children identified for special education services under IDEA and how has this changed over time?

In 2006, a total of 706,242 children ages 3 through 5 were identified for special education services under IDEA by states. Of the total population of preschool-age children, the percentage of 3- through 5-year-olds identified for special education services increased every year from 1997 when 4.70 percent were identified to 5.82 percent in 2006. Of preschool age children identified for services under IDEA, more boys than girls were identified (69.29 percent and 30.71 percent, respectively).

A larger proportion of preschool-age American Indian children were identified for services in 2006 (8.14 percent) than children in the other racial/ethnic categories; the smallest proportion were identified among Asian/Pacific Islander children (3.59 percent). The percentages for White, Black, and Hispanic preschool-age children were 6.45 percent, 5.93 percent, and 4.52 percent. The relative position for each of racial/ethnic category remained the same from 1998 to 2006.

In 2006, the largest percentage of preschool-age children identified was for children classified under the speech and language impairment and developmental delay categories of IDEA (2.73 percent and 2.06 percent, respectively). Between 2004 and 2006, the three largest relative percentage changes of preschool-age children identified for services under IDEA by their disability category were for children classified with autism (34.87 percent), other health impairments (24.64 percent), and deaf-blindness (-19.05 percent).

State identification of 3- through 5-year-olds for preschool services under IDEA showed variation. Percentages ranged from 3.32 percent to 13.66 percent of children in this age group across states, compared to the national average of 5.82 percent in 2006. Forty-nine states had higher identification percentages in 2006 than in 1997.

What are the literacy, math, and social outcomes of preschool age children identified for services under IDEA compared to their peers?

From the Pre-Elementary Education Longitudinal Study (PEELS), preschool age children identified for services under IDEA did not differ from the general population of same-age children on a measure of letter and word identification skills. However, they had a significantly lower mean score on a measure of vocabulary (a mean standard score of 90.1, SE = 0.59, compared with the mean of 100.0 for the general population); the significant difference was apparent for all three age cohorts (3-, 4-, and 5-year-olds, $p < .001$). This pattern also was observed on a measure of applied mathematics on which preschool age children identified for services under IDEA had a mean standard score of 90.3 (SE = 0.78), significantly lower than the mean for the general population (100.0), a difference apparent for all age cohorts ($p < .001$).

A teacher rating of social skills also showed lower functioning for preschool-age children identified for IDEA services than for the general population of 3- through 5-year-olds (92.8, SE = 0.88 vs. 100.0). Three-year-olds identified for IDEA services had a mean standard score of 85.2 (SE = 1.08), significantly lower than the score for both the general population and 5-year-old identified children ($p < .001$) whose mean score was 96.5 (SE = 1.37) which was not significantly different from the general population).

3. Preschool-Age Children Identified for Services Under IDEA

This chapter presents a summary of information on children ages 3 through 5 identified for special education services under IDEA. The chapter consists of four sections: (1) the legislative background for examining the status of preschool-age children identified for services under IDEA, (2) the identification of preschool-age children for services under IDEA, (3) their rates of losing eligibility of services under IDEA through "declassification," and (4) their academic and social outcomes. This study is not designed to assess how outcomes presented in this report are affected by identification or declassification practices, nor is it designed to measure impacts of IDEA services on child outcomes.

Legislative Background

Amendments in 1986 (P.L. 99-457) made the provision of a free appropriate public education to children ages 3 through 5 a requirement for receiving federal funding to support special education services. Under IDEA, states are provided Part B Section 619 grant-funding to support the delivery of special education services to children ages 3 through 5 who are eligible for services. These funds are distributed to local education agencies, which are responsible for providing services to preschool-age children. The Part B provisions, such as an Individualized Education Program (IEP), due process, confidentiality, and a right to services in the least restrictive environment, apply to preschool-age children in the same way they apply to school-age children. The same eligibility categories used to identify school-age children as eligible for services are used to identify children ages 3 through 5. In 1991, the law was amended (P.L. 102-119) to allow states the option to use an additional disability category, "developmental delay," as one of the recognized disability categories for children ages 3 through 9.

The most recent reauthorization of IDEA in 2004 (P.L. 108-446) brought an extension of Part C services to preschool-age children. Under Sections 632(5)(b) and 635(c), IDEA allows flexibility for the statewide system to include a state policy under which parents of preschool-age children with disabilities who are eligible for services under Section 619, and previously received services under Part C, may choose the continuation of early intervention services for children identified for services under Part C until the child enters or is eligible under state law to enter kindergarten.

Although IDEA 2004 continues to ensure that all children with disabilities receive a free appropriate public education, amendments affected state and local policies by stipulating that children with disabilities *make progress* in the general education curriculum and *improve* their academic and developmental outcomes. For children receiving early intervention and preschool services under IDEA, greater emphasis is on targeting developmental and academic outcomes, including preliteracy and language skills, as specified in the Individualized Family Service Plan (IFSP) or the Individualized Education Program (IEP).

Identification of Preschool-Age Children for Services Under IDEA

The identification section of this chapter presents the following types of information:

- The number and percentage of preschool-age children identified for services under IDEA nationally, by age and by disability category.
- The composition of preschool-age children by gender.

- The percentage of preschool-age children identified for services nationally and by age, race/ethnicity, and state. The percentages are also examined across time.

Currently, states report to OSEP the number of children with disabilities receiving Part B special education and related services as a part of their annual Section 618 report. State-reported data were obtained from OSEP's Data Analysis System (DANS) for 1997 to 2006. As of December 1 of each year, each state reports to OSEP the number of children, ages birth to 21, in the state who were identified for early intervention or special education services under IDEA. The number identified includes both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To report on the identification of preschool-age children for services under IDEA, both the number and the percentages of the children are reported below. A proxy for the total population count for each age was created using birth data from the National Vital Statistics System (NVSS). Identification percentages[1] were computed for each year using the number of children ages 3 through 5 served under Part B (DANS) as a percentage of the total population of 3- through 5-year-olds (NVSS). These data are the basis for findings reported in this section of the chapter.

Number and Percentage of Children Identified for Services Under IDEA, by Age (1997 to 2006)

In 2005, 698,928 children ages 3 through 5 were identified for services out of the total of 7,013,238 children ages birth through 21 years reported by states to be identified for services under IDEA (see exhibit 3.1). More 5-year-olds (300,082 children) than 4-year-olds (245,526 children) were identified, and more 4-year-olds than 3-year-olds (153,320 children) were identified.

[1] See chapter 1 and appendix B for a definition of "percentage" and details regarding its calculation.

Exhibit 3.1. National number of preschool-age children identified for services under IDEA, by age (2005)

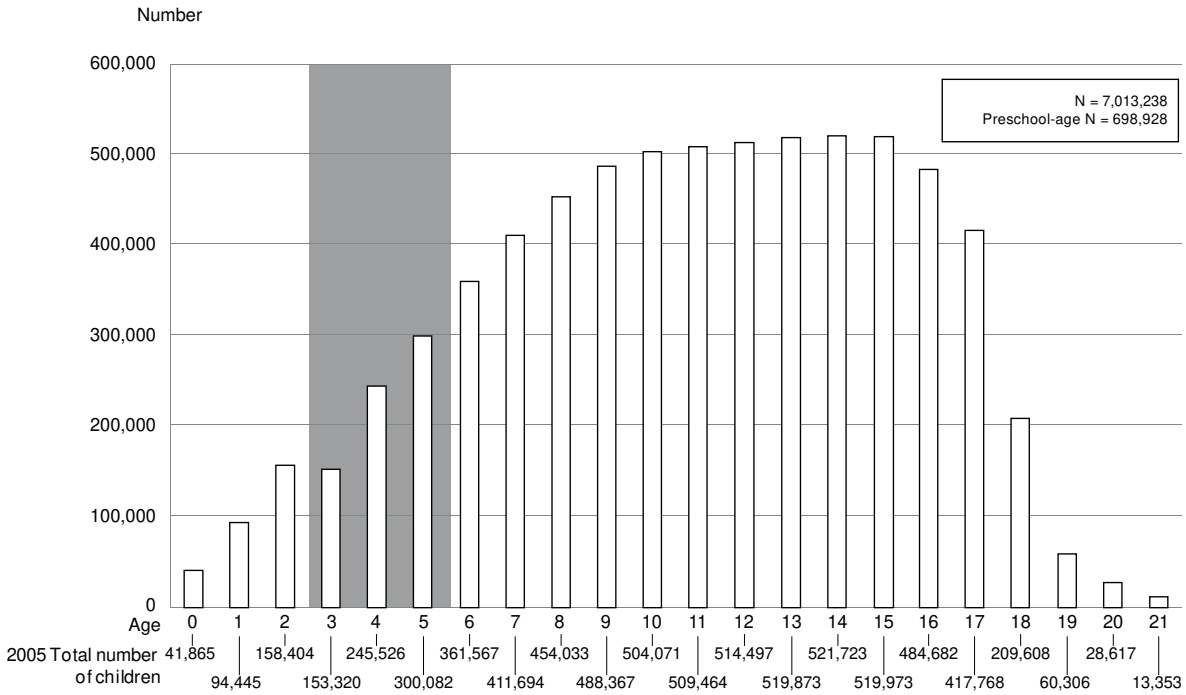

Exhibit reads: Nationwide, 153,320 3-year-olds were identified for services under Part B of IDEA in 2005.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The ages of children eligible to receive preschool services under IDEA are 3 through 5 years. The shaded area represents the data for these children.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp.

Exhibit 3.2. National number and percentage of preschool-age children identified for services under IDEA, by age (1997–2006)

	Preschool-age children identified for services							
	Number				Percentage of all preschool-age children			
Year	Ages 3 through 5	Age 3	Age 4	Age 5	Ages 3 through 5	Age 3	Age 4	Age 5
1997	564,546	113,998	195,595	254,953	4.70	2.88	4.89	6.27
1998	567,636	116,696	197,565	253,375	4.79	2.99	5.00	6.33
1999	582,383	120,894	202,740	258,749	4.96	3.11	5.20	6.55
2000	592,415	130,374	212,812	249,229	5.08	3.36	5.47	6.39
2001	611,919	134,621	230,277	247,021	5.22	3.42	5.93	6.35
2002	639,264	139,299	243,593	256,372	5.43	3.52	6.18	6.61
2003	671,630	148,592	233,701	289,337	5.62	3.66	5.90	7.34
2004	692,978	155,860	243,283	293,835	5.75	3.87	5.99	7.42
2005	698,928	153,320	245,526	300,082	5.77	3.81	6.10	7.39
2006	706,242	163,926	244,041	298,275	5.82	4.01	6.07	7.41

Exhibit reads: Nationwide, 564,546 children ages 3 through 5 were identified for services under IDEA in 1997. These represented 4.70 percent of all 3- through 5-year-olds.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System birth data, including births on Indian reservations. The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

In 2006, the percentage of preschool-age children identified for services under IDEA differed for children of each single year of age (see exhibit 3.2). Five-year-olds had the highest percentage (7.41 percent), followed by 4-year-olds (6.07 percent) and 3-year-olds (4.01 percent).

The percentage identified for services increased every year from 1997 to 2006 for all preschool-age children. Overall, the percentage of 3- through 5-year-olds identified for services under IDEA increased every year from 1997, when 4.70 percent were identified, to 2006, when 5.82 percent were identified (see exhibits 3.2 and 3.3). Between 1997 and 2006, this was an increase of 1.12 percentage points. For 5-year-old children, the percentage increased from 6.27 percent to 7.41 percent (1.14 percentage increase); for 4-year-olds, the increase was from 4.89 percent to 6.07 percent (1.18 percentage increase); and for 3-year-olds, the increase was from 2.88 percent to 4.01 percent (1.13 percentage increase). From 1997 to 2006**,** 5-year-olds had the highest identification percentage and 3-year-olds had the lowest.

Exhibit 3.3. Trends in national percentage of preschool-age children identified for services under IDEA, by age (1997–2006)

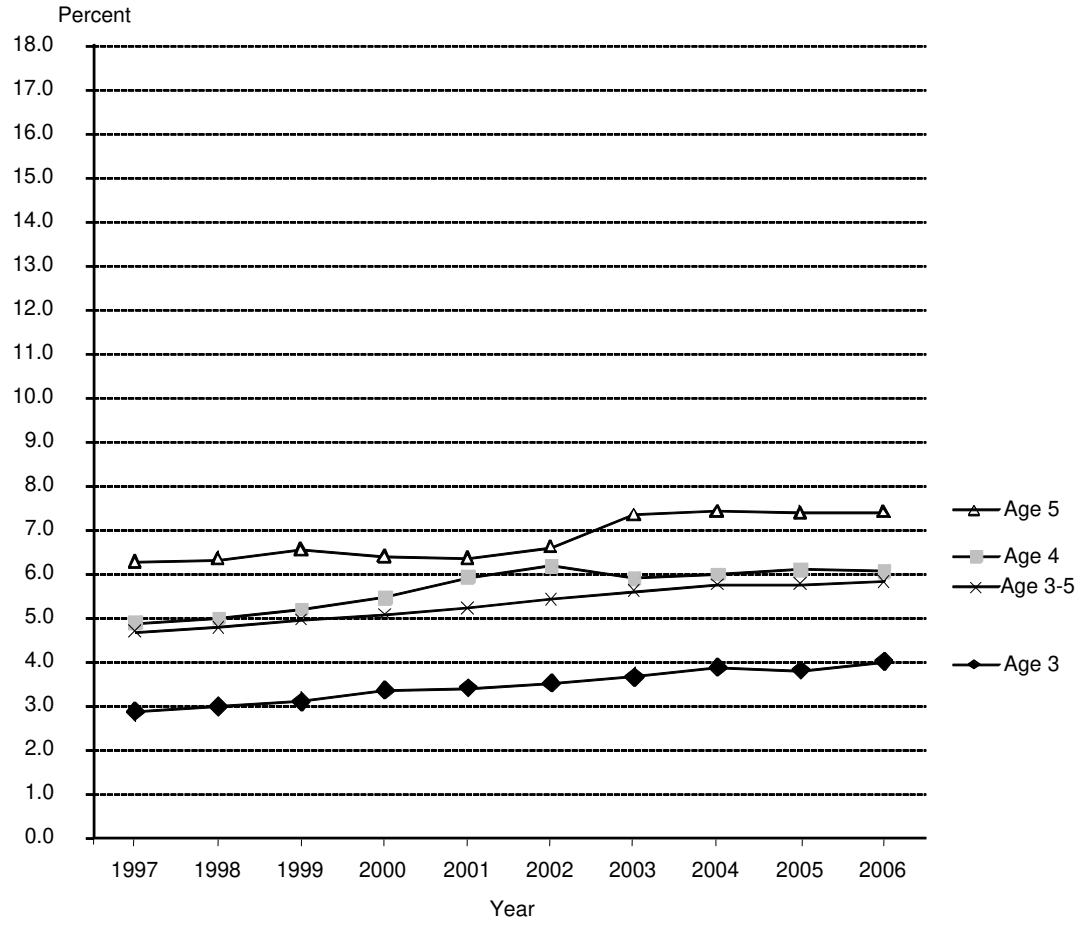

Exhibit reads: Nationwide, the percentage of 3-year-olds identified for services under IDEA increased from 2.88 percent in 1997 to 4.01 percent in 2006.

NOTE: The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the NVSS-constructed population proxy. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Number of Children Ages 3 Through 5 Identified, by Gender (2006)

Data on the gender of preschool-age children identified for services under IDEA were collected for the first time in 2006. These data indicate that 479,777 of the children were male (69.29 percent) and 212,675 were female (30.71 percent).

Percentage of Children Ages 3 Through 5 Identified, by Race/Ethnicity (1997 to 2006)

Exhibit 3.4 displays the number and percentage of preschool-age children ages 3 through 5 in each racial/ethnic category identified for services under IDEA from 1998 through 2006, and exhibit 3.5 graphs these percentages.

In 2006, the percentage of 3- through 5-year-olds identified for services under IDEA differed by racial/ethnic category (see exhibit 3.5). Percentages ranged from 3.59 percent (Asian preschool-age children) to 8.14 percent (American Indian preschool-age children).

Exhibit 3.4. National number and percentage of 3- through 5-year-olds identified for services under IDEA, by race/ethnicity (1998–2006)

	Preschool-age children identified for services									
	Number					Percentage of all preschool-age children				
Year	White	Black	Hispanic	Asian	American Indian	White	Black	Hispanic	Asian	American Indian
1998	359,145	82,530	62,846	10,453	6,810	4.86	4.43	3.10	2.28	6.31
1999	373,545	87,496	69,655	11,307	6,730	5.12	4.86	3.35	2.39	6.31
2000	400,652	93,276	78,071	13,202	7,201	5.57	5.30	3.67	2.72	6.72
2001	410,347	95,053	84,906	13,898	7,714	5.73	5.39	3.90	2.79	7.02
2002	426,342	97,888	91,620	15,018	8,327	5.97	5.52	4.09	2.93	7.44
2003	445,312	100,899	99,552	17,003	8,864	6.22	5.62	4.25	3.14	7.75
2004	454,638	103,332	107,080	19,014	9,181	6.39	5.77	4.36	3.34	7.95
2005	453,536	102,310	112,883	20,791	9,418	6.44	5.75	4.40	3.47	8.05
2006	450,869	103,948	120,080	22,166	9,572	6.45	5.93	4.52	3.59	8.14

Exhibit reads: Nationwide, 359,145 White 3- through 5-year-olds were identified for services under IDEA in 1998. These represented 4.86 percent of all White 3- through 5-year-olds.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentages of children identified were calculated by dividing the number of 3- through 5-year-olds in a given racial/ethnic category who were identified for services under IDEA by the total number of 3- through-5-year-olds in the same racial/ethnic category as indicated by the NVSS -constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved on December 7, 2007, http://www.ideadata.org. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2006, retrieved January 9, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), (2007, December), *Births: Preliminary Data for 2006* (2007, December), *46*(7), p. 12.

Exhibit 3.5. Trends in national percentage of 3- through 5-year-olds identified for services under IDEA, by race/ethnicity (1998–2006)

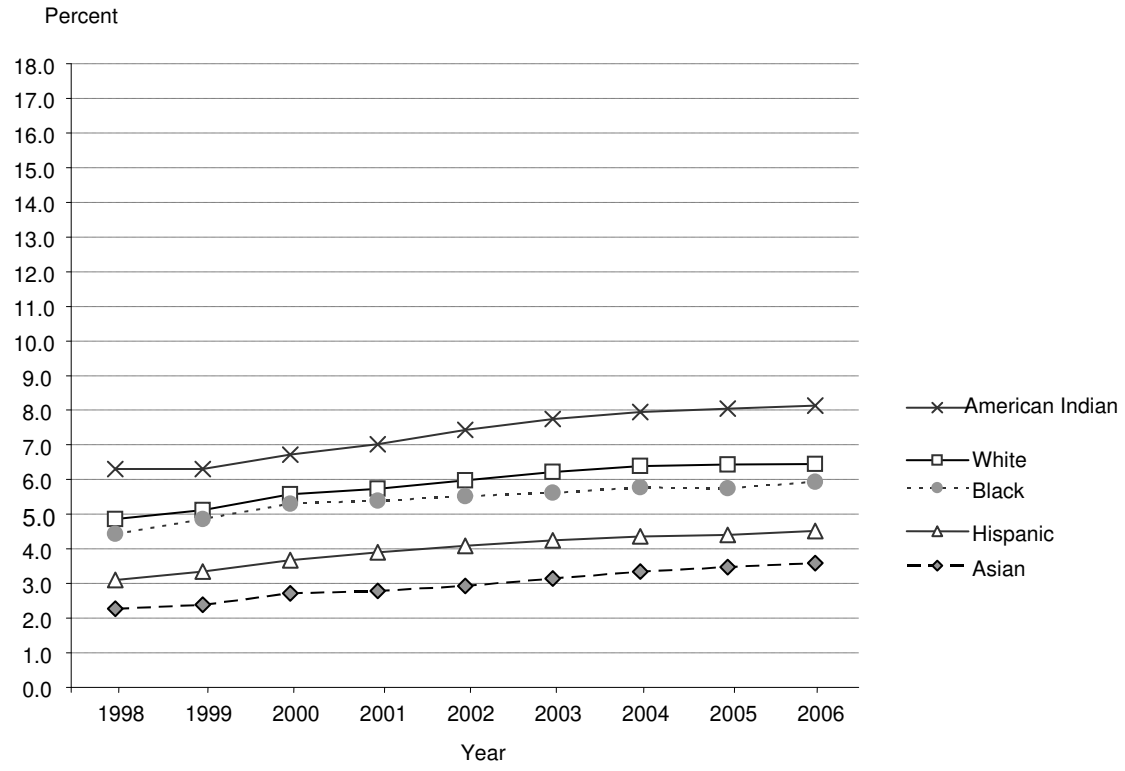

Exhibit reads: Nationwide, the percentage of American Indian 3- through 5-year-olds identified for services under IDEA increased from 6.31 percent in 1998 to 8.14 percent in 2006.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentages of children identified were calculated by dividing the number of 3- through 5-year-olds in a given racial/ethnic category who were identified for services under IDEA by the total number of 3- through-5-year-olds in the same racial/ethnic category as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved on December 7, 2007, http://www.ideadata.org. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2006, retrieved January 9, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), (2007, December), *Births: Preliminary Data for 2006* (2007, December), *46*(7), p. 12.

The percentage of preschool-age children identified for services under IDEA increased for each racial/ethnic category from 1998 to 2006 (see exhibits 3.4 and 3.5). The increases ranged from 1.31 percentage points for Asian preschool-age children to 1.83 percentage points for American Indian preschool-age children. The percentage of Asian, Hispanic, and White 3- through 5-year-olds identified for special education services nationally increased every year from

1998 to 2006 (1.31, 1.42, and 1.59 percentage increases, respectively). For American Indian children, the percentage identified increased every year after 1999. The percentage of Black children identified increased until 2004, declined between 2004 and 2005, and then increased thereafter, reaching 5.93 percent in 2006.

Between 1998 and 2006, the relative position of preschool-age children by racial/ethnic category remained the same for those identified for services under IDEA. For each year from 1998 to 2006, American Indian preschool-age children had the highest identification percentages (ranging from 6.31 in 1998 to 8.14 in 2006) followed by White (4.86 to 6.45), Black (4.43 to 5.93), Hispanic (3.10 to 4.52), and Asian preschool-age children (2.28 to 3.59).

Percentage and Percentage Change of Children Ages 3 Through 5 Identified, by Disability Category (2004 and 2006)

Exhibit 3.6 presents the percentage of preschool-age children identified for services with each IDEA disability category in 2004 and 2006. Exhibit 3.6 also presents the percentage changes from 2004 to 2006 for each disability category relative to the identification percentage in 2004. The relative percentage change was calculated for each disability category by subtracting the 2004 identification percentage from the 2006 percentage and dividing the difference by the 2004 percentage (multiplying the result by 100). (See appendix exhibit A3.6 for the number and percentage of preschool-age children by disability category.)

In 2006, the percentage of 3- through 5-year-olds identified for services under IDEA varied by disability category.[2] The largest percentages were for preschool-age children identified under the speech or language impairments and developmental delay categories of IDEA (2.73 percent and 2.06 percent, respectively).

Between 2004 and 2006, the relative percentage of 3- through 5-year-olds increased for all but four of the disability categories. Changes from 2004 to 2006 in the identification percentages for each disability category were examined relative to the identification percentage in 2004. The largest percentage increase, relative to the percentage of children identified under each disability category in 2004, was 34.87 percent for children classified under the autism category, followed by 24.64 percent for children classified with other health impairments. The relative increases for the remaining categories were as follows: multiple disabilities (12.59 percent), emotional disturbance (9.75 percent), specific learning disabilities (8.98 percent), visual impairments (6.64 percent), hearing impairments (4.69 percent), mental retardation (2.90 percent), and speech and language impairments (0.83 percent).

The relative decreases were -19.05 percent for children classified with deaf-blindness, followed by children classified with orthopedic impairments (–5.24 percent), developmental delay (–3.98 percent), and traumatic brain injury (–2.30 percent). (See appendix exhibit A3.6 for the number and percentage of preschool children by disability category.)

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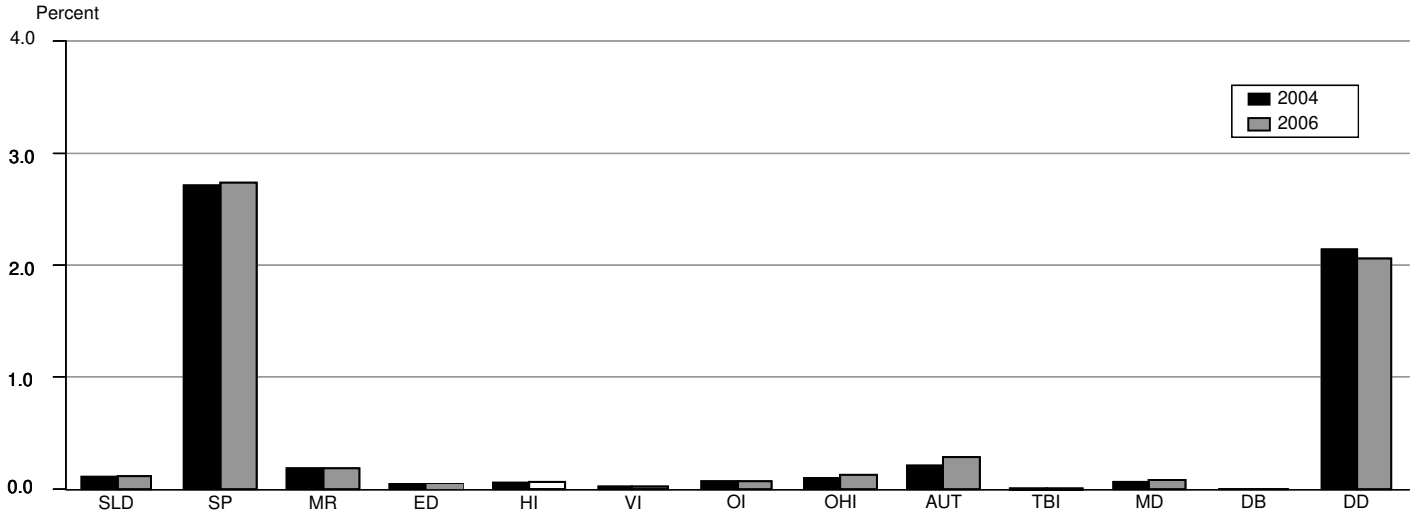
[2] The 13 disability categories under which 3- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), and deaf-blindness (DB), and developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category.

Exhibit 3.6. National percentage of preschool-age children identified for services under IDEA, by disability category (2004 and 2006)



Percentage	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB	DD
2004	0.1103	2.7117	0.1865	0.0482	0.0639	0.0271	0.0706	0.1043	0.2131	0.0087	0.0683	0.0021	2.1410
2006	0.1202	2.7341	0.1919	0.0529	0.0669	0.0289	0.0669	0.1300	0.2874	0.0085	0.0769	0.0017	2.0557
Change	8.98	0.83	2.90	9.75	4.69	6.64	-5.24	24.64	34.87	-2.30	12.59	-19.05	-3.98

Exhibit reads: Nationwide, in 2004, 0.11 percent of all 3- through 5-year-olds were identified for services under the specific learning disability category.

Rounds to zero.

NOTE: Disability categories are: specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB), developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 2004, 46 states reported counts under this category, and in 2006, 48 states reported counts under this category. The numbers of children identified in this exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentage of children who were identified under a given IDEA disability category was calculated by dividing the number of 3- through 5-year-olds identified for services under that category (DANS) in a given year by the total number of 3-$_{thro}$ ugh 5-year-olds in that same year as indicated by the NVSS-constructed population proxy. Relative percentage change from 2004 to 2006 for each disability category was calculated by subtracting the 2004 identification percentage from the 2006 percentage and dividing the difference by the 2004 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables28th%5Car_1-2.xls and https://www.ideadata.org/tables30th%5Car_1-2.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Percentage of Children Ages 3 Through 5 Identified for Services Under IDEA, by State (1997 to 2006)

The state-level percentages of preschool-age children identified for services under IDEA are reported for three time frames: 1997, the average between 1998 and 2005, and 2006. Exhibit 3.7 displays the national and state percentages for preschool-age children ages 3 through 5 for these time frames, ordered by their values in 2006.

In 2006, states varied in the percentage of 3 through 5 year olds identified for services under IDEA. The national percentage of preschool-age children identified in 2006 was 5.82 percent. This is more than the average percentage of preschool-age children identified between 1998 and 2005 (5.33 percent) and in 1997 (4.70 percent). Across states in 2006, the percentage identified ranged from 3.32 percent in the District of Columbia to 13.66 percent in Wyoming. Of the 50 states and the District of Columbia, 49 states had higher identification percentages in 2006 than in 1997 (the exceptions are Idaho and Texas). (See appendix exhibit A3.7a for state percentages for each time frame and appendix exhibit A3.7b for the state percentages for each year, 1997 through 2006.)

Exhibit 3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)

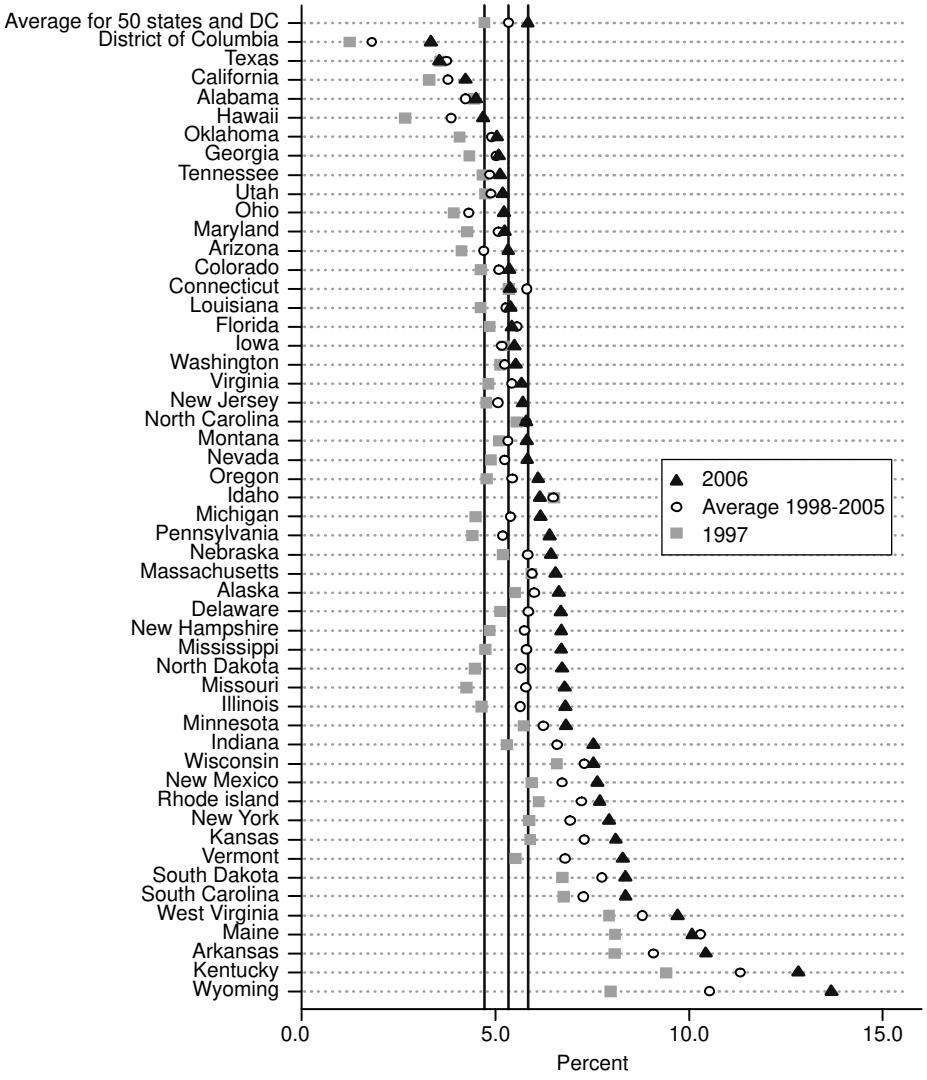


Exhibit reads: In 2006, the percentage of 3- through 5-year-olds served under IDEA ranged from 3.32 percent (District of Columbia) to 13.66 percent (Wyoming).

NOTE: States are ordered by the percentage of children identified for services in 2006. Vertical lines represent the average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentage of all children identified was calculated by dividing the number of 3- through 5-year-olds identified for services under IDEA in a given state (or nationally) in a given year (or range of years) by the total number of 3- through 5-year-olds in the same state (or nationally) in the same year (or range of years) as indicated by the NVSS-constructed population proxy. NVSS birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997–2005, retrieved on January 11, 2008, at http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS).

Outcomes for Children Identified for Preschool Services Under IDEA

Since April 2006, the Office of Special Education Programs (OSEP) in the U.S. Department of Education has required states to report outcome data for children served through Part C and Part B of IDEA as part of their Annual Performance Report. It is during this age range that children transition from Part C to Part B of the Individuals With Disabilities Education Act (IDEA) and from preschool to kindergarten, including the children whose families have chosen for them to continue to receive their services under Part C. Early learning standards have been developed by states to define guidelines for early childhood education, including preschool education and services. Standards for practice now include targeted outcomes for preschool services reflecting continued maturation in key developmental domains, as well as emerging academic capabilities for skills, including pre-literacy, language, and numeracy skills, that will gain increasing importance as children age and enter the K–12 education system.

This section presents emerging academic, social, and functional outcomes and draws from PEELS findings originally published in *Preschoolers with Disabilities: Characteristics, Services, and Results: Wave 1 Overview Report From the Pre-Elementary Education Longitudinal Study* (Markowitz et al. 2006). The PEELS data can be used to describe outcomes for children ages 3 through 5 who received special education preschool services nationally, including 5-year-old children who transitioned into kindergarten. Outcome data collection as a part of the longitudinal study included individual child assessments and behavior rating scales (teacher report). Outcomes are summarized to provide the following information:

- Emerging academic skill outcomes related to early language and communication skills, as well as early literacy and numeracy skills. These outcomes also address the precursor skills necessary for children to succeed in elementary school when they are taught academic subject areas (e.g., reading, mathematics).
- Social and functional development including positive social-emotional skills referring to how children get along with others and interact in a group setting, how they relate to adults and to other children, and how they follow rules related to groups and the use of appropriate self-care and self-direction behavior addressing how children take care of basic needs and take care of themselves (e.g., dressing, feeding, hair brushing, toileting).
- Variation in these outcomes by disability category where each child's eligibility was categorized into three groups—developmental delay, speech or language impairments, and all other categories.

Child outcomes are reported in the form of standard scores for children ages 3 through 5 and for each age; the general population (based on norm samples including both children with and without disabilities) has a mean standard score of 100.0 and a standard deviation of 15.0.

Emerging Academic Skills

Children in preschool increasingly acquire skills that are important building blocks for success in the K-12 system. These skills can be divided into four areas: literacy, vocabulary, numeracy, and preacademic skills. To assess the emergence of literacy, letter and word identification skills were measured using the Woodcock-Johnson III (WJ III) Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001). Vocabulary skills (i.e., receptive language development) were measured using the Peabody Picture Vocabulary Test-Third Edition (PPVT-III) (Dunn and Dunn 1997). Numeracy skills were measured using the WJ III Applied

Problems subtest (Woodcock, McGrew, and Mather 2001). Preacademic skills (i.e., basic skills that form the foundations for reading, writing, mathematics, and other skills needed for daily, independent functioning) were measured using the Adaptive Behavior Assessment System-Second Edition (ABAS-II), Functional Preacademics subtest (Harrison and Oakland 2003). ABAS-II relies on teacher ratings of child performance rather than on face-to-face individual assessments that were used to measure literacy, vocabulary, and numeracy skills. Exhibit 3.8 presents academic outcomes in each area for children ages 3 through 5 identified for preschool services under IDEA as a group and for each age.

In letter-word identification, the mean score for 5-year-olds identified for services (96.8, SE = 0.98) differed from that of the general population, but the scores of the 3- and 4-year-olds did not (100.8 and 98.5, SE = 1.37 and 0.98, respectively). As a group, all children ages 3 through 5 identified for preschool services under IDEA had a mean standard score on the Letter-Word Identification subtest of 98.2 (SE = 0.78), which was not significantly different from the general population mean of 100.0 (SD = 15.00). Age-year cohort comparisons were not significantly different from each other. (See appendix exhibits A3.8a, A3.8e, and A3.8f for means, standard errors, and *p* values.)

Vocabulary scores for preschool-age children identified for IDEA services, both overall and for each age, were significantly lower than that of the general population. Children identified for preschool services under IDEA had significantly lower mean scores on the vocabulary test than preschool-age children in the general population for the group as a whole (90.1 vs. 100.0, SE = 0.59, $p < .001$), as well as for children in each age (88.6, 89.7, and 91.1; SE = 0.78, 0.78, and 0.88 for 3-, 4-, and 5-year-olds, respectively; $p < .001$ for all comparisons). Differences by age in vocabulary scores for children identified for preschool services under IDEA were not significant. (See appendix exhibits A3.8b, A3.8e, and A3.8f for means, standard errors, and *p* values.)

Numeracy outcomes for preschool-age children identified for IDEA services, both overall and for each age, were significantly lower than those of the general population. Preschool-age children with disabilities had a mean standard score on the WJ III Applied Problems subtest of 90.3 (SE = 0.98), which was significantly lower than the mean score of 100.0 (SD = 15.00) for the general population ($p < .001$). The significant difference from the general population was apparent for all three age cohorts, with mean scores of 88.2 (SE = 1.27), 91.2 (SE = 1.57), and 90.6 (SE = 0.98) for 3-, 4-, and 5-year-olds, respectively ($p < .001$ for all comparisons). Cross-age differences among them were not statistically significant. (See appendix exhibits A3.8c, A3.8e, and A3.8f for means, standard errors, and *p* values.)

Preacademic skills for preschool-age children identified for IDEA services as a group and for all age groups individually were significantly lower than those of the general population. For children ages 3 through 5 who were identified for preschool services under IDEA and not yet in kindergarten, the overall mean teacher/daycare provider rating on the Functional Preacademics subtest was 89.5 (SE = 0.98), which was significantly lower than the general population mean of 100.0 (SD = 15.00, $p < .001$). The difference from the general population was also statistically significant for all three age cohorts, with mean scores of 88.5 (SE = 0.98), 90.0 (SE = 0.98), and 93.5 (SE = 1.47) for 3-, 4-, and 5-year-olds, respectively ($p < .001$ for all comparisons). Because of the different forms used for preschool and kindergarten, age-group comparisons were not possible. (See appendix exhibits A3.8d, A3.8e, and A3.8f for means, standard errors, and *p* values.)

Exhibit 3.8. Mean literacy, numeracy, and preacademic skills scores of 3- through 5-year-olds identified for services under IDEA (2005)

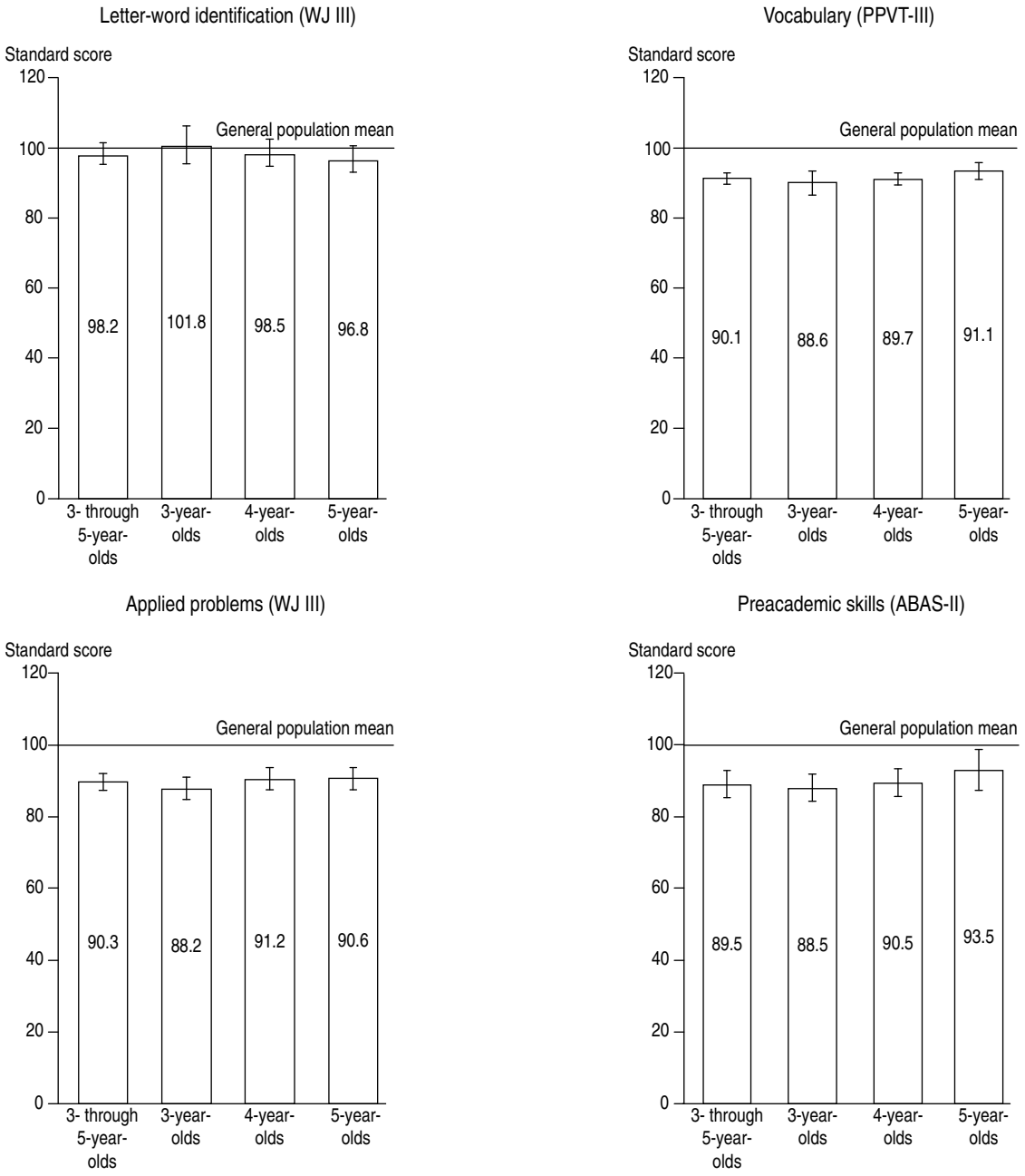


Exhibit reads: Preschool-age children identified for services under IDEA had a mean standard score of 98 on the letter-word identification subtest.

NOTE: Data were preliminary at the time of publication (2005). Findings reported in the exhibit are based on a direct assessment of individual students using Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001), Peabody Picture Vocabulary Test-Third Edition (PPVT-III) (Dunn and Dunn 1997), and Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Social and Functional Development

Social and functional development of children continues to be important during the preschool years and is addressed directly in many preschool service contexts. Four domains of social and functional development are presented here: social skills, problem behaviors, self-care skills, and self-direction skills. Social skills and problem behaviors were measured with the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) (Merrell 2002), a teacher rating that assesses age-appropriate personal and interpersonal behaviors of preschool and early-elementary-age children and the prevalence of problem behaviors. Self-care skills (basic personal care skills such as eating, dressing, and bathing) were measured using the ABAS-II. Self-direction skills (such as independence, self-control, and personal responsibility) were also measured using the ABAS-II. Exhibit 3.9 presents the social and functional outcomes for children ages 3 through 5 identified for preschool services under IDEA as a group and for each age cohort.

Social skills ratings for 3- and 4-year-old children identified for services under IDEA were significantly lower than ratings for the general population. The mean score for 3-year-old children identified for preschool services was 85.2 (SE = 1.08), for 4-year-olds was 93.0 (SE = 1.08), and for 5-year-olds was 96.5 (SE = 1.37). Scores for 3- and 4-year-olds differed significantly from the general population ($p < .001$). Children ages 3 through 5 identified for preschool services under IDEA had a mean Social Skills standard score of 92.8 (SE = 0.88), which was significantly lower than the general population mean score of 100.0 (SD = 15.00, $p < .001$). Cross-age comparisons showed that the mean performances of 5-year-old and 4-year-old identified children were significantly higher than that of 3-year-old identified children ($p < .001$). (See appendix exhibits A3.9a, A3.9e, and A3.9f for means, standard errors, and *p* values.)

Mean problem behavior ratings of 5-year-old children identified for services under IDEA (98.2, SE = 0.69) were significantly lower than for the general population ($p = .003$). Problem behavior outcomes for 3-year-olds (99.2, SE = 0.78) and 4-year-olds (99.0, SE = 1.08) were not significantly different compared with the general population of same-age children. The mean standard score of 98.2 (SE = 0.69) on the Problem Behavior subscale for children ages 3 through 5 identified for services under IDEA was significantly lower than that of preschool-age children in the general population (100.0, $p < .001$). Cross-age comparisons did not detect significantly different problem behavior ratings between 3-, 4-, and 5-year-olds served under IDEA. (See appendix exhibits A3.9b, A3.9e, and A3.9f for means, standard errors, and *p* values.)

Self-care outcomes for children ages 3 through 5 identified for IDEA services were significantly lower than those of the general population. For children identified for preschool services under IDEA, the overall mean teacher/daycare provider rating on the Self-care subscale was 93.0 (SE = 0.98), which was significantly lower than the general population mean of 100.0 (SD = 15.00, $p < .001$). Scores of 3-, 4-, and 5- year old children (91.0, 94.0, 90.5; SE = 0.98, 0.98, 1.47, respectively) were significantly lower than those of the general population of same-age children ($p < .001$ for all comparisons). Cross-age differences were not statistically significant. (See appendix exhibits A3.9c, A3.9e, and A3.9f for means, standard errors, and *p* values.)

Exhibit 3.9. Mean social skills, problem behaviors, self-care, and self-direction scores of 3- through 5-year-olds identified for services under IDEA (2005)

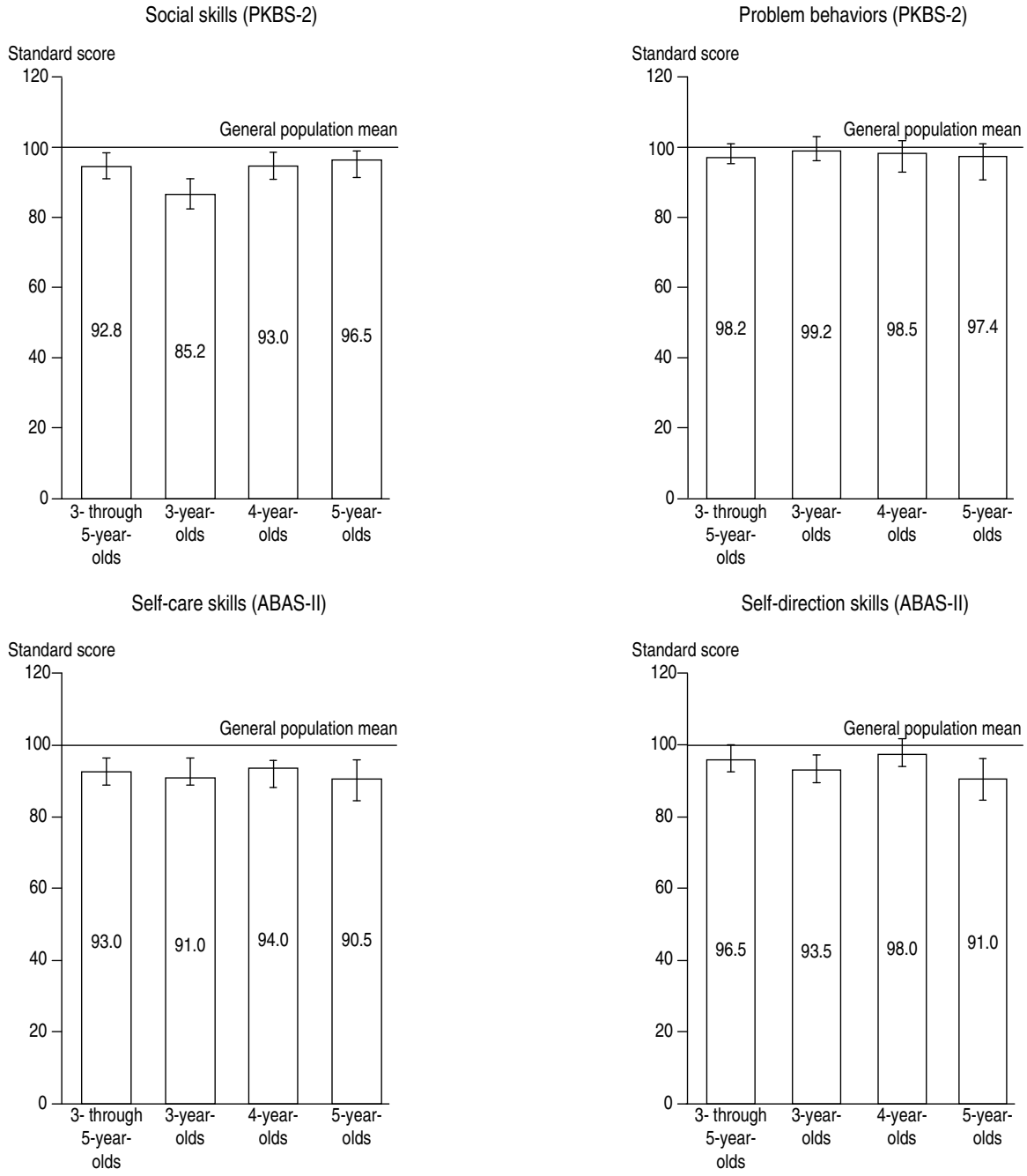


Exhibit reads: Preschool-age children identified for services under IDEA had a mean standard score of 93 on the social skills scale.

NOTE: Data were preliminary at the time of publication (2005). Social skills and problem behaviors were measured by the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) (Merrell 2002). Self-care skills and self-direction skills were measured by the Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Self-direction outcomes for 3- and 5-year-olds identified for IDEA services were significantly lower than those of the general population. The ratings of 3-year-olds (93.5, SE = 1.96) and 5-year-olds (91.0, SE = 2.94) were significantly lower than that of the general population of same-age children ($p < .001$). Children ages 3 through 5 who were identified for services under IDEA had a mean teacher/daycare provider rating on the Self-direction subscale of 96.5 (SE = 1.96), which was significantly different from the general population mean of 100.0 (SD = 15.00). Four-year-old children (98.0, SE = 1.96) had significantly higher self-direction ratings than both 3-year-old ($p < .001$) and 5-year-old children ($p < .001$). (See appendix exhibits A3.9d, A3.9e, and A3.9f for means, standard errors, and *p* values.)

Variations in Outcomes by Disability Category

Children with a range of disabilities are eligible for services under IDEA. In the PEELS sample, the categories of speech or language impairments (46 percent) and developmental delay (28 percent) are the largest categories. Exhibit 3.10 compares the standard scores of children with speech or language impairments and developmental delay in emerging academic skills, social skills, and problem behaviors with those of children in all other disability categories.

In academic skills, children in each of the disability categories differed significantly from the general population in the areas of numeracy, vocabulary, and preacademics (for all *p* values, see appendix exhibit A3.10). In the letter-word identification subtest, children with developmental delay had a mean score (93.0, SE = 1.3, $p < .001$) that was significantly lower than that of the general population, whereas children with speech or language impairments or other disabilities did not differ from the general population. Further, children with speech or language impairments had significantly higher scores than those with developmental delay in each of the literacy and numeracy outcomes. (See appendix exhibits A3.11a through A3.11f for means, standard errors, and *p* values.)

In social and functional development, children with developmental delay and those with other disabilities had significantly lower ratings than the general population in social skills, self-care, and self-direction ($p < .05$ for all comparisons; see appendix exhibits A3.10b and A3.10d for all *p* values). In these domains, children with speech or language impairments did not differ from the general population. By contrast, children with speech or language impairments had significantly lower ratings for problem behaviors than the other two groups of children. For comparisons by disability groups, children with speech or language impairments had significantly higher ratings in social, self-care, and self-direction skills and significantly lower rating for problem behaviors compared with children with developmental delay and those with other disabilities ($p < .05$ for all comparisons; see appendix exhibit A3.10f for all *p* values).

Exhibit 3.10. Mean emerging academic skills, social skills, and problem behavior scores of 3- through 5-year-olds identified for services under IDEA, by disability category (2005)

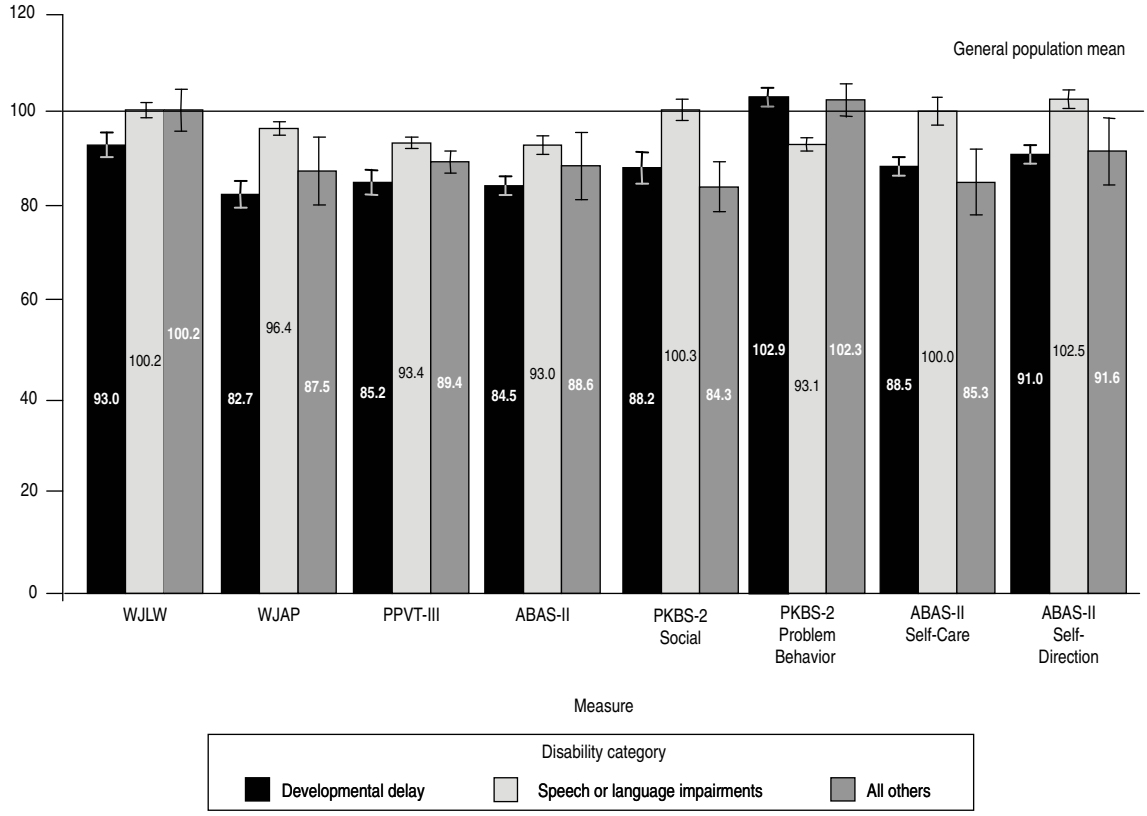


Exhibit reads: On a letter-word identification test, the mean scores of 3- through 5-year-olds with developmental delay, speech or language impairments, and all other disability categories were 93, 100, and 100, respectively.

NOTE: Data were preliminary at the time of publication (2005). Measures are: WJLW: Research version of the Woodcock-Johnson III (WJ III) letter-word identification subtest (Woodcock, McGrew, and Mather 2001); WJAP: Research version of the WJ III applied problems subtest (Woodcock, McGrew, and Mather 2001); PPVT-III: Peabody Picture Vocabulary Test-Third Edition (Dunn and Dunn 1997); ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003); PKBS-2: Preschool and Kindergarten Behavior Scales-Second Edition (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Key Findings Related to School-Age Children Identified for Services Under IDEA

Who are the school age children identified for services under IDEA and how has this changed over time?

In 2005, 5,707,712 children and youth ages 6 through 17 had been identified for services under IDEA by states. These children represented 12.92 percent of all children and youth enrolled in grades 1 through 12, an increase from 12.31 percent in 1997.

The percentage of school-age children identified under IDEA varied by age in 2005, with 10- to 13-year-olds as the largest age group (13.75 percent) followed by 14- through 17-year-olds (13.13 percent) and 6- through 9-year-olds (11.85 percent). For each year between 1997 and 2005, the 10- to 13- year-olds had the highest percentage compared to the other two age groups.

Among children identified for IDEA services by age groups in 1997 and 2005, children classified with a learning disability category was the largest for children ages 10 through 13 and 14 through 17, whereas for children ages 6 through 9, the largest category was children classified with speech and language impairments. The largest relative percentage change between 1997 and 2005 of children ages 10 through 13 and 14 through 17 was for children identified with autism under IDEA (411.43 percent and 345.27 percent, respectively), whereas for children ages 6 through 9, the largest relative percent change was for children classified with a developmental delay (1,955.83 percent) followed by children classified with autism (264.65 percent).

Who leaves IDEA services?

National data sources suggest that the percentage of children and youth being declassified from IDEA services varied by age group: 49 percent among children who were in kindergarten in 1998, 17 percent among those who were 6 through 12 years old in 1999, and 5 percent among those who were ages 13 through 16 in 2000.

What are the outcomes for school age children identified for services under IDEA compared to their peers?

Academics. Children identified for IDEA services had significantly lower scores than their peers not identified for IDEA services in both reading and mathematics in the 2003, 2005, and 2007 administrations of the NAEP. In addition, the average test scores in fourth-grade reading and fourth- and eighth-grade mathematics for fourth-graders identified and not identified for services under IDEA increased from 2003 to 2007. In each administration of the NAEP, there was considerable variation in performance from state to state. For example, average scale scores ranged from 162 (SE = 4.7) to 213 (SE = 2.9) on the NAEP fourth-grade reading test and from 203 (SE = 2.4) to 248 (SE = 2.8) on the eighth-grade test, differences across states of 51 points and 45 points, respectively for children identified for services under IDEA.

School Completion. Forty-six percent of children identified for IDEA services and estimated to be enrolled as of 4 years prior completed secondary school with a regular diploma in 2005, 29 percentage points below the rate for children in the total population (75 percent).

4. School-Age Children Identified for Services Under IDEA

This chapter presents a summary of information on children and youth ages 6 through 21 identified for special education services under IDEA. The chapter consists of four sections: (1) the legislative background for examining the status of school-age children identified for services under IDEA, (2) descriptive findings on the identification of school-age children for services under IDEA, (3) descriptive findings on their rates of losing eligibility for services under IDEA through "declassification," and (4) descriptive findings on their academic and school completion outcomes. This study is not designed to assess how outcomes presented in this report are affected by identification or declassification practices, nor is it designed to measure impacts of IDEA services on child outcomes.

Legislative Background

Since 1975, every child in the United States ages 3 through 21 who has been identified with a disability and needs special education services has been entitled to a free appropriate public education under the Individuals with Disabilities Education Act (IDEA). Under IDEA Part B, provisions such as an Individualized Education Program (IEP), due process, confidentiality, and a right to services in the least restrictive environment, apply in the same way to preschool-age and school-age children. The same eligibility categories used to identify preschool-age children as eligible for services are used to identify school-age children ages 6 through 21. In 1990, P.L. 101-476 renamed the EHA as the Individuals With Disabilities Education Act (IDEA) and extended the law to include support for youth with disabilities in the transition to young adulthood and added new disability categories. The new classifications included children with autism and traumatic brain injury. The law was amended in 1991 (P.L. 102-119) to allow states the option for an additional disability category, "developmental delay," to be used for children ages 3 through 9. In 1991, the U.S. Department of Education issued a joint policy memo[1] stating that children identified with an attention deficit hyperactivity disorder (ADHD) could be identified as eligible for special education services under the disability classification of other health impaired (Joint Policy Memo 1991).Sections 611-618 of Part B of IDEA 2004 (P.L. 108-446) set forth the requirements for states and school districts to provide special education and related services to eligible children with disabilities, ages 3 through 5 as well as ages 6 through 21.

The most recent reauthorization of IDEA in 2004 (P.L. 108-446) aligned more clearly with the guiding federal legislation, the No Child Left Behind Act of 2001 (NCLB). Under IDEA and NCLB, states are expected to align their performance goals and indictors for children with disabilities with their definition of adequate yearly progress (AYP) and report on graduation rates and drop-out rates. Children with disabilities are expected to participate in state assessment systems and demonstrate continued improvement and progress in their academic outcomes, including those students who take an alternate assessment. School-age children identified for services under IDEA are now assessed for accountability purposes under the No Child Left Behind Act of 2001 (NCLB). States publicly report on their participation and progress toward

[1] The Assistant Secretaries for the following offices in the U.S. Department of Education jointly signed this policy memo: Office of Special Education and Rehabilitative Services, Office of Elementary and Secondary Education, and Office of Civil Rights.

meeting State goals on the assessments with the same frequency and detail as for children without disabilities.

Identification of School-Age Children for Services Under IDEA

The identification section of this chapter presents the following types of information:

- The number and percentage of school-age children identified for services, by age group and by disability category. Changes from 1997 to 2005 in the identification percentages for each disability category are examined relative to the identification percentage in 1997.
- The composition of school-age children identified for IDEA services by gender.
- The percentage of school-age children identified for services nationally by race/ethnicity, and state. The percentage point differences are also examined across time.

For 27 years, the U.S. Department of Education, Office of Special Education Programs (OSEP), has reported to Congress on the implementation of IDEA on the basis of state counts on the number of children identified under IDEA. Currently, states report to OSEP the number of children with disabilities receiving Part B special education and related services as a part of their annual Section 618 report. State-reported data were obtained from OSEP's Data Analysis System (DANS) for 1997 to 2005. As of December 1 of each year, each state reports to OSEP counts of number of children, birth through age 21, in the state who were identified for services under IDEA. The number identified includes both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To report on the identification of children for services under IDEA, both the counts and the percentages of the children are reported. Data were obtained from the Common Core of Data (CCD) on the total population enrolled in elementary and secondary school. Identification percentages[2] were computed for each year using the number of children ages 6 through 17 identified for services under Part B (DANS) as a percentage of the total population enrolled in grades 1 through 12 (CCD). For identification percentages by race/ethnicity, percentages were calculated using the number of children ages 6 through 21 divided by the total population enrolled in grades 1 through 12 (CCD). These data are the basis for the findings on the identification number and percentages reported in this section of the chapter.

The K–12 school system divides school into three levels: elementary school, middle school, and high school. While the grades that align with these three levels of school can differ from school district to school district, most districts follow this practice. To align age groups and school levels, six age groups were constructed: ages 6 through 21, ages 6 through 17, ages 6 through 9, ages 10 through 13, ages 14 through 17, and ages 18 through 21. Children ages 18 through 21 who have been identified for IDEA services are only included in the section on the number (counts) of children identified overall, and in the sections for findings by gender and by race/ethnicity using the available data in the aggregate on children ages 6 through 21. As these aggregate counts were the only data available, identification percentages by race/ethnicity were computed using the number of children ages 6 through 21 as a percentage of the total population

[2] See appendix B for additional details regarding its calculation.

enrolled in grades 1 through 12 (CCD).[3] CCD enrollment counts in grades 1 through 12 were used as a proxy for the number of children ages 6 through 21 in elementary and secondary schools. Using this approach to calculate the identification percentages by race/ethnicity for each year may result in an overestimation of the percentages as the ideal denominator for these computations would be the total population of children ages 6 through 21 enrolled in elementary and secondary schools.

In this chapter, the national findings are presented for all 6- through 17-year-olds as a group. Then selected findings are presented by age group (6 through 9, 10 through 13, and 14 through 17 years) and by disability category. As noted earlier, national findings are presented for all 6 through 21 year olds are presented by gender and by race/ethnicity, as DANS only collects for this age range. In addition to the national description of school-age children identified for services under IDEA, a description of the state data is presented. In particular, the identification percentages of children ages 6 through 17 served under IDEA during three time frames are reported: 1997, the average from 1998 through 2004, and 2005. The national means also are reported for the same time period.

Number and Percentage of Children Identified for Services Under IDEA, by Age

Of the total population of 7,013,238 children identified in 2005, states reported 6,019,596 children ages 6 through 21 who had been identified for services under IDEA (see shaded ages in exhibit 4.1). In 2005, there were 361,567 6-year-olds identified. The number identified by a single year of age was largest for 14-year-olds (521,723) and smallest for 21-year-olds (13,353).

In 2005, children ages 10 through 13 years comprised the largest of the three age groups of school-age children identified for services under IDEA (N = 2,047,905), whereas children ages 6 through 9 years were the smallest group (N = 1,715,661) (see exhibit 4.1; see appendix exhibit A4.1 for the values by age).

In 2005, 12.92 percent of all 6- through 17-year-olds were identified for services under IDEA. From 1997 to 2004, the percentage for this age group increased each year (from 12.31 percent in 1997 to 13.01 percent in 2004, respectively). From 2004 to 2005, the percentage of 6- through 17-year-olds decreased from 13.01 percent to 12.92 percent (see exhibit 4.2).

[3] This analytic approach was established by the National Research Council (2002) in the National Academy of Sciences report, *Minority Students in Special and Gifted Education*.

Exhibit 4.1. National number of school-age children identified for services under IDEA, by age (2005)

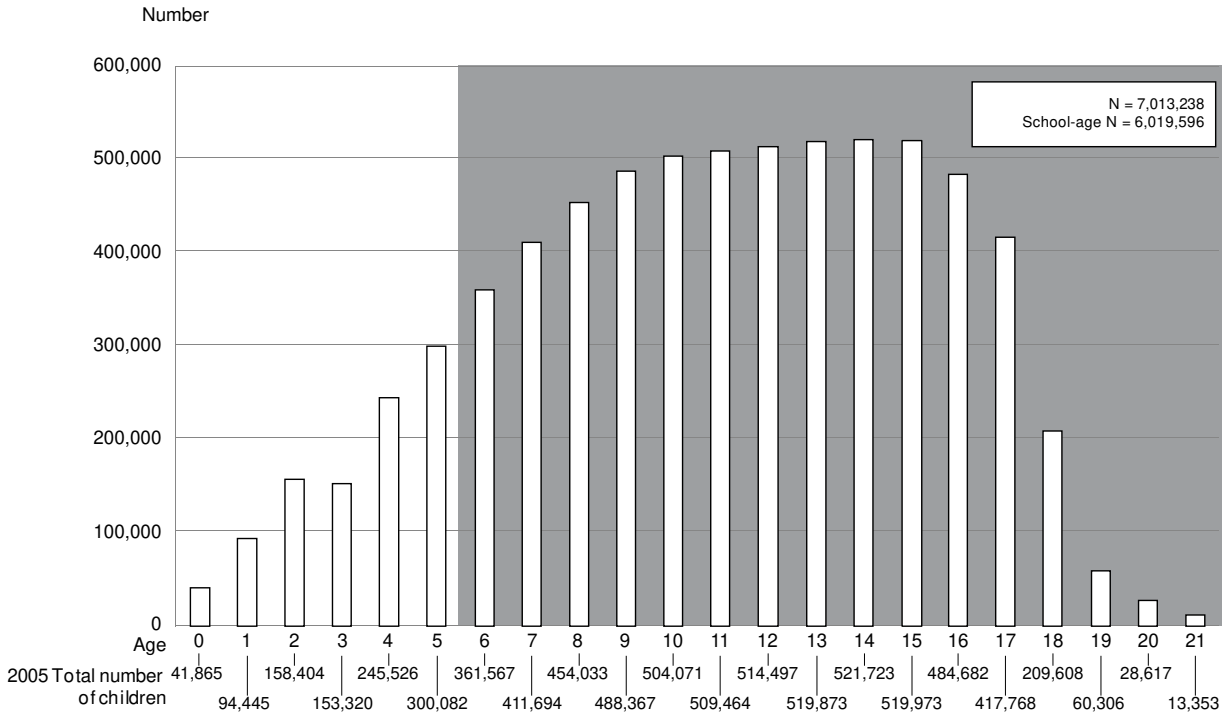


Exhibit reads: Nationwide, 361,567 6-year-olds were identified for services under Part B of IDEA in 2005.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. School-age children eligible to receive services under IDEA are ages 6 through 21 years. The shaded area represents the data for these children.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp.

Exhibit 4.2. National number and percentage of school-age children identified for services under IDEA, by age group (1997–2005)

	Children identified for services							
	Number				Percentage of all children			
Year	Ages 6–17	Ages 6–9	Ages 10–13	Ages 14–17	Ages 6–17	Ages 6–9	Ages 10–13	Ages 14–17
1997	5,081,196	1,691,239	1,914,456	1,475,501	12.31	11.63	13.79	11.49
1998	5,208,947	1,703,932	1,979,050	1,525,965	12.48	11.58	14.09	11.74
1999	5,340,850	1,709,872	2,040,417	1,590,561	12.68	11.60	14.35	12.07
2000	5,435,248	1,689,352	2,098,728	1,647,168	12.77	11.51	14.42	12.34
2001	5,517,641	1,669,628	2,129,140	1,718,873	12.83	11.46	14.34	12.65
2002	5,601,337	1,668,350	2,133,318	1,799,669	12.90	11.53	14.18	12.93
2003	5,668,404	1,687,535	2,116,871	1,863,998	12.96	11.72	14.00	13.13
2004	5,722,059	1,710,233	2,089,215	1,922,611	13.01	11.85	13.90	13.25
2005	5,707,712	1,715,661	2,047,905	1,944,146	12.92	11.85	13.75	13.13

Exhibit reads: Nationwide, 5,081,196 children ages 6 through 17 were identified for services under IDEA in 1997. These represented 12.31 percent of all 6- through 17-year-olds.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age as follows: 6- to 9-year-olds, grades 1–4; 10- to 13-year-olds, grades 5–8; 14- to 17-year-olds, grades 9–12; and 6- to 17-year-olds, grades 1–12. The number of children in a given age group identified for services under IDEA (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD). BIE schools were not included in 1997 CCD enrollment data for grades 1-12 as BIE were included starting in 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Between 1997 and 2005, the patterns in the identification of school-age children identified under IDEA varied by age group (see exhibits 4.2 and 4.3). From 1997 to 2005, 6- through 9-year-olds increased by 0.22 percentage points and 10- through 13-year-olds decreased by 0.04 percentage points; 14- through 17-year-olds had the largest *change* (an increase of 1.64 points).

The 10- through 13-year-olds had the highest percentage of students identified for each year from 1997 through 2005. The percentage increased each year from 1997 (13.79 percent) to 2000 (14.42 percent) and then decreased each year to 2005, reaching 13.75 percent in 2005. From 1997 to 2005, the 14- through 17-year-olds had the largest percentage point increase of children receiving services under IDEA (1.64 points). The 14- through 17-year-olds had the lowest percentage of students identified among all age groups in 1997 (11.49 percent). The percentage increased each year until 2004, surpassing the percentage of 6- through 9-year-olds identified in 1998. In 2005, the 14- through 17-year-olds had the second highest percentage (13.13 percent). The percentage of 6- through 9-year-olds identified underwent both increases and decreases from 1997 through 2002 and then increased through 2005.

(See appendix exhibit A4.2/3 for the number of children served under IDEA by age group, the number of children enrolled in school by grade, and the percentage by age group for each year.)

Exhibit 4.3. Trends in national percentage of school-age children identified for services under IDEA, by age group (1997–2005)

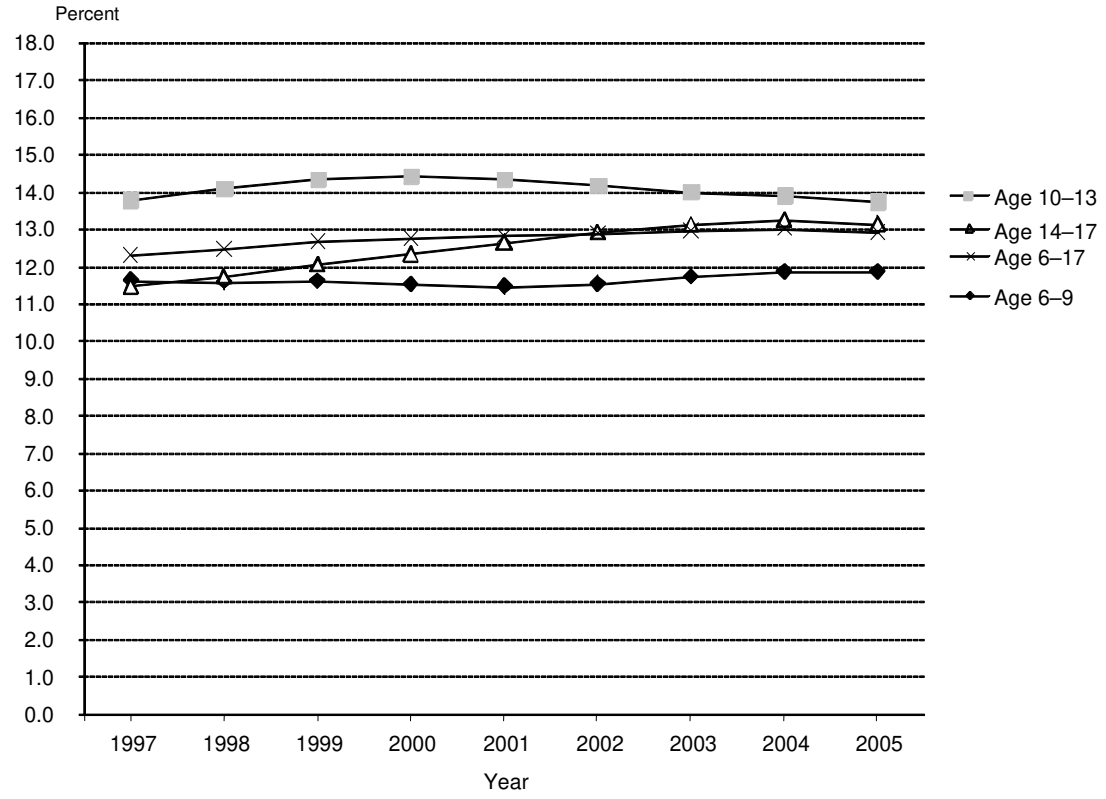


Exhibit reads: Nationwide, the percentage of 6- through 9-year-olds identified for services under IDEA increased from 11.63 percent in 1997 to 11.85 percent in 2005.

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The school enrollment numbers are aggregated counts of student enrollment in all public schools in the 50 states and the District of Columbia, including BIE schools. To compute the percentages, the number of students with disabilities, including children in BIE schools, for each age year was divided by the enrollment count for the corresponding grade level. The following age groups and grade levels are as followed: 6- through 9-year-olds (grades 1–4); 10- through 13-year-olds (grades 5–8); 14- through 17-year-olds (grades 9–12); and 6- through 17-year-olds (grades 1–12). BIE schools were not included in 1997 CCD enrollment data for grades 1-12 as BIE were included starting in 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Number of School-Age Children Identified, by Gender

Data on the gender of school-age children ages 6 through 21 identified for services under IDEA were collected by DANS for the first time in 2006. These data indicate that 3,939,918 (66.91 percent) male children were identified for services under IDEA, whereas 1,948,309 (33.09 percent) female children were identified.[4]

Number and Percentage of School-Age Children Identified, by Race/Ethnicity

Exhibit 4.4 displays the number and percentage of children ages 6 through 21 in each racial/ethnic category who were identified for services under IDEA in 1998 through 2005, and exhibit 4.5 graphs the national percentages.[5]

In 2005, the percentages of 6- through 21-year-olds identified for services under IDEA differed by their racial/ethnicity category. In the most recent year for which data are available (2005), percentages of students identified ranged from 16.67 percent (Black school-age children) to 6.34 percent (Asian school-age children). The percentages for American Indian, White, and Hispanic school-age children were 15.76 percent, 14.05 percent, 11.83 percent, respectively.

Exhibit 4.4. National number and percentage of 6- through 21-year-olds identified for services under IDEA, by race/ethnicity (1998–2005)

	Children identified for services									
	Number					Percentage of all children				
Year	White	Black	Hispanic	Asian	American Indian	White	Black	Hispanic	Asian	American Indian
1998	3,500,672	1,111,200	725,634	95,322	68,911	13.88	16.57	12.80	6.01	14.69
1999	3,433,287	1,111,884	751,447	100,392	82,287	13.49	16.22	12.10	6.10	15.53
2000	3,556,922	1,165,834	799,578	107,812	81,226	13.71	16.31	11.89	6.11	15.12
2001	3,566,073	1,193,410	844,087	109,655	84,703	13.75	16.45	11.86	5.98	15.45
2002	3,588,910	1,212,802	888,989	115,295	86,500	13.82	16.48	11.84	6.11	15.25
2003	3,590,398	1,233,610	936,487	120,593	89,803	13.93	16.67	11.92	6.23	15.64
2004	3,588,773	1,251,360	974,556	125,351	91,327	14.17	16.90	12.07	6.40	16.14
2005	3,550,397	1,243,867	1,006,257	129,163	91,778	14.05	16.67	11.83	6.34	15.76

Exhibit reads: Nationwide, 3,500,672 White 6- through 21-year-olds were identified for services under IDEA in 1998. These represented 13.88 percent of all White 6- through 21-year-olds.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children ages 6- through 21 identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The percentages were calculated by dividing the number of 6- through 21-year-olds in a given racial/ethnic category identified for services under IDEA (DANS) by the total number of students enrolled in grades 1 through 12 in the same racial/ethnic category (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved February 22, 2008, from http://www.ideadata.org/docs%5CPartBTrendData%5CB3B.xls; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

From 1998 to 2005, the patterns in identification for the racial/ethnic categories differed for children ages 6- through 21-years old. From 1998 to 2005, the overall change in

[4] SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org.

[5] States report race/ethnicity data on school-age children served under IDEA for one age grouping, ages 6 through 21, and have reported these data since 1998 to be included in DANS.

percentage of school-age children identified for services under IDEA was a 0.97 percentage-point decrease for Hispanic 6- through 21-year-olds (from 12.80 percent to 11.83 percent) and a 1.07 percentage-point increase for American Indian children (from 14.69 percent to 15.76 percent). The overall change in percentages for the other three racial/ethnic categories from 1998 to 2005 ranged from an increase of 0.10 to 0.33 percentage points: for Black children, 16.57 percent in 1998 to 16.67 percent in 2005 (0.10 percentage-point increase); for White children, 13.88 percent in 1998 to 14.05 percent in 2005 (0.17 percentage-point increase); and for Asian children, 6.01 percent in 1998 to 6.34 percent in 2005 (0.33 percentage-point increase).

Exhibit 4.5. Trends in national percentage of 6- through 21-year-olds identified for IDEA services, by race/ethnicity (1998–2005)

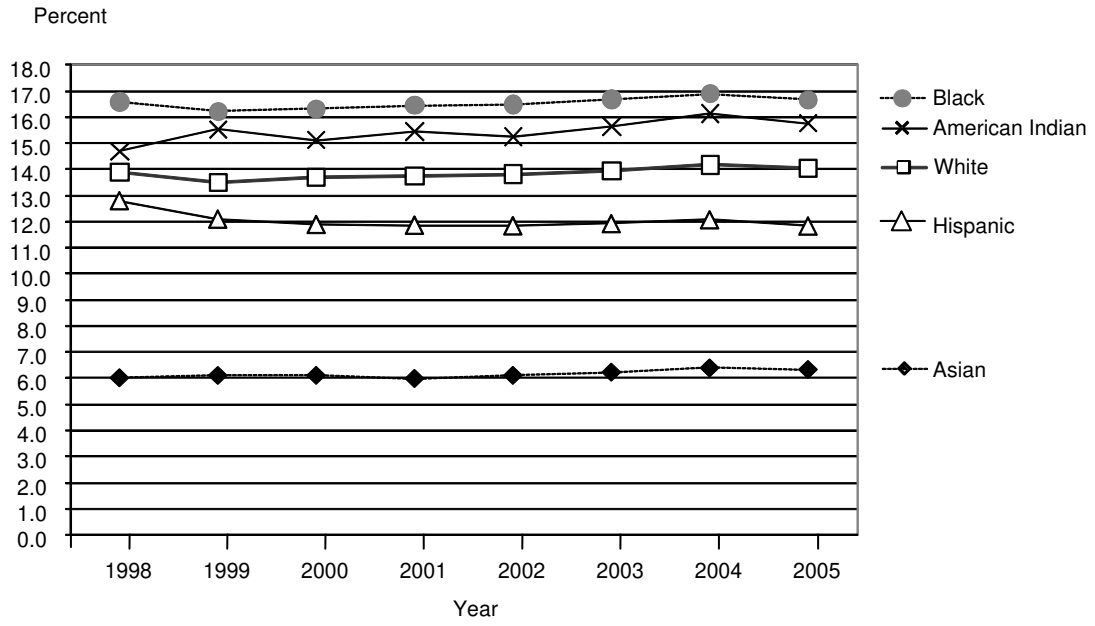


Exhibit reads: Nationwide, the percentage of White 6- through 21-year-olds identified for services under IDEA increased from 13.88 percent in 1998 to 14.05 percent in 2005.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian and Other Pacific Islander, and American Indian includes Alaska Native. The percentages of children identified in the exhibits were calculated using aggregated counts of children ages 6 through 21 identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The percentages were calculated by dividing the number of 6- through 21-year-olds in a given racial/ethnic category identified for services under IDEA (DANS) by the total number of students enrolled in grades 1 through 12 in the same racial/ethnic category (CCD).
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997–2005, retrieved February 22, 2008, from http://www.ideadata.org/docs%5CPartBTrendData%5CB3B.xls; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

The relative position of each of the racial/ethnic categories remained the same for each of the years between 1998 and 2005. For each of year from 1998 to 2005, Black school-age children had the highest identification percentages (ranging from 16.57 percent in 1998 to 16.67 percent in 2005), followed by American Indian (14.69 percent to 15.76 percent),

White (13.88 percent to 14.05 percent), Hispanic (12.80 percent to 11.83 percent), and Asian school-age children (6.01 percent to 6.34 percent). (See appendix exhibits A4.4/5 for values.)

Percentage and Percentage Change of School-Age Children Identified, by Disability Category

Exhibit 4.6 presents, for 1997 and 2005, the percentage of school-age children identified for services under each IDEA category. Exhibit 4.6 also presents the relative percentage changes from 1997 to 2005 for each disability category. The relative percentage change for each disability category was calculated by subtracting the 1997 identification percentage from the 2005 percentage and dividing the difference by the 1997 percentage (multiplying the result by 100). (See appendix exhibit A4.6a through A4.6d for the number and percentage of school-age children by disability category.)

In 2005, the disability category with the largest percentage of students identified varied by age group. For children ages 6 through 9, the largest percentage was for the speech and language impairment category (5.46 percent). For children ages 10 through 13 and 14 through 17, the largest percentage was for the specific learning disability category (7.07 percent and 7.58 percent, respectively).

From 1997 to 2005, the percentage of 6- through 9-year-olds identified for services under IDEA increased for 6 of the 13 disability categories.[6] The largest percentage increase, relative to the percentage of children ages 6 through 9 identified under each disability category in 1997, was 1998.85 percent for children identified with developmental delays, followed by 272.36 percent for children classified with autism. The relative increases for the remaining categories were as follows: children identified with other health impairment (114.21 percent), traumatic brain injury (61.62 percent), deaf-blindness (13.04 percent) and speech and language impairments (4.39 percent).

The relative decreases were -32.92 percent for children identified with mental retardation followed by children classified with specific learning disability (-23.39 percent), emotional disturbance (-19.74 percent), orthopedic impairments (-17.50 percent), multiple disabilities (-10.51 percent), hearing impairments (-4.05 percent), and visual impairments (-3.41 percent). (See appendix exhibit A4.6a for the number and percentage of children ages 6 through 9 by disability category.)

From 1997 to 2005, the percentage of 10- through 13-year-olds identified for services under IDEA increased for 6 of the 12 disability categories. The largest percentage increase, relative to the percentage of children ages 10 through 13 identified under each disability category in 1997, was 410.67 percent for children identified with autism, followed by 176.92 percent for children classified with other health impairments. The relative increases for the remaining categories were as follows: children identified with traumatic brain injury (93.38 percent), multiple disabilities (22.11 percent), deaf-blindness (16.00 percent) and speech and language impairments (7.39 percent).

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[6] The 13 disability categories under which 3- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB), and developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category.

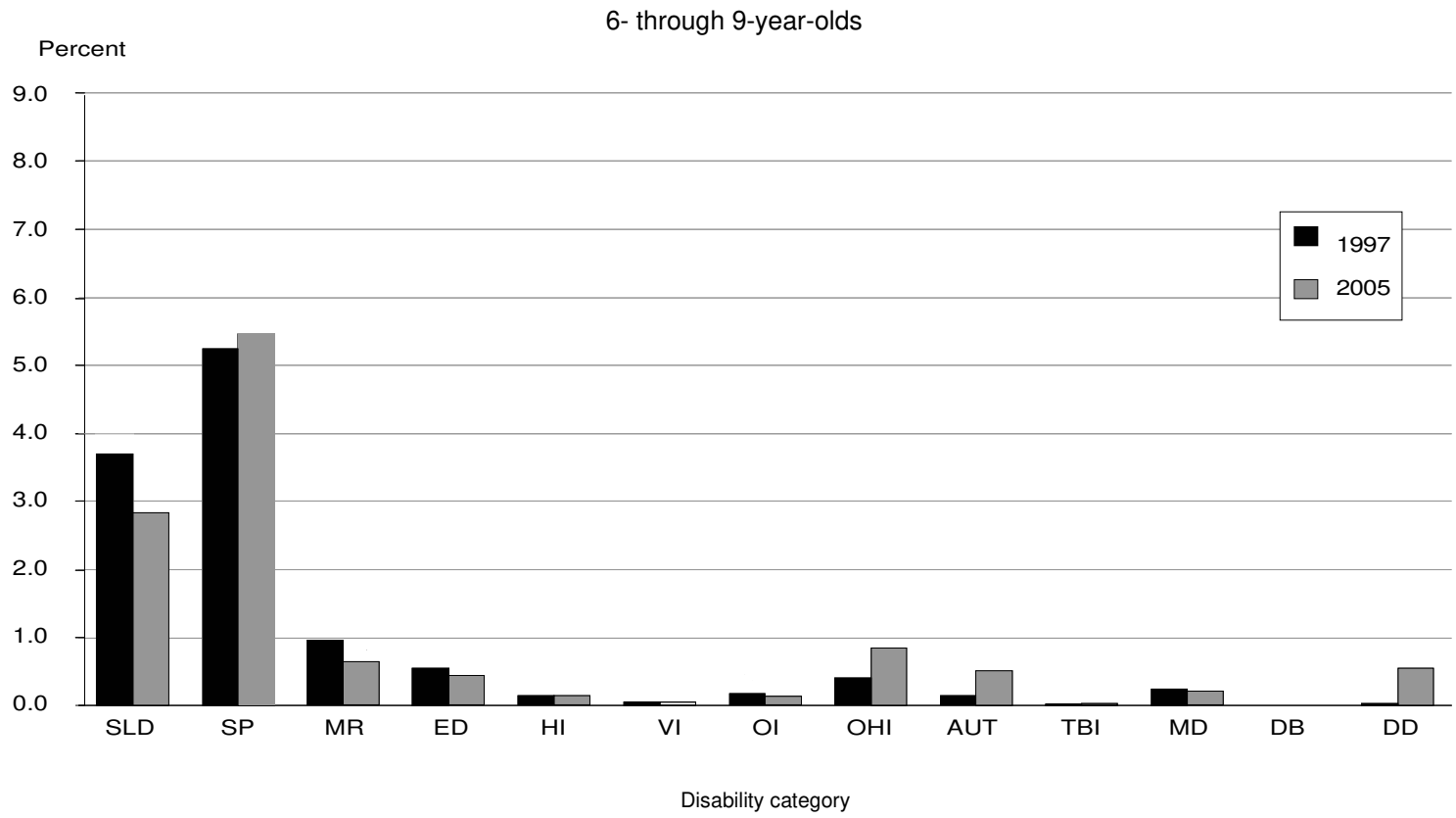
The relative decreases were for -20.86 percent for children identified with mental retardation followed by children identified with a specific learning disability (-13.52 percent), orthopedic impairment (-13.33 percent), emotional disturbance (-7.55 percent), visual impairments (-6.62 percent), and hearing impairments (-2.52 percent). (See appendix exhibit A4.6b for the number and percentage of 10- through 13-year-olds children by disability category.)

From 1997 to 2005, the percentage of 14- through 17-year-olds identified for services under IDEA increased for 8 of the 12 disability categories. The largest percentage increases, relative to the percentage of 14- through 17-year-old children identified under each disability category in 1997 was 409.72 percent for children identified with autism, followed by 225.62 percent for children classified with other health impairments. The relative increases for the remaining categories were as follows: children identified with traumatic brain injury (92.43 percent), multiple disabilities (38.65 percent), speech and language impairments (20.46 percent), deaf-blindness (6.45 percent), specific learning disability (5.98 percent), and emotional disturbance (1.58 percent).

The relative decreases were -11.75 percent for children identified with visual impairments followed by children identified with mental retardation (-6.73 percent), orthopedic impairments (-7.41 percent), and hearing impairment (-2.28 percent). (See appendix exhibit A4.6c for the number and percentage of youth of 14- through 17-year-olds by disability category.)

(See appendix exhibit A4.6d for the number and percentage of children of 6- through 17-year-olds by disability category.)

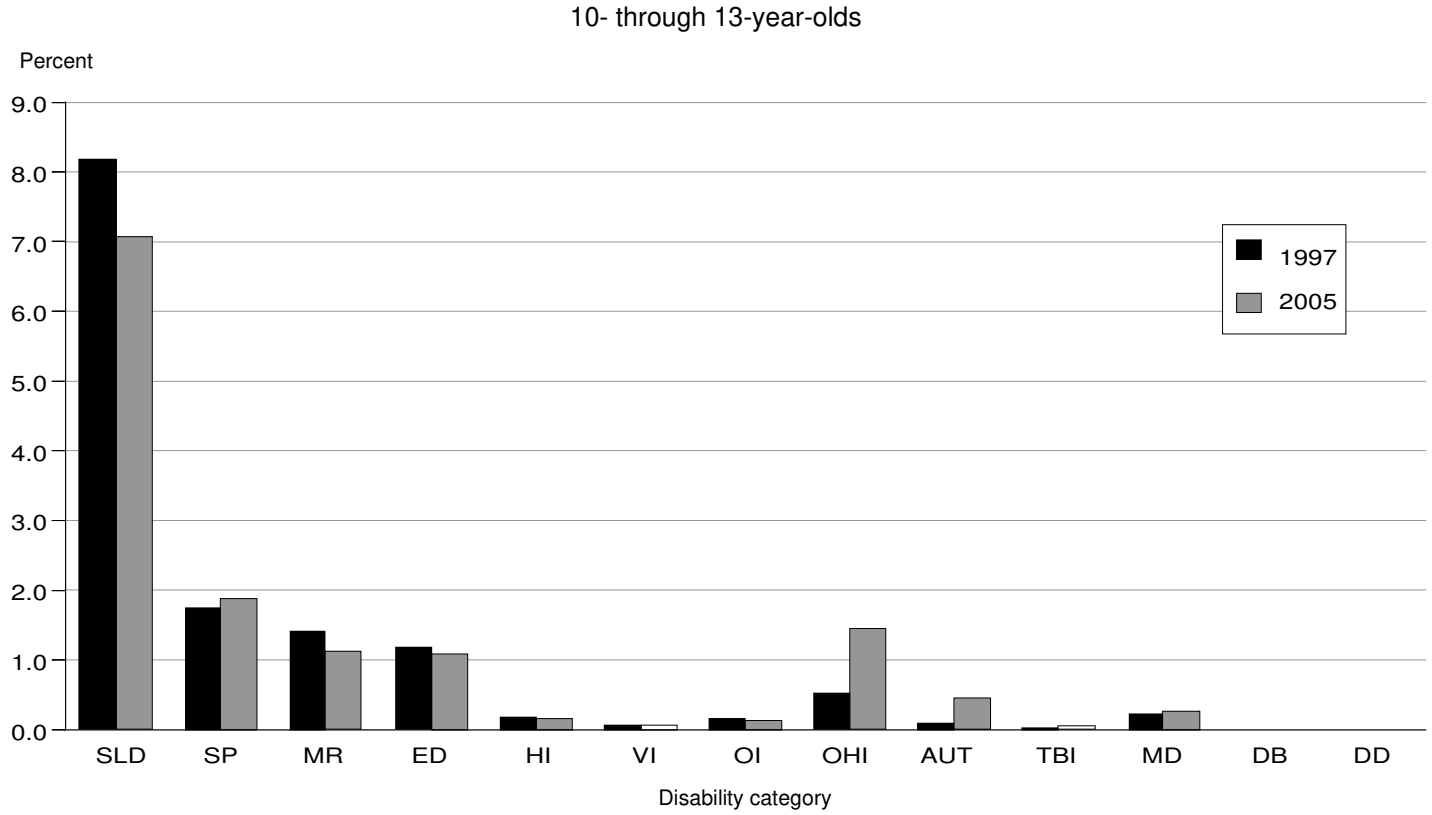
Exhibit 4.6. National percentage of school-age children identified for services under IDEA, by age group and disability category (1997 and 2005)



Percentage													
1997	3.7029	5.2336	0.9586	0.5471	0.1432	0.0528	0.1640	0.3983	0.1382	0.0185	0.2398	0.0020	0.0260
2005	2.8367	5.4631	0.6430	0.4391	0.1374	0.0510	0.1353	0.8532	0.5146	0.0299	0.2146	0.0026	0.5457
Change	-23.39	4.39	-32.92	-19.74	-4.05	-3.41	-17.50	114.21	272.36	61.62	-10.51	13.04	1998.85

See notes at end of exhibit.

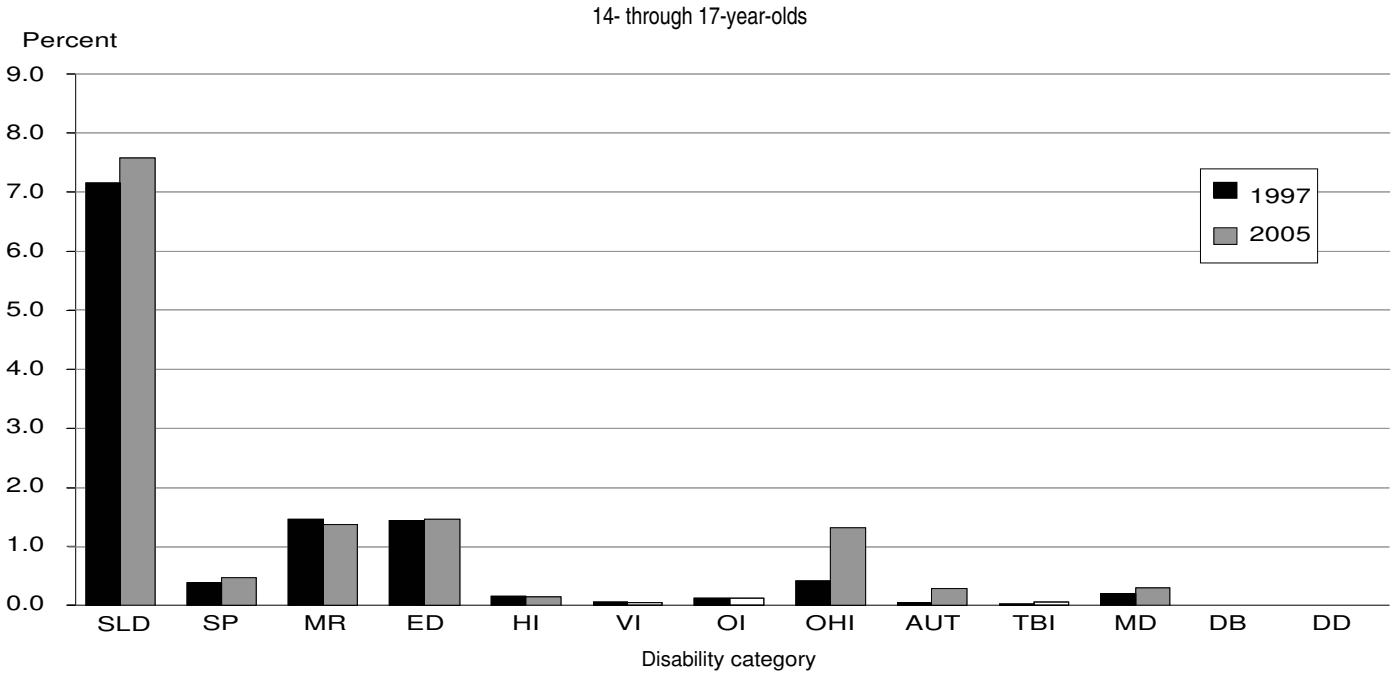
Exhibit 4.6. National percentage of school-age children identified for services under IDEA, by age group and disability category (1997 and 2005)—Continued



Percentage													
1997	8.1768	1.7542	1.4229	1.1811	0.1664	0.0589	0.1583	0.5287	0.0872	0.0272	0.2239	0.00259	†
2005	7.0709	1.8838	1.1261	1.0919	0.1622	0.0550	0.1372	1.4641	0.4453	0.0526	0.2734	0.00290	†
Change	-13.52	7.39	-20.86	-7.55	-2.52	-6.62	-13.33	176.92	410.67	93.38	22.11	16.00	†

See notes at end of exhibit.

Exhibit 4.6. National percentage of school-age children identified for services under IDEA, by age group and disability category (1997 and 2005)—Continued



Percentage	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB	DD
1997	7.151	0.3779	1.4717	1.4385	0.1578	0.0604	0.1309	0.4056	0.0545	0.0317	0.2080	0.0031	†
2005	7.578	0.4552	1.3726	1.4613	0.1542	0.0533	0.1212	1.3207	0.2778	0.0610	0.2884	0.0033	†
Change	5.98	20.46	-6.73	1.58	-2.28	-11.75	-7.41	225.62	409.72	92.43	38.65	6.45	†

Exhibit reads: In 1997 and 2005, among 14- through 17-year-olds, 7.151 percent and 7.578 of the school age population was identified for services under the specific learning disability category, respectively, a percentage change of 5.98.

† Not applicable.

NOTE: Disability categories are: specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB), developmental delay (DD). State or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 1997, 6 states reported counts under this category, and in 2005, 48 states reported counts under this category. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children in a given age group identified for services under a given IDEA disability category (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD). In each age group, the relative percentage change from 1997 to 2005 for each disability category was calculated by subtracting the 1997 identification percentages from the 2005 percentage and dividing the difference by the 1997 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997 and 2005, retrieved February 15, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved February 10, 2008, from www.nces.ed.gov/ccd/bat/.

Percentage of School-Age Children and Youth Identified for Services Under IDEA, by State (1997 to 2005)

The state-level percentages of school-age children identified for services under IDEA focuses on the same four age groups featured in the national portrait: 6 through 17, 6 through 9, 10 through 13, and 14 through 17. The state percentages are reported for three time frames: 1997, the average between 1998 and 2004, and 2005. The states are ordered by their percentages. Exhibit 4.7 displays the national and state percentages for school-age children ages 6 through 17 for these time frames.

In 2005, states varied in the percentage of children identified for services under IDEA. The national percentage of children identified in 2005 was 12.92 percent. This is more than the average percentage of children identified between 1998 and 2005 (12.80 percent) and in 1997 (12.29 percent). Across states in 2005, the percentage identified ranged from 9.87 percent in Colorado to 18.59 percent in Rhode Island. Of the 50 states and the District of Columbia, the percentage of children identified was higher than in 1997 for 41 states (the exceptions are Colorado, California, Texas, Connecticut, Alabama, Tennessee, Maryland, Alaska, New Mexico, and Massachusetts).

Exhibits with the national and state percentages of children served under IDEA for specific age groups (i.e., ages 6 through 9, 10 through 13, and 14 through 17) are available in appendix A (see appendix exhibits A4.7a through A4.7d).

Exhibit 4.7. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)

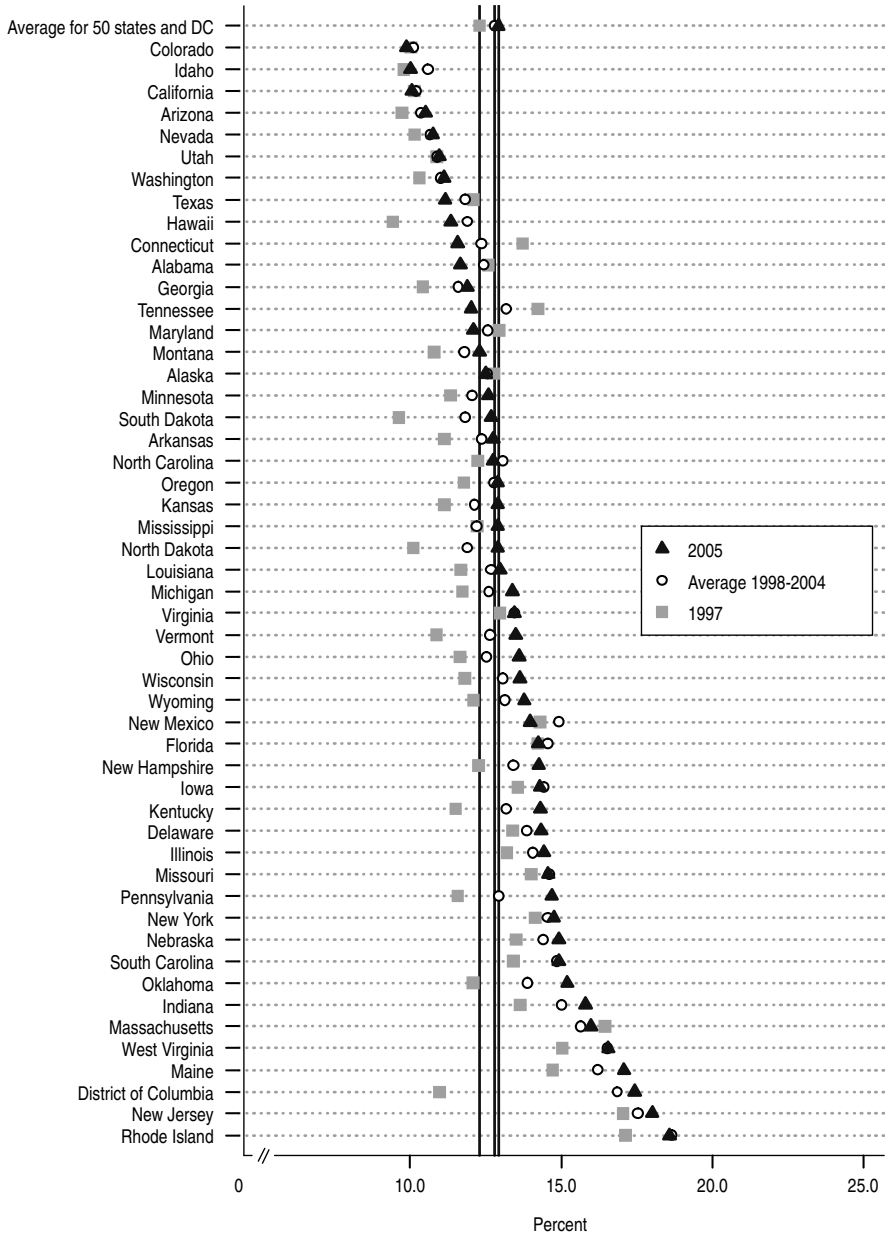


Exhibit reads: In 2005, the percentage of 6- through 17-year-olds served under IDEA ranged from 9.87 percent (Colorado) to 18.59 percent (Rhode Island).

NOTE: States are ordered by the percentage of children identified for services in 2005. Vertical lines represent the average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the number of 6- through 17-year-old children identified for services in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade levels, grades 1 through 12, in the same state in the same year (or range of years) (CCD).
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Declassification of School-Age Children With Disabilities

As the educational needs of students who qualify for special education and related services varies over time, the nature, quantity, degree, and duration of those services can also be expected to vary. For some students, the services they receive in school or the therapeutic supports they may receive from other sources may ameliorate a condition (e.g., a speech articulation problem) or accommodate an impairment (e.g., through the use of mobility or other assistive technology) to the point where they no longer need or are eligible for special education services. As a result, IDEA calls for students to be reevaluated for eligibility at least every 3 years and more often if requested. For some students, the services they receive in school or the therapeutic supports they may receive from other sources may ameliorate a condition (e.g., a speech articulation problem) or accommodate an impairment (e.g., through the use of mobility or other assistive technology) to the point where they no longer need or are eligible for special education services. Students who are found to be ineligible by such a reevaluation are "declassified"—that is, they return to full-time general education programs and no longer receive special education or related services. In addition, some parents may elect to remove their children from service provision under IDEA.

Two sources of declassification information are presented in this section. Information from prior reports based on national datasets is summarized to describe rates of declassification across age groups and by disability categories. Data from the Special Education Elementary Longitudinal Study (SEELS), which followed a nationally representative sample of students ages 6 through 12 receiving special education, provides information on the academic outcomes of students who were declassified as compared to outcomes of students who continued to receive special education services. SEELS was selected because it is provides nationally generalizable information about declassification rates and outcomes by disability category.

Frequency of Declassification

Rates of declassification of school-age students who were identified for services under IDEA are presented below based on reports from extant national datasets. However, these reports should be examined separately and not be compared with each other, because the reports describe children at different grade levels where the distribution of children and youth across IDEA disability categories differ from one another, particularly in the category of speech or language impairment.

Across grade levels, declassification rates among children and youth identified for IDEA services varied from 49 percent among kindergarteners to 5 percent among secondary-school-level students (Holt, McGrath, and Herring 2007). The National Center for Education Statistics (2007) reported on declassification rates for students in primary grades using Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) data. Of the students who were identified for services under IDEA in kindergarten, 33 percent did not receive services in first grade or third grade, and 16 percent of students who received services in first grade no longer received services in third grade. Therefore, a total of 49 percent were no longer receiving services by third grade. Further, of students who were identified for services under IDEA for the first time in first grade, ECLS-K data indicate that 44 percent were not receiving services by third grade—an average declassification rate of 22 percent over the 2-year period.

In later elementary grades, Walker and colleagues (Walker et al. 1988) reported that of school-age students who were identified for services under IDEA, *17 percent received services for a period of only 2 years.* Special Education Elementary Longitudinal Study (SEELS) data

also show that of students ages 6 through 12 who were identified for services, 17 percent (SE = 1.1) no longer received services over a 2.5-year period (SEELS 2005). The same report also shows that an additional 4 percent of students were declassified but resumed eligibility for IDEA services within 2 years.

At the secondary school end of the age spectrum, National Longitudinal Transition Study-2 (NLTS2) data for 13- through 16-year-olds who were identified for services under IDEA in December 2000 indicate that 5 percent were reported by their schools to no longer be eligible for services in spring 2002, approximately 16 months later (Wagner 2003).

Differences in Declassification Rates, by Disability Category

The proportions of 6- through 12-year-olds who had been declassified from special education services within approximately 2 years ranged from 2 percent to 34 percent across disability categories (see exhibit 4.8).[7] Students ages 6 through 12 who were identified under the speech or language impairments category had the highest percentage of declassification among all disability groups (34 percent, SE = 2.7). This rate is higher than those reported by students identified under the other health impairments (12 percent, $p < .001$, SE = 1.8), emotional disturbance (10 percent, $p < .001$, SE = 1.8), orthopedic impairments (9 percent, $p < .001$, SE = 1.8), specific learning disabilities (9 percent, $p < .001$, SE = 1.5), hearing impairments (6 percent, $p < .001$, SE = 1.3), visual impairments (5 percent, $p < .001$, SE = 1.5), multiple disabilities (4 percent, $p < .001$, SE = 1.2), autism (3 percent, $p < .001$, SE = 0.9), mental retardation (2 percent, $p < .001$, SE = 0.7), and traumatic brain injury categories (2 percent, $p < .001$, SE = 1.7). Further, students who had been classified as having speech or language impairments made up more than two-thirds of the students who were declassified in the 2-year period, despite making up only approximately one-third of 6- through 12-year-old children identified for services under IDEA in 1999–2000 (SEELS 2005). (See appendix exhibit A4.8 for percentages and standard errors.)

At the secondary school level, of 13- through 16-year-olds who were identified for services under IDEA, NLTS2 reported that no students with multiple disabilities were declassified in a 16-month period, and no more than 1 percent of students with disability categories of mental retardation (0.5 percent, SE = 0.5), autism (0.8 percent, SE = 0.6), or deaf-blindness (1 percent, SE = 1.3) were reported to have been declassified. Declassification rates were between 2 percent and 6 percent for students with emotional disturbance (6 percent, SE = 1.8); learning disabilities (5 percent, SE = 1.3); traumatic brain injury (1.5 percent, SE = 1.4); or hearing (3 percent, SE = 1.8), visual (6 percent, SE = 1.4), orthopedic (3 percent, SE = 1.2), or other health impairments (5 percent, SE = 1.4). In contrast, 21 percent (SE = 2.6) of students who had been classified as having speech or language impairments were declassified (NLTS2 2003).

[7] The 13 disability categories under which 3- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB) and developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category.

Exhibit 4.8. Percentage of 6- through 12-year-olds identified for IDEA services in December 1999 who were declassified by spring 2002, by disability category

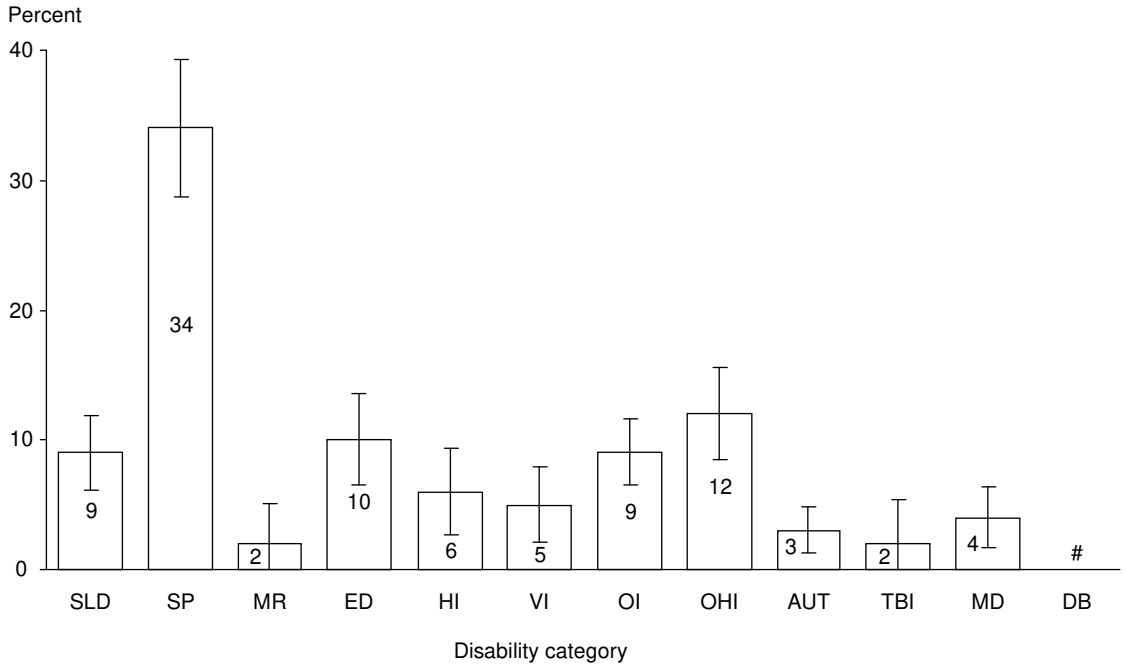


Exhibit reads: Nine percent of 6- through 12-year-olds who had been identified for IDEA services under the category of specific learning disabilities in December 1999 were reported by schools or parents not to be receiving special education services as of spring 2002.

Rounds to zero.

NOTE: Disability categories are: specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), parent interviews and students' school program survey, 2002. Reported in SEELS (2005).

Academic Outcomes of Students Who Were and Were Not Declassified From IDEA Services

Students declassified from IDEA services had significantly higher scores on literacy and mathematics outcomes than students who continued to receive services. To compare performance between students who were declassified and those who continued to receive services, direct assessment data in reading and mathematics from SEELS are presented below. SEELS used research versions of Woodcock-Johnson III (WJ III) subtests related to letter-word identification, reading passage comprehension, mathematical calculations, and applied problem solving (Woodcock, McGrew, and Mather 2001). Analyses of data from those tests revealed that, as a group, children who were declassified as of spring 2002 performed significantly better than children who continued to receive special education services (see exhibit 4.9). The mean standard score on the letter-word identification subtest was 96 for declassified students (SE = 1.57), whereas it was 82 (SE = 0.77) for children who continued to receive services ($p < .001$). Similarly, passage comprehension mean standard scores for the two groups were 92

and 83, respectively (SE = 1.46 and 0.75, $p < .001$); for math calculation, they were 104 and 91 (SE = 1.40 and 0.71, $p < .001$); and for applied problems, they were 101 and 88 (SE = 1.56 and 0.74, $p < .001$). (See appendix exhibit A4.9 for means, standard errors, and p values.)

Exhibit 4.9. Mean WJ III reading and mathematics scores of 6- to 17-year-old children identified for IDEA services, by classification status (2002)

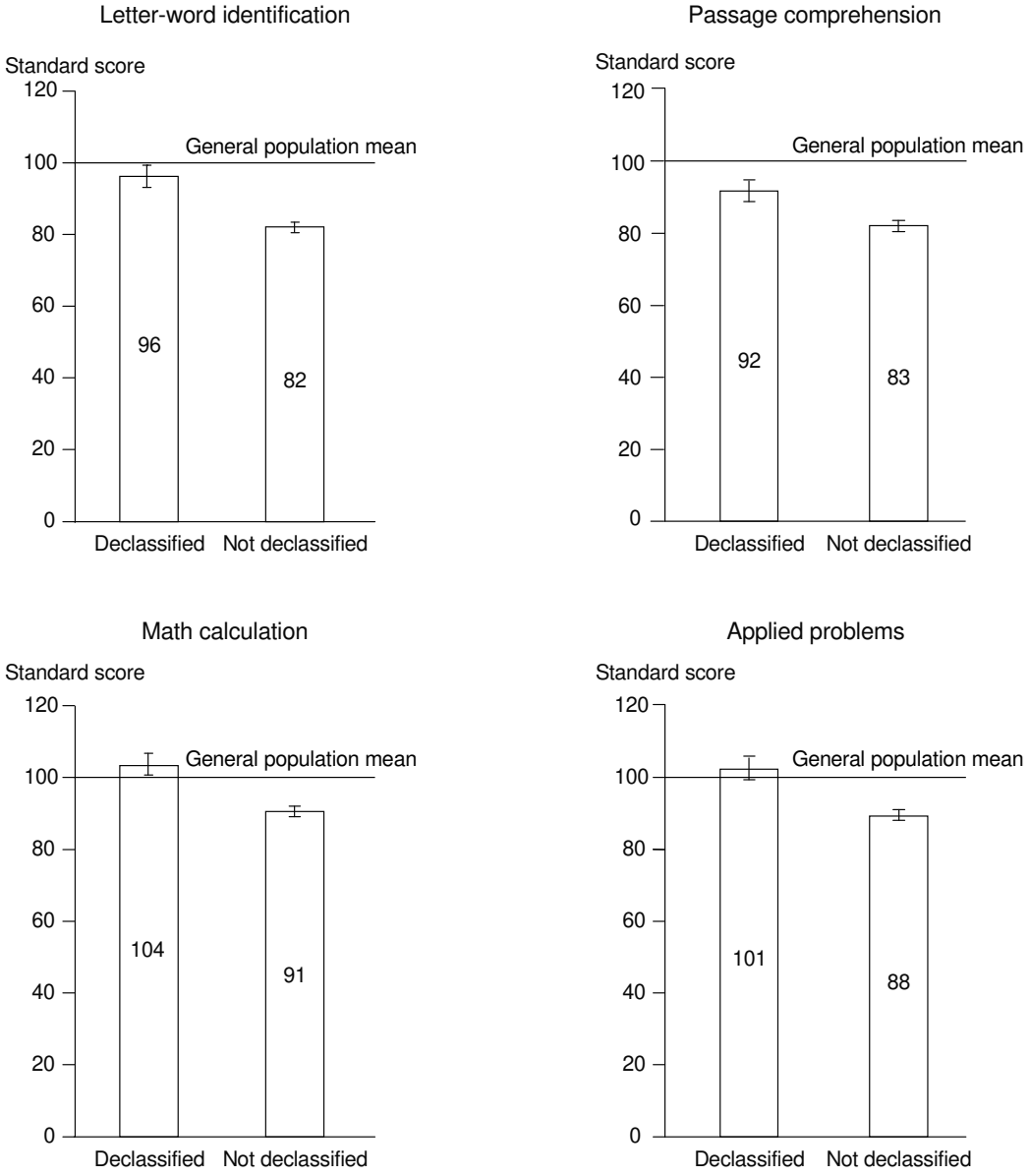


Exhibit reads: The mean standard score of declassified 6- to17-year-olds on the letter-word identification subtest was 96, whereas the average score of students who were not declassified was 82.

NOTE: Scores reflect students' performance on a research version of the Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2002.

Outcomes for School-Age Children Identified for Services Under IDEA

Children identified for services under IDEA participate in a K–12 educational system that is governed by state standards in core academic subjects and are assessed for accountability purposes under NCLB. These accountability requirements focus the attention of state, district, and school policymakers, administrators and teachers on the academic improvements, graduation rates, and dropout rates of school-age children with disabilities. For example, NCLB places an emphasis on ensuring that all children will read by the end of third grade and holds schools accountable for the school completion rates of all students. IDEA 2004 requires states to establish guidelines regarding children that require accommodations and alternate assessments, including where necessary the use of them in their respective individualized education programs. As a result of these federal mandates, as well as state and local policies and reform, improved academic performance and school completion are becoming widely used measures of school performance for all school-age children with disabilities.

In this section, outcomes for children identified for services under IDEA are presented in the areas of academic performance and school completion. Findings drawn from the National Assessment of Educational Progress (NAEP) in reading and mathematics are presented first, for the nation as a whole, over time, and by state, followed by a comparison of NAEP findings with those from state accountability assessments. Differences in academic performance by IDEA eligibility category are then described, using data from SEELS and NLTS2 for 7- through 14-year-olds and 16- through 18-year-olds, respectively. Finally, this section looks at the issue of high school exit and presents data on rates of school completion, school dropout, and school ageout (those students who reach the maximum eligible age to receive services), using data from the OSEP Data Analysis System (DANS).

Academic Skills in Reading and Mathematics (NAEP)

Improved reading and mathematics performance is a goal of both NCLB and IDEA. National outcome data in reading and mathematics from the NAEP are representative of the nation and permit comparisons between children who are and are not identified for services under IDEA. However, NAEP is not aligned with individual state content and achievement standards, so it does not necessarily measure what children are expected to learn in their states. The NAEP reading test measures four aspects of reading (general understanding, interpretation, making connections, and examining content) within three contexts (literary experiences, information, and task performance). The NAEP mathematics test measures student performance in five content areas: number properties and operations, measurement, geometry, data analysis and probability, and algebra. NAEP reports reading and mathematics test results as average scale scores, which range from 0 to 500, with an average of 250 and a standard deviation of 50 at grade 8. The analyses presented here are taken from the 2003, 2005, and 2007 administrations of NAEP, because its participation and accommodation policies relative to children with disabilities have been stable over that time period and those years span the implementation of both NCLB and IDEA.

Children with disabilities have been included in NAEP, some with testing accommodations, since 1997. The NAEP program has established procedures to help school staff make participation decisions about including children with disabilities and about which, if any, testing accommodations they should receive. The NAEP inclusion policy states that a child with a

disability or equivalent classification should participate in NAEP without an accommodation unless (1) the Individualized Education Program (IEP) team or equivalent group has determined that the student cannot participate in assessments such as NAEP; (2) the student's cognitive functioning is so severely impaired that she or he cannot participate; or (3) the student's IEP requires that the student be tested with an accommodation or adaptation and the student cannot demonstrate his/her knowledge of the assessment subject area without that accommodation or adaptation. It is important to note that some schools may include NAEP students who receive services for a disability under Section 504 of the Rehabilitation Act 1973, as amended (29 U.S.C. § 794), as well as those who are identified for services under IDEA. Therefore, *the children with disabilities who participate in NAEP each year do not reflect the total population of children identified for IDEA services or all children with disabilities, but only children with disabilities who meet the criteria for inclusion noted above.*

In each summary report, NAEP publishes overall sample sizes, identification rates, and participation rates for that particular administration. The identification rate is the percentage of students in NAEP schools who were identified as students with disabilities according to the criteria described above and would be eligible to participate in NAEP. The participation rate is the percentage of all children in the grade who were identified with disabilities and who participated in the assessment with or without allowable accommodations. Both of these rates can vary across administrations of NAEP. For grade 4 reading administrations, the IDEA identification rate was constant at 13 percent in 2003, 2005, and 2007. However, the percentage of students who participated varied across administrations. The NAEP participation rate for the grade 4 reading test was 8 percent of students in 2003 and 2005 and 9 percent in 2007. For the grade 4 math test, the NAEP participation rate was 10 percent in all three years. For eighth-graders, the IDEA identification rate was 13 percent in 2003 and 12 percent in 2005 and 2007, whereas the NAEP participation rate for the eighth -grade reading test was 9 percent in 2003 and 8 percent in 2005 and 2007; for eighth-grade math, the participation rate was 10 percent in 2003 and 2005 and 8 percent in 2007 (Braswell, Dion, Daane, and Jin 2005; Donahue, Daane, and Jin 2005; Lee, Grigg, and Donahue 2007; Perie, Grigg, and Dion 2005; Perie, Grigg, and Donahue 2005).

National Trends in NAEP Results (2003, 2005, and 2007)

Academic achievement trends from 2003 through 2007 measured by the NAEP showed significant increases in average reading scale scores for both children identified and children not identified for IDEA services in grade 4 but not grade 8 reading (see exhibit 4.10). For children identified for services under IDEA, average grade 4 reading scale score of 184 (SE = 0.6) in 2003 was significantly lower than the average scale score of 190 (SE = 0.6) in 2007 ($p < .001$). During the same period, average scale score of 220 (SE = 0.3) in 2003 for children not identified for IDEA services was significantly lower than the average score of 223 (SE = 0.3) in 2007 ($p < .001$). In the grade 8 reading test, average scale scores for children identified for services under IDEA were 224 (SE = 0.6) in 2003 and 226 (SE = 0.5) in 2005 and 2007 (comparisons between 2003 and 2007 scores not significant). Average scale scores for children not identified for IDEA services were 266 (SE = 0.3) in 2003, 264 (SE = 0.2) in 2005, and 265 (SE = 0.2) in 2007 (comparisons between 2003 and 2007 not significant). See appendix exhibits A4.10, A4.11a, A4.11b, A411d, A4.12a, A4.12b, and A412d for *p* values.

Exhibit 4.10. Mean reading and mathematics scale scores of fourth- and eighth-grade students identified and not identified for services under IDEA (2003, 2005, and 2007)

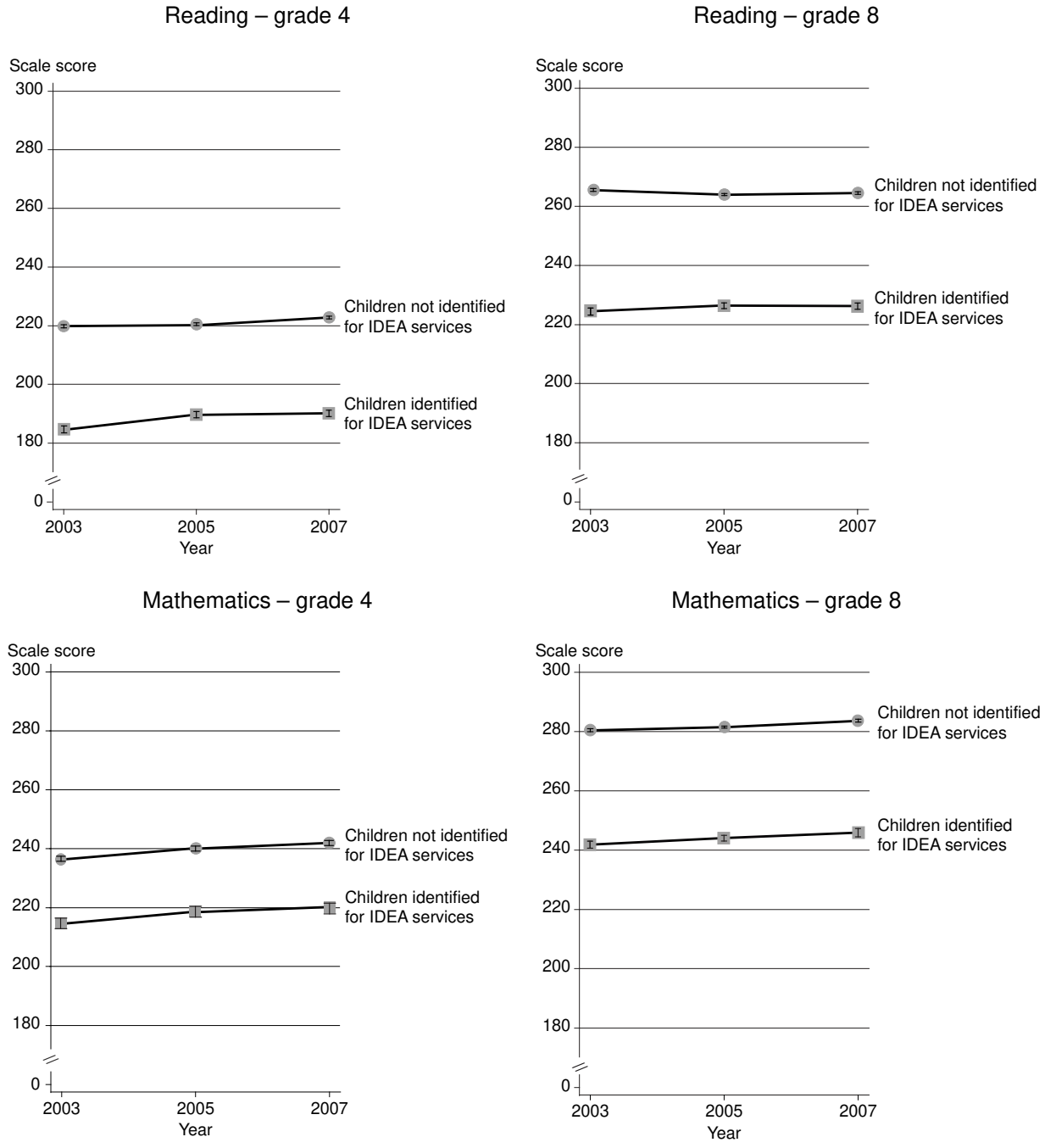


Exhibit reads: In 2007, the mean reading scale score of fourth-grade students not identified for IDEA was 223 compared with 190 for students identified.

NOTE: The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

At each time point, children identified for IDEA services had significantly lower scores in reading than children not identified. In grade 4 reading, the differences between children identified and not identified for services under IDEA were 35 (SE = 0.7), 31 (SE = 0.6), and 33 (SE = 0.6) scale score points in 2003, 2005, and 2007, respectively ($p < .001$ for all differences). In grade 8 reading, the differences between children identified and not identified for services under IDEA were 41 (SE = 0.7), 38 (SE = 0.5), and 38 (SE = 0.6) scale score points in 2003, 2005, and 2007 ($p < .001$ for all differences). At both grade levels, the size of the difference declined 3 (SE = 0.9 and SE = 0.9) scale score points from 2003 to 2007 ($p < .001$). See appendix exhibits A4.11e, A4.11f, A4.12e, and A4.12f, for *p* values.

NAEP trends showed significant increases in average scale scores in mathematics from 2003 to 2007 for both children identified and children not identified for IDEA services. In grade 4 mathematics, average scale scores for children identified for services under IDEA were 214 (SE = 0.4) in 2003, 219 (SE = 0.4) in 2005, and 220 (SE = 0.4) in 2007, a difference between 2003 and 2007 of 6 (SE = 0.6) scale score points ($p < .001$). During the same period, average scale scores for children not identified for IDEA services were 237 (SE = 0.2) in 2003, 240 (SE = 0.2) in 2005, and 241 (SE = 0.2) in 2007, a difference between 2003 and 2007 of 5 scale score points ($p < .001$). In grade 8 mathematics, average scale scores for children identified for services under IDEA were 242 (SE = 0.6), 244 (SE = 0.5), and 246 (SE = 0.7) in 2003, 2005, and 2007, respectively, a difference of 4 scale score points from 2003 to 2007 ($p < .001$). Average scale scores for children not identified for IDEA services were 280 (SE = 0.3) in 2003, 282 (SE = 0.2) in 2005, and 284 (SE = 0.2) in 2007, a difference of 3 (SE = 0.4) scale score points ($p < .001$). See appendix exhibits A4.10, A4.13a, A4.13b, A4.13d, A4.14a, A4.14b, and A4.14d for *p* values.

Children identified for IDEA services had significantly lower scores in mathematics than children not identified at each time point. In grade 4 mathematics, the differences between children identified and not identified for services under IDEA were 22 (SE = 0.5), 21 (SE = 0.4), and 21 (SE = 0.4) scale score points in 2003, 2005, and 2007, respectively ($p < .001$ for all differences). The 1 scale score point decrease from 2003 to 2007 was not significantly different. In grade 8 mathematics, the differences by IDEA service status were 39 (SE = 0.82), 38 (SE = 0.5), and 38 (SE = 0.7) scale score points in 2003, 2005, and 2007, respectively ($p < .001$ for all differences). The size of the difference was the same in 2003 and 2007. See appendix exhibits A4.13e, A4.13f, A4.14e, and A4.14f for *p* values.

NAEP Results by State

Reading. Exhibit 4.11 displays the average scale scores on the 2007 NAEP reading test for fourth-graders identified and not identified for services under IDEA for 50 U.S. states, the District of Columbia, and the Department of Defense Education Agency. Exhibit 4.12 displays the average scale score on the NAEP reading test for eighth-graders identified and not identified for services under IDEA in 2007. In both exhibits, the states are ordered from high to low on the basis of the average scale score of children identified for IDEA services. Appendix exhibits A4.11j and A4.12j present these data ordered from high to low on the basis of the average scale scores for children not identified for IDEA services.

Across states, fourth-grade NAEP reading scores varied for both children identified and children not identified for IDEA services. Twenty-seven states differed significantly from the national average for children identified for IDEA services, and 40 states differed

Exhibit 4.11. Mean reading scale scores of fourth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

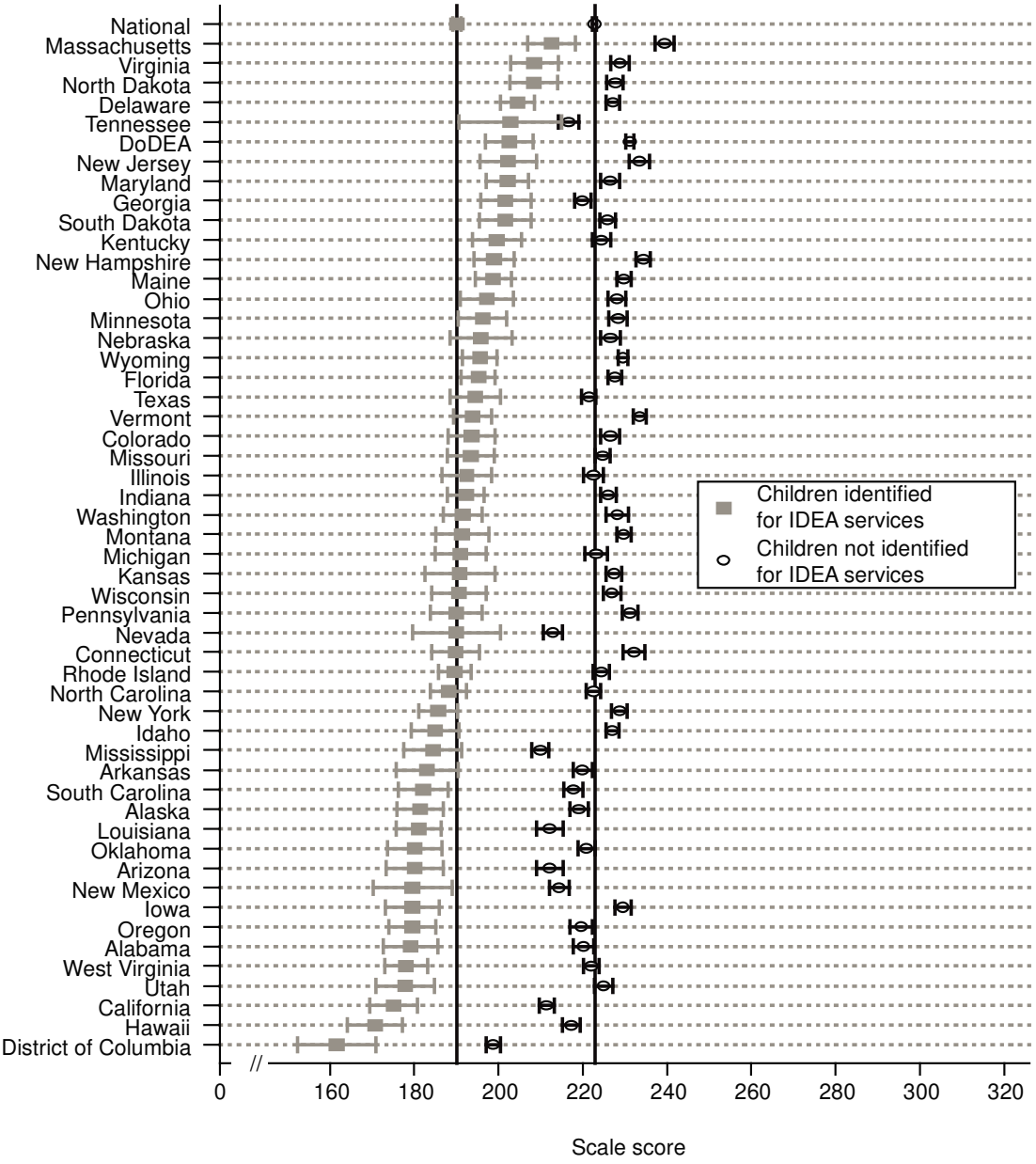


Exhibit reads: The mean reading scale score of fourth-grade students identified for services under IDEA in Massachusetts was 213 in 2007.

NOTE: States are ordered by the mean scores of students identified for IDEA services. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

from the national average for children not identified for IDEA services. Average scale scores varied across states for both groups of children. Among children identified for IDEA services, the difference across states was 51 scale score points, with a high score of 213 (SE = 2.9) in Massachusetts and a low score of 162 (SE = 4.7) in the District of Columbia. Fourteen states, with average scale scores ranging from 195 (SE = 3.8) to 213 (SE = 2.9), were significantly higher than the national average of 190 (SE = 0.6) for children identified for IDEA services. Thirteen states, with average scale scores ranging from 162 (SE = 4.7) to 182 (SE = 3.0), were significantly lower than the national average (for *p* values, See appendix exhibit A4.11g). For children not identified for IDEA services, the range was a high score of 239 (SE = 1.1) in Massachusetts and a low score of 199 (SE = 0.8) in the District of Columbia, a difference of 40 scale score points. Twenty-seven states, with average scale scores ranging from 226 (SE = 0.9) to 239 (SE = 1.1), were significantly above the national average of 222 (SE = 0.6) for children not identified for IDEA services. Thirteen states, with average scale scores ranging from 199 (SE = 0.8) to 220 (SE = 1.0), were significantly lower than the national average (for *p* values, see appendix exhibits A4.11g and A4.11h).

Differences in fourth-grade reading scores for children identified and not identified for IDEA services varied by state. Seventeen states had differences between children identified and not identified for IDEA services that were significantly different from the national difference (see exhibit 4.11). Differences ranged across states from 14 scale score points (SE = 1.2) in Tennessee to 50 scale score points (SE = 1.2) in Iowa. Eight states had differences between children identified and not identified for IDEA services ranging from 18 (SE = 3.2) to 25 (SE = 3.7) scale score points that were significantly less than the national difference of 33 scale score points. Nine states had differences between children identified and not identified for IDEA services ranging from 40 (SE = 2.4) to 50 (SE = 3.4) scale score points that were significantly greater than the national difference (for *p* values, see appendix exhibit A4.11i).

Across states, eighth-grade NAEP reading scores varied for both children identified and children not identified for IDEA services. Twenty-one states differed significantly from the national average for children identified for IDEA services, and 40 states differed from the national average for children not identified for IDEA services (see exhibit 4.12). Among those children, the difference was 45 scale score points, ranging from a high scale score of 248 (SE = 2.4) in Vermont to a low scale score of 203 (SE = 2.8) in Alabama. Fourteen states, with average scale scores ranging from 233 (SE = 3.2) to 248 (SE = 2.4), were significantly higher than the national average of 226 (SE = 0.5) for children identified for IDEA services. Seven states, with average scale scores ranging from 202 (SE = 2.8) to 216 (SE = 3.6), were significantly lower than the national average. Among children not identified for IDEA services, the difference was 35 scale score points, ranging on a high scale score of 278 (SE = 0.8) in Vermont to a low scale score of 243 (SE = 0.8) in the District of Columbia. Twenty-six states, with average scale scores ranging from 268 (SE = 0.9) to 278 (SE = 0.8), were significantly higher than the national average of 265 (SE = 0.2) for children not identified for IDEA services. Fourteen states, with average scale scores ranging from 243 (SE = 0.8) to 262 (SE = 1.0), were significantly lower than the national average (for *p* values, see appendix exhibits A4.12g and A4.12h).

Differences in eighth-grade reading scores for children identified and not identified for IDEA services varied by state. Eleven states had differences between children identified

Exhibit 4.12. Mean reading scale scores of eighth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

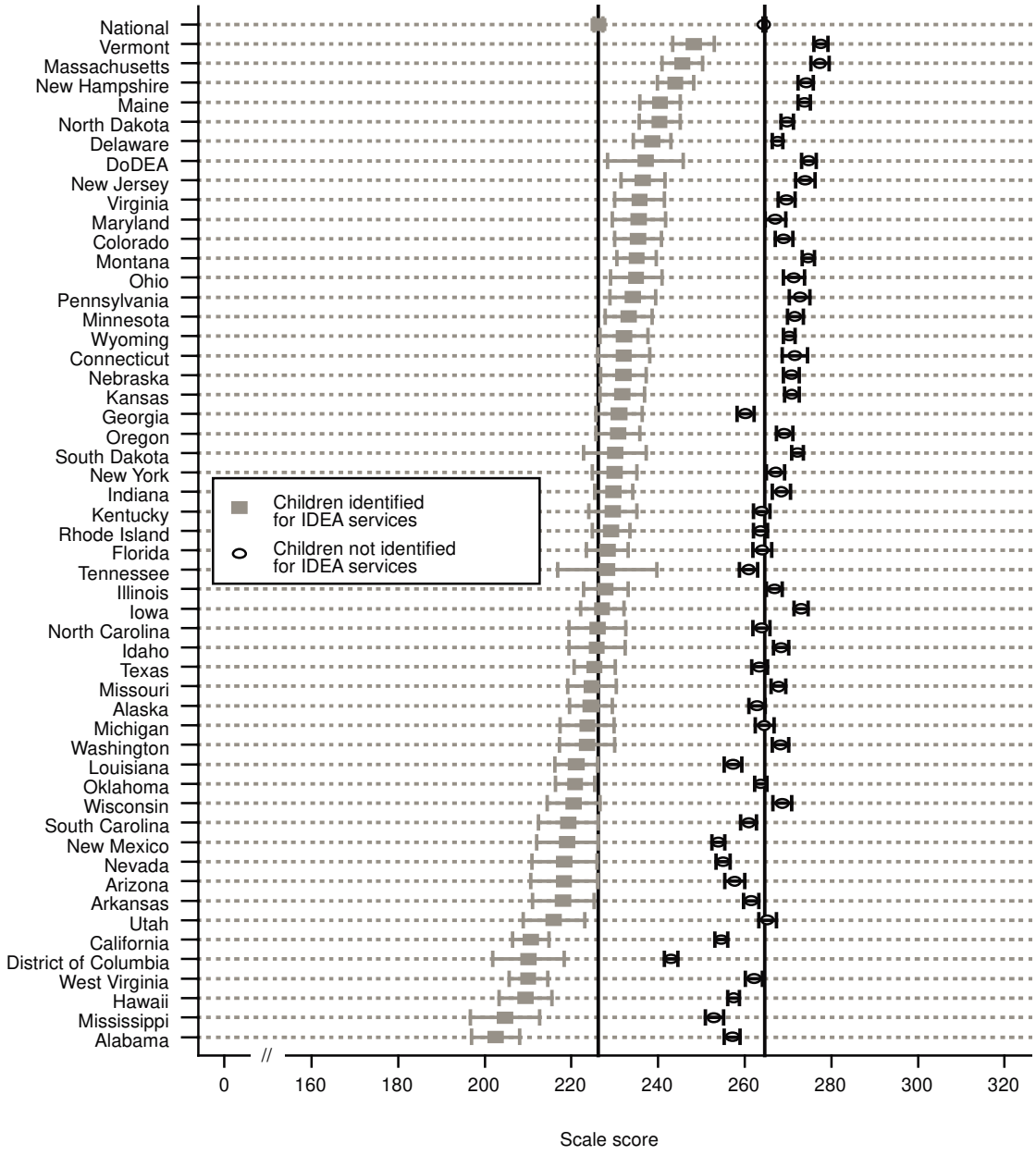


Exhibit reads: The mean reading scale score of eighth-grade students identified for services under IDEA in Vermont was 248 in 2007.

NOTE: States are ordered by the mean scores of students identified for IDEA services. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

and not identified for IDEA services that were significantly different from the national average. The differences between children identified and not identified for IDEA services ranged across states from 29 scale score points (SE = 0.6) in Delaware to 55 scale score points (SE = 0.9) in Alabama. Six states had differences between the two groups (29 [SE = 3.0] to 32 [SE = 2.6] scale score points) that were significantly less than the national difference of 38 (SE = 0.6). Five states had differences (48 (SE = 3.3) to 55 (SE = 3.0) scale score points) between children identified and not identified for IDEA services that were significantly greater than the national difference (for *p* values, see appendix exhibit A4.12i).

Mathematics. Exhibit 4.13 displays the average scale scores on the NAEP mathematics test for fourth-graders identified and not identified for services under IDEA in 2007. Exhibit 4.14 displays the average scale score on the NAEP mathematics test for eight-graders identified and not identified for IDEA services in 2007. In both exhibits, the states are ordered from high to low on the basis of the average scale score of children identified for IDEA services. See appendix exhibits A4.13j and A4.14j present these data ordered from high to low on the basis of the average scale scores for children not identified for IDEA services.

Across states, fourth-grade NAEP mathematics scores varied for both children identified and children not identified for IDEA services. Twenty-six states differed significantly from the national average for children identified for IDEA services, and 41 states differed from the national average for children not identified for IDEA services. Among children identified for IDEA services, the difference was 50 scale score points, with a high of 238 (SE = 1.4) in Massachusetts and a low of 188 (SE = 2.4) in the District of Columbia. Fifteen states, with average scale scores ranging from 226 (SE = 1.3) to 238 (SE = 1.4), were significantly higher than the national average of 220 (SE = 0.4) for children identified for IDEA services. Eleven states, with average scale scores ranging from 216 (SE = 2.3) to 188 (SE = 2.4), were significantly lower than the national average. For children not identified for services under IDEA, the difference was 39 scale score points, with a high of 255 (SE = 0.9) in Massachusetts and a low of 216 (SE = 0.8) in the District of Columbia. Twenty-seven states, with average scale scores ranging from 243 (SE = 3.0) to 255 (SE = 0.9), were significantly higher than the national average of 242 (SE = 0.2) for children not identified for IDEA services. Fourteen states, with average scale scores ranging from 216 (SE = 0.8) to 239 (SE = 0.7), were significantly lower than the national average (for *p* values, see appendix exhibits A4.13g and A4.13h).

Differences in fourth-grade mathematics scores for children identified and not identified for IDEA services varied by state. Nineteen states had differences between children identified and not identified for IDEA services that were significantly different from the national average. Differences between the two groups of children ranged across states from 11 scale score points (SE = 2.7) in Mississippi to 42 scale score points (SE = 2.5) in Hawaii. Eight states had differences of12 (SE = 1.0) to 17 (SE = 1.4) scale score points) between children identified and not identified for IDEA services that were significantly less than the national difference. Eleven states had differences of 26 (SE = 2.2) to 42 (SE = 2.5) scale score points between children identified and not identified for IDEA services that were significantly greater than the national difference (for *p* values, see appendix exhibit A4.13i).

Across states, eighth grade NAEP mathematics scores varied for both children identified and children not identified for IDEA services. Twenty-four states differed

Exhibit 4.13. Mean mathematics scale scores of fourth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

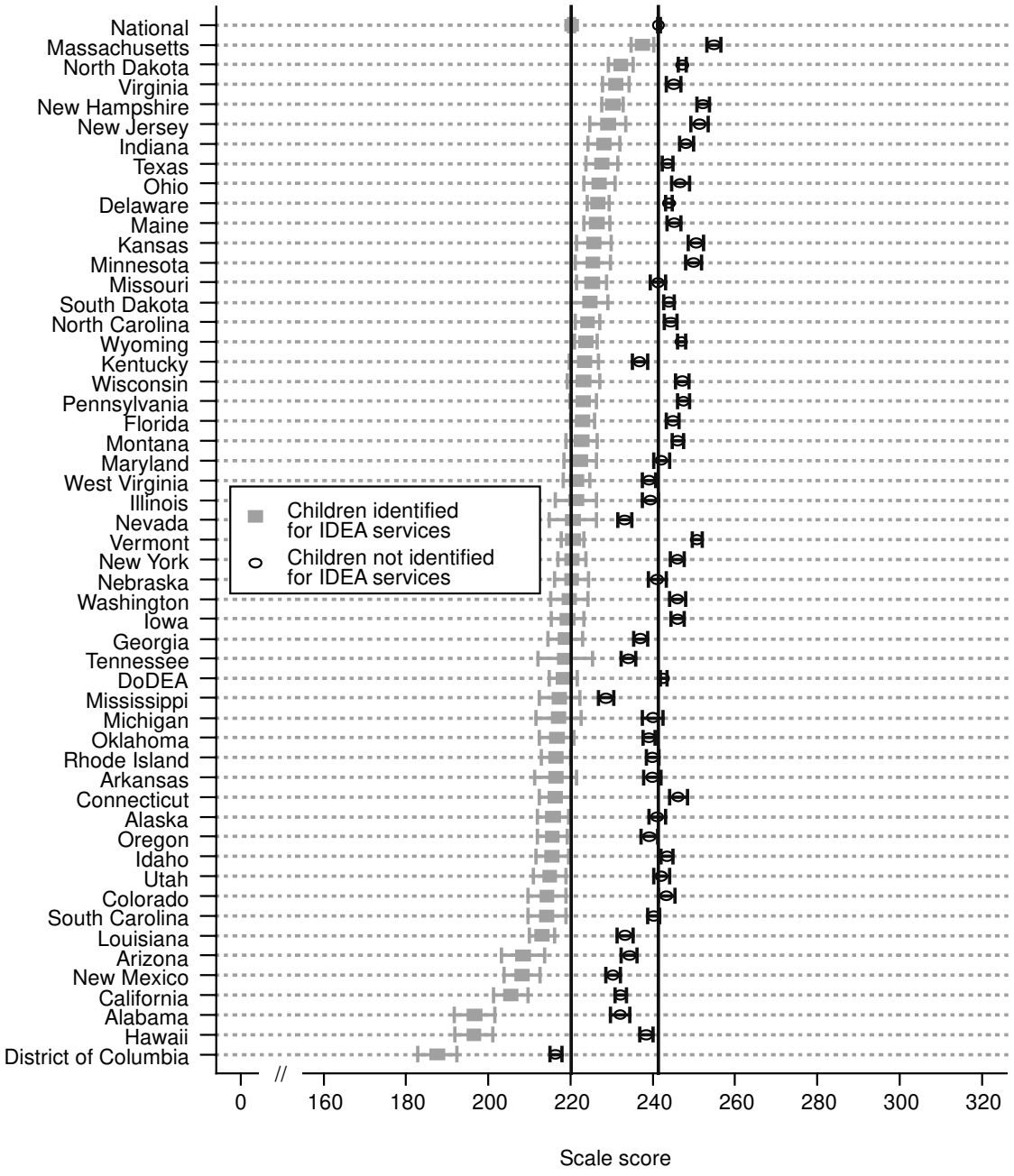


Exhibit reads: The mean mathematics scale score of fourth-grade students identified for services under IDEA in Massachusetts was 238 in 2007.

NOTE: States are ordered by the mean scores of students identified for IDEA services. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit 4.14. Mean mathematics scale scores of eighth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

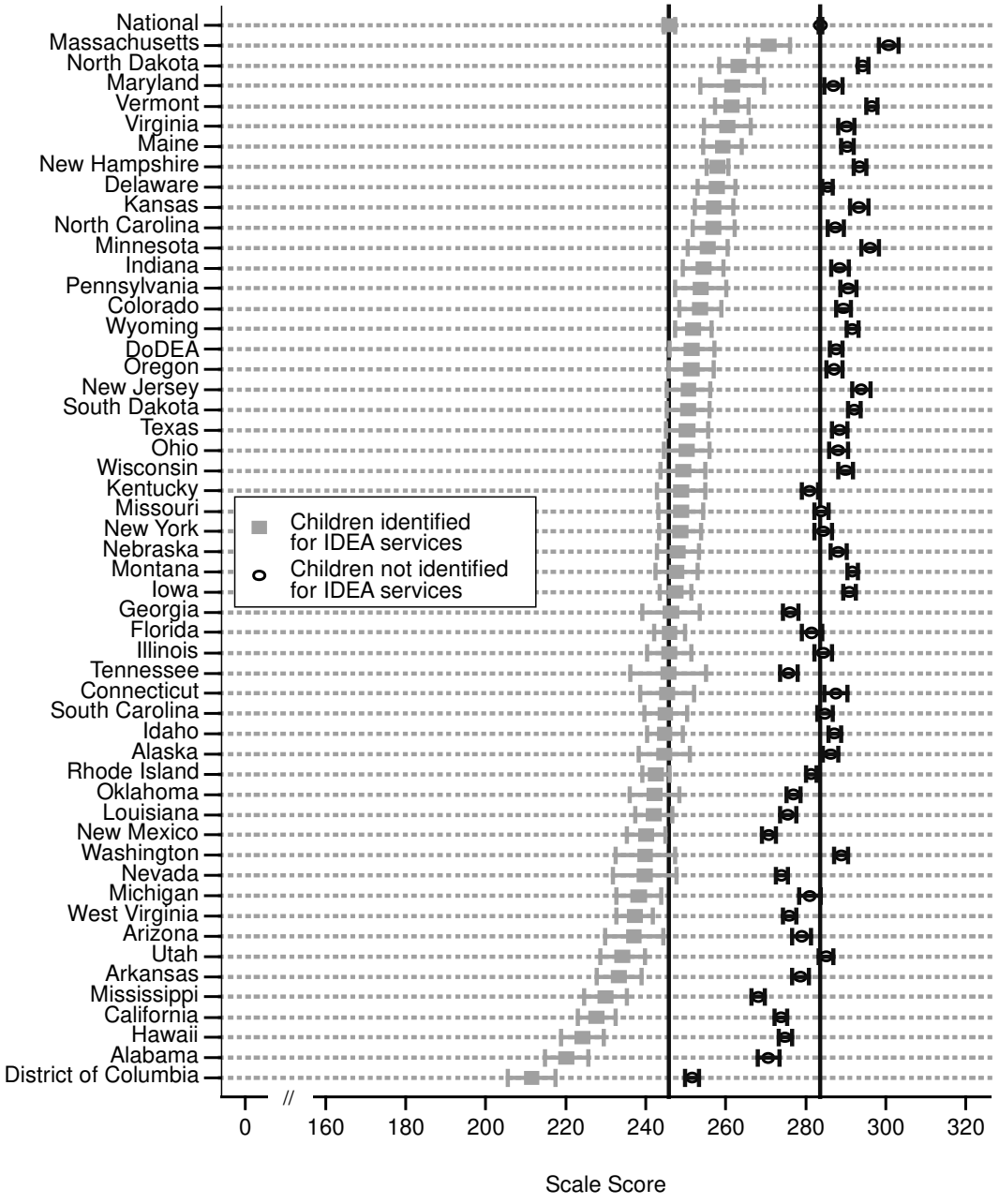


Exhibit reads: The mean mathematics scale score of eighth-grade students identified for services under IDEA in Massachusetts was 271 in 2007.

NOTE: States are ordered by the mean scores of children identified for services under IDEA. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

significantly from the national average for children identified for IDEA services, and 41 states differed from the national average for children not identified for IDEA services. Among children identified for IDEA services, the difference was 69 scale score points, with a high of 271 (SE = 2.7) in Massachusetts and a low of 212 (SE = 3.1) in the District of Columbia. Thirteen states, with average scale scores ranging from 254 (SE = 2.6) to 271 (SE = 2.7), were significantly above the national average of 246 (SE = 0.7) for children receiving IDEA services. Eleven states, with average scale scores ranging from 211 (SE = 3.1) to 238 (SE = 2.9), were significantly lower than the national average (for *p* values, see appendix exhibit A4.14g). For children not identified for services under IDEA, the difference was 49 scale score points, with a high of 301 (SE = 1.3) in Massachusetts and a low 252 (SE = 0.9) in the District of Columbia. Twenty-five states, with average scale scores ranging from 287 (SE = 0.8) to 301 (SE = 1.3), were significantly higher than the national average of 284 (SE = 0.2) for children not receiving IDEA services. Sixteen states, with average scale scores ranging from 252 (SE = 0.9) to 281 (SE = 1.4), were significantly lower than the national average (for *p* values, see appendix exhibits A4.14g and A4.14h).

Differences in eighth-grade NAEP mathematics scores for children identified and not identified for IDEA services varied by state. Twelve states had differences between children identified and not identified for IDEA services that were significantly different from the national average. Differences between children who were and were not identified for IDEA services ranged across states from 25 scale score points (SE = 1.2) in Maryland to 51 scale score points (SE = 1.4) in Hawaii. Eight states had differences of 25 (SE = 1.2) to 32 (SE = 1.3) scale score points) between children identified and not identified for IDEA services that were significantly less than the national difference of 38 (SE = 0.2). Four states had differences of 46 (SE = 2.6) to 51 (SE = 1.4) scale score points) between the groups that were significantly greater than the national difference (for *p* values, see appendix exhibit A.4.14i).

Comparisons of NAEP and State Accountability Tests

Recent reports have compared the results for the NAEP to state accountability tests for the general population (Bandeira de Mello, Blackenship and McLaughlin 2009; Stoneberg 2007). However, such comparisons have yet to be made for children identified for IDEA services. This section compares the performance of children identified for IDEA services on the NAEP with the reported performance from state accountability tests in 2003, the only year in which both sets of data are available. State performance data on regular and alternate assessments are reported in Annual Performance Reports (APRs) provided to OSEP and compiled by the National Center on Educational Outcomes (NCEO). These analyses depict student performance data in terms of achievement levels, rather than scale scores because it is the only common metric for state accountability test data. Achievement levels are defined as thresholds of performance to characterize the performance of students who have scores at or above them. Under NCLB, states determine the level of performance considered to be "proficient" in regular and alternate assessments for the purposes of calculating school and school district performance under the adequate yearly progress (AYP) metric of NCLB. NAEP reports student performance in three performance levels: basic, proficient, and advanced. In this section, state data for students identified for IDEA services on state regular assessments with or without accommodations at the achievement level of "proficient" are presented in conjunction with NAEP achievement levels "proficient or above" and "basic or above." State alternate assessment data are not presented because of variability in alternate assessment systems across states and the lack of an alternate

assessment in NAEP. Achievement levels are reported here for fourth-grade reading and mathematics and for eighth-grade reading; comparable data are not available for eighth-grade mathematics. State tests differ from each other and from the NAEP in content, test design, and cut-score determination. State tests also differ from the NAEP in terms of criteria for including children with disabilities. Observed differences between achievement levels for children with disabilities on the NAEP and achievement levels reported on state tests may be due to differences in the tests, differences in the children being tested, or to both, so these patterns should be interpreted cautiously.

Reading. Exhibit 4.15 displays, by state, the percentage of children identified for IDEA services at the "basic or above" and "proficient or above" achievement levels on the 2003 NAEP grade 4 reading test and the percentage of children identified for IDEA services at "proficient or above" on state accountability tests in 2003 for 35 states that reported data. Exhibit 4.16 displays similar data on the NAEP and state accountability grade 8 reading tests. The states are ordered from low to high on the basis of the percentage of children identified for services at the NAEP "basic or above" achievement level.

The percentage of students meeting achievement levels in reading in fourth grade on NAEP and state regular assessments varied across states. The range of percentages of children identified for IDEA services at the NAEP “proficient or above” achievement level was 17 percentage points, from 2 percent (SE = 1.4) in the District of Columbia to 19 percent (SE = 2.8) in Virginia. The range of children at the NAEP “basic or above” achievement level was 39 percentage points, from 9 percent (SE = 2.2) in the District of Columbia to 48 percent (SE = 4.5) in Delaware. The percentage of children identified for IDEA services reported as “proficient or above” on regular state accountability tests ranged from 9 percent in South Carolina to 83 percent in Mississippi. Thirteen of 35 states with state data reported proficiency rates on regular assessments that were above the confidence interval for the percentage of children at the basic achievement level in NAEP. Nine states reported proficiency rates on regular assessments that fell below the lower confidence interval for the percentage of children at the basic achievement level in NAEP. Thirty-two of 35 states with state data reported proficiency rates that fell above the upper confidence interval for the percentage of children at the proficient achievement level in NAEP (see appendix exhibit A4.15 for values).

The percentage of students meeting achievement levels in reading in eighth grade on NAEP and state regular assessments varied across states. The range of children identified for IDEA services at the NAEP “proficient or above” achievement level was 13 percentage points, from 1 percent (SE = 0.7) in Mississippi to 14 percent (SE = 2.3) in Tennessee. The range of children at the NAEP “basic or above” achievement level was 44 percentage points, from 11 percent (SE = 2.4) in the District of Columbia to 55 percent (SE = 4.3) in Vermont. The percentage of children identified for IDEA services reported as proficient on standard state accountability tests ranged from 2 percent in South Carolina to 56 percent in North Carolina. Five of 40 states with state data reported proficiency rates on regular assessments that fell above the upper confidence interval for the percentage of children at the basic achievement level in NAEP. Twenty-five of 40 states with state data reported proficiency rates on regular assessments that fell below the lower confidence interval for the percentage of children at the basic achievement level in NAEP. Thirty-three of 35 states with state data reported proficiency rates on regular assessments that fell above the upper confidence interval for the percentage of children at the proficient achievement level in NAEP (see appendix exhibit A4.16 for values).

Exhibit 4.15. Percentage of fourth-grade students identified for IDEA services performing at "basic or above" and "proficient or above" in reading, by state (2003)

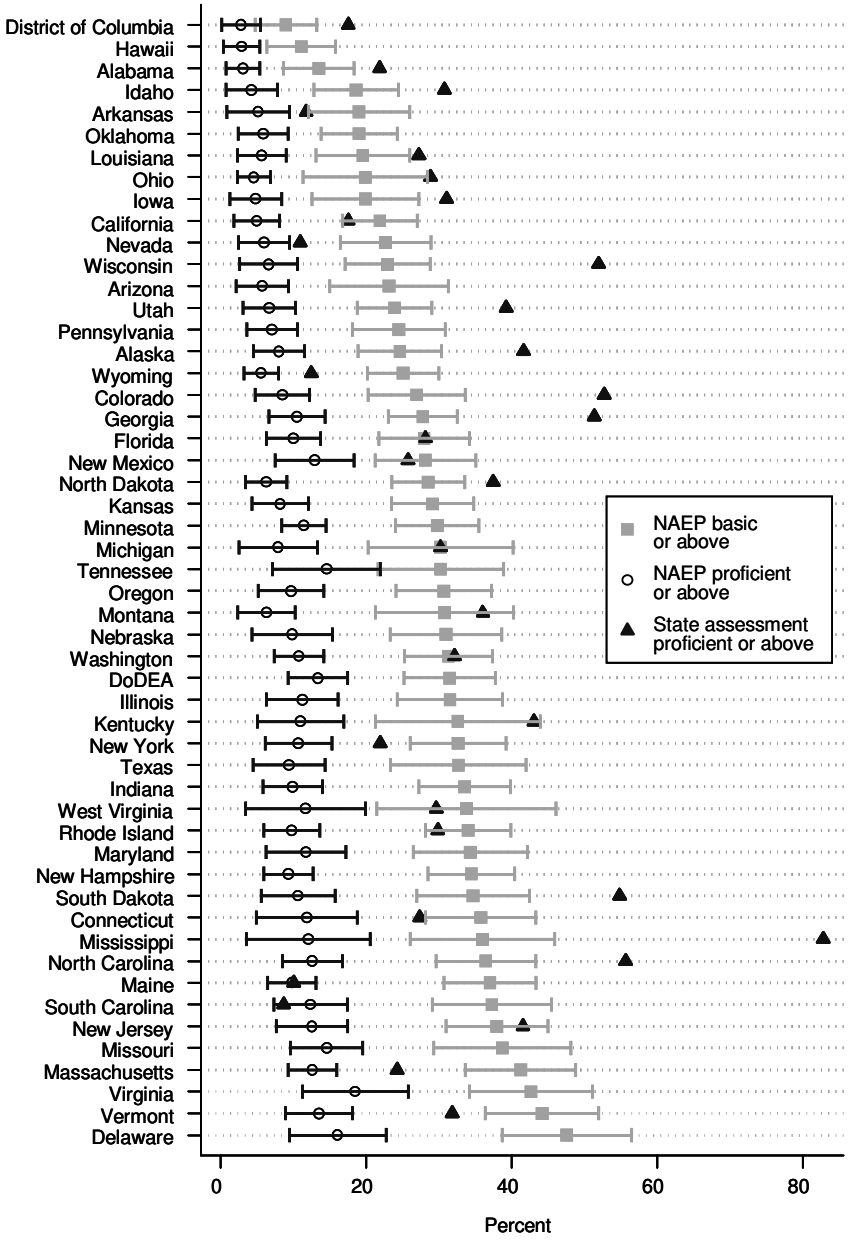


Exhibit reads: Two percent of fourth-grade students identified for services under IDEA in the District of Columbia had scores on the NAEP reading test that put them at the "proficient or above" achievement level.

NOTE: States are ordered by the percentage of students identified for IDEA services scoring at the "basic or above" level. DoDEA refers to the Department of Defense Education Agency. For NAEP results only, the presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/; U.S. Department of Education, Office of Special Education Programs, Annual Performance Reports, 2003 , from the NCEO Data Viewer, http://data.nceo.info/.

Exhibit 4.16. Percentage of eighth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in reading, by state (2003)

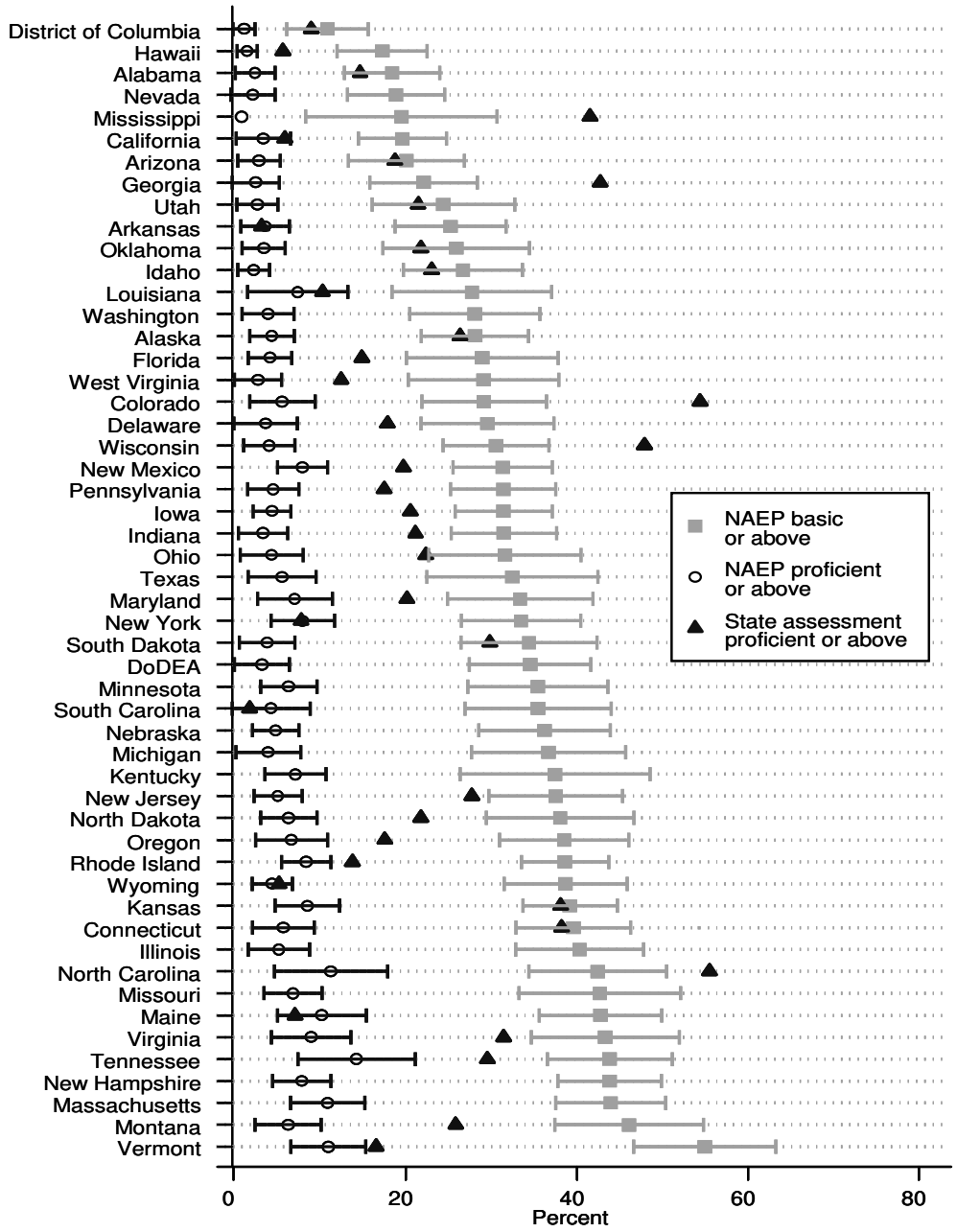


Exhibit reads: One percent of eighth-grade students identified for services under IDEA in the District of Columbia had scores on the NAEP reading test that put them at the "proficient or above" achievement level.

NOTE: States are ordered by the proportion of students identified for IDEA services scoring at the "basic or above" level. DoDEA refers to the Department of Defense Education Agency. For NAEP results only, the presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/; U.S. Department of Education, Office of Special Education Programs, Annual Performance Reports, 2003, from the NCEO Data Viewer, http://data.nceo.info/.

Mathematics. Exhibit 4.17 displays the percentage of children identified for IDEA services at the "basic or above" and "proficient or above" achievement levels on the NAEP mathematics test for fourth grade in 2003 and the percentage of children identified for IDEA services at the "proficient or above" level on state regular assessments for 34 states that reported data. The states are ordered from low to high on the basis of the percentage of children identified for IDEA services at the NAEP "basic or above" achievement level.

The percentage of students meeting achievement levels in mathematics in fourth grade on NAEP and state regular assessments varied across states. The range of children identified for IDEA services at the NAEP "proficient or above" achievement level was 24 percentage points, from 2 percent (SE = 0.9) in the District of Columbia to 26 percent (SE = 2.8) in North Carolina. The range of children at the NAEP "basic or above" achievement level was 61 percentage points, from 9 percent (SE = 2.1) in the District of Columbia to 70 percent (SE = 2.7) in North Carolina. Three of 34 states with state data reported proficiency rates on regular assessments that fell above the upper confidence interval for the percentage of children at the basic achievement level in NAEP. Twenty-four states with state data reported proficiency rates on regular assessments that fell below the lower confidence interval for the percentage of children at the basic achievement level in NAEP. Thirty of 34 states with state data reported proficiency rates on regular assessments that fell above the upper confidence interval for the percentage of children at the proficient achievement level in NAEP. (See appendix exhibit A4.17 for values.)

Exhibit 4.17. Percentage of fourth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in mathematics, by state (2003)

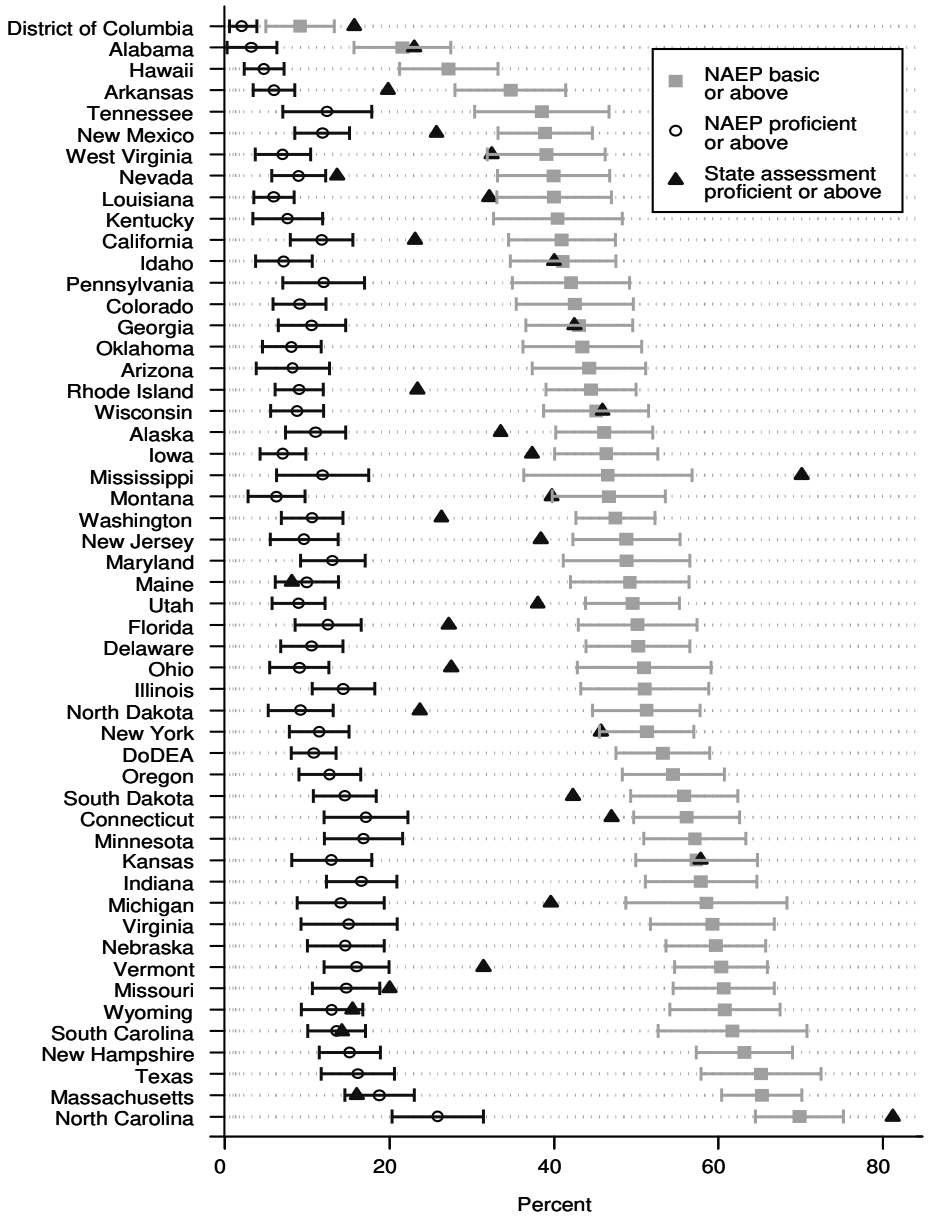


Exhibit reads: Two percent of fourth-grade students identified for services under IDEA in the District of Columbia had scores on the NAEP mathematics test that put them at the "proficient or above" achievement level.

NOTE: States are ordered by the percentage of students identified for IDEA services scoring at the "basic or above" level. DoDEA refers to the Department of Defense Education Agency. For NAEP results only, the presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/; U.S. Department of Education, Office of Special Education Programs, Annual Performance Reports, 2003, from the NCEO Data Viewer, http://data.nceo.info/.

IDEA Eligibility Category Differences in the Reading and Mathematics Achievement of School-Age Students Identified for Services Under IDEA

The performance data presented thus far—NAEP and state accountability tests—do not permit examination of the variation in academic outcomes for students of different eligibility categories under IDEA. Therefore, the most recent data available to address this question come from two studies from the National Assessment of IDEA '97: the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2). Each study included a direct assessment of the academic achievement in reading and mathematics of children and youth identified for IDEA services who were able to participate.[8] Data reported here are from the 2001 SEELS direct assessment, when participants were ages 7 through 14; NLTS2 data combine the results of assessments conducted in 2002 and 2004, when two successive cohorts of youth were ages 16 through 18. Both studies assessed children's reading and mathematics abilities using research editions of subtests of the WJ III. Findings on these subtests are reported in the following sections in the form of standard scores, which for the general population (including both students with and without disabilities) have a mean of 100 and a standard deviation of 15.

To measure reading achievement, SEELS used research versions of WJ III subtests related to letter-word identification and reading passage comprehension. NLTS2 also used the WJ III Passage Comprehension subtest, in addition to the subtest on antonyms and synonyms. Exhibit 4.18 presents reading scores from SEELS and NLTS2 for their respective age groups. Both SEELS and NLTS2 included research versions of WJ III subtests focused on mathematical calculations and applied problem solving. Exhibit 4.19 presents mathematics scores for elementary/middle and high school students from SEELS and NLTS2, respectively.

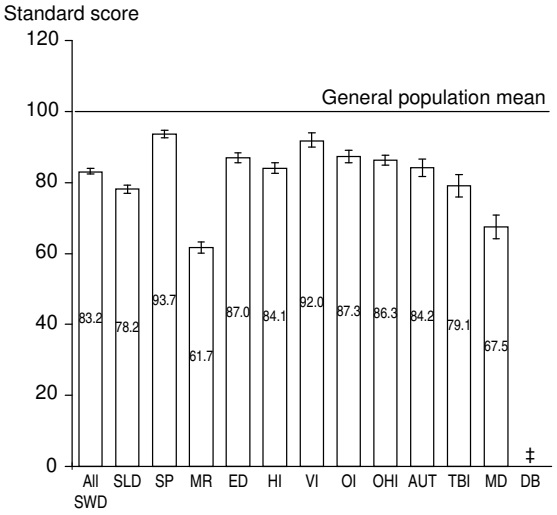
Reading scores for 7- through 14-year-old children identified for IDEA services varied by IDEA eligibility category and were significantly lower than those for the general population. The mean standard score for children in this age group who were identified for services under IDEA was 83.2 on letter-word identification and 82.9 on passage comprehension (SE = 0.76 and 0.78, respectively), each 17-points lower than the general population mean of 100.0 ($p < .001$ for both comparisons). Across disability categories, mean letter-word identification scores ranged from 61.7 for children with mental retardation to 93.7 for children with speech or language impairments (SE = 1.56 and 1.07, $p < .001$), similar to the range of 62.4 to 92.0 (SE = 1.66 and 1.10) on the Passage Comprehension subtest. All differences in mean standard scores on both reading measures between children identified for services under IDEA and children in the general population were statistically significant (for p values, see appendix exhibits A4.18a and A4.18b).

Reading scores for 16- through 18-year-old children identified for IDEA services varied by IDEA eligibility category and were statistically significantly lower than those for the general population. The mean standard scores for this high-school-age group were 87.4 and 79.2 (SE = 0.68 and 0.82) for the Antonyms/Synonyms and Passage Comprehension subtests, respectively, 13 and 21 scale score points lower than the mean scores for the general population ($p < .001$ for both comparisons). The mean score of 79.2 (SE = 0.82) for this age group on the Passage Comprehension subtest was significantly lower than their mean score on the

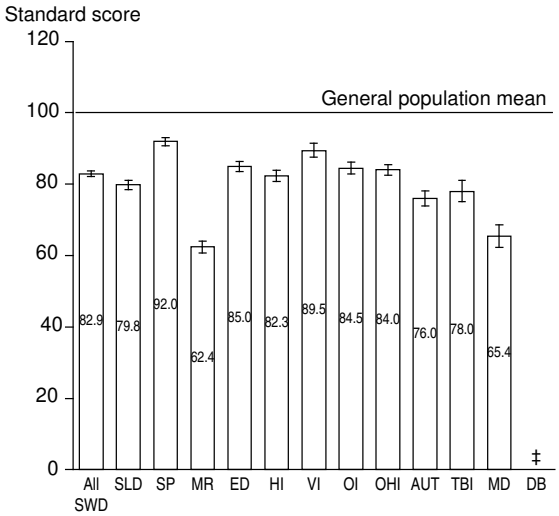
[8] Ninety-seven percent of SEELS participants and 83 percent of NLTS2 participants took part in the direct assessment and have data reported here.

Exhibit 4.18. Mean WJ III reading scores of school-age children identified for services under IDEA: ages 7 through 14 (2001) and 16 through 18 (2002 and 2004), by disability category

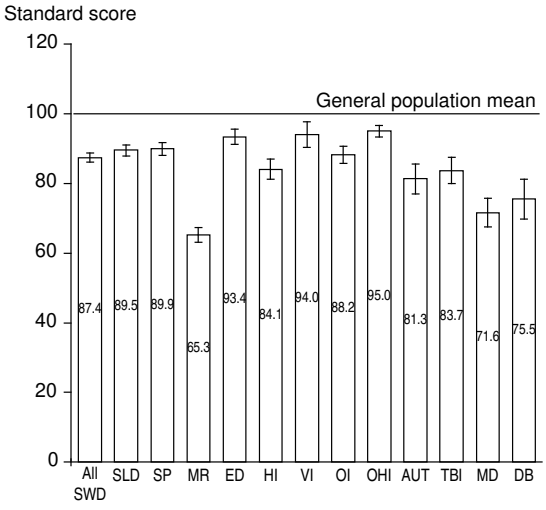
WJ III letter-word identification (7- through 14-year-olds)



WJ III passage comprehension (7- through 14-year-olds)



WJ III antonyms and synonyms (16- through 18-year-olds)



WJ III passage comprehension (16- through 18-year-olds)

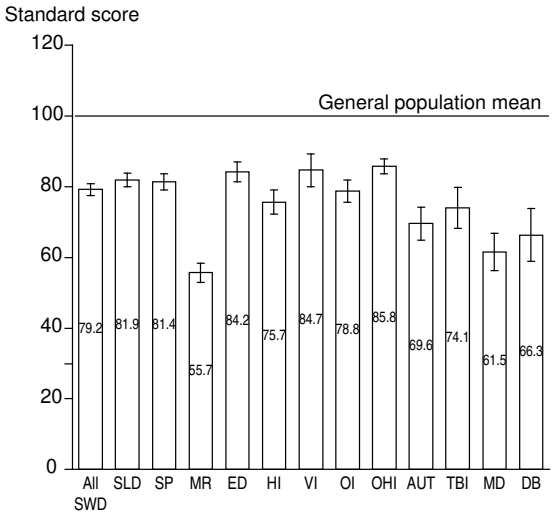


Exhibit reads: Seven- through 14-year-olds identified for services under IDEA had a mean score of 83 on the letter-word identification subtest.

‡ Did not meet reporting standards.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). SEELS administered a research edition of the Woodcock-Johnson III (WJ III) to 7- through 14-year-olds in 2001. NLTS2 administered a research edition of the WJ III in Waves 2 and 4 of the study (2002 and 2004, respectively). Each wave of testing included students who were 16- through 18-years-old at the time of administration. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2001; U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), direct assessment, 2002 and 2004.

Antonyms/Synonyms subtest (87.4, SE = 0.68, $p < .001$) and significantly lower than the mean score on Passage Comprehension for the 7- through 14-year old group represented in SEELS (82.9, SE = 0.78, $p < .001$) . The mean scores ranged from 55.7 to 85.8 (SE = 1.41 and 1.10) on the Passage Comprehension subtest and from 65.3 to 95.0 (SE = 1.06 and 0.86) on the Antonyms/Synonyms subtest across disability categories. On both measures, youth with mental retardation had the lowest scores, and youth with other health impairments had the highest scores. As with the younger age group, all disability category differences between youth represented by NLTS2 and those in the general population were statistically significant (for *p* values, see appendix exhibits A4.18c and A4.18d).

Mathematics scores for 7- through 14-year-old children identified for IDEA services varied by IDEA eligibility category and were significantly lower than those for the general population for all but two IDEA eligibility categories. Exhibit 4.19 presents mean standard scores on the Calculation and Applied Problems subtests for children identified for services under IDEA that were 91.9 and 90.1, respectively (SE = 0.71 and 0.76), significantly lower than scores for the general population ($p < .001$ for both comparisons) but significantly higher than their own reading scores ($p < .001$ comparing scores for the Applied Problems subtest and the two reading subtests). Calculation subtest scores ranged from 71.3 to 99.8 (SE = 1.63 and 1.14) across disability categories, and scores ranged from 66.1 to 99.3 for applied problems (SE = 3.15 and 1.26, $p < .001$). On both measures, youth with mental retardation had the lowest scores, and youth with speech or language impairments had the highest scores. Unlike for reading, in which children in all disability categories averaged scores that were significantly below those of the general population, children with speech or language impairments did not differ from the general population on either mathematics measure, with means of 99.8 and 99.3 (SE = 1.14 and 1.26) on calculation and applied problems subtests, respectively. Children with visual impairments also had a mean score on the Calculation subtest that did not differ significantly from that of general population peers (97.8, SE = 1.83). Significant differences between the general population and children identified for services under IDEA were apparent for all other categories, however, on both mathematics subtests (for *p* values, see appendix exhibits A4.19a and A4.19b).

Mathematics scores for 16- through 18-year-old children identified for IDEA services varied by IDEA eligibility category and were significantly lower than the general population. Mean standard scores on the Calculation and Applied Problems subtests for this age group of youth identified for special education services under IDEA were 83.8 and 85.2, respectively (SE = 0.83 and 0.69), significantly lower than scores for the general population ($p < .001$). Across disability categories, Calculation subtest scores ranged from 61.4 for youth with mental retardation to 92.2 for youth with visual impairments (SE = 1.43 and 1.14); Applied Problems mean scores ranged from 63.4 for youth with mental retardation to 88.4 for youth with other health impairments (SE = 1.31 and 0.98). All differences on both measures between the general population and youth in all disability categories were statistically significant (for *p* values, see appendix exhibits A4.19a, A4.19b). Both mathematics scores for youth identified for services under IDEA were significantly higher than their mean score for reading passage comprehension (79.2, SE = 0.82, $p < .001$), whereas the Calculation subtest score was significantly lower than the mean score on the Antonyms/Synonyms subtest (87.4, SE = 0.68, $p < .001$; for *p* values, see appendix exhibits A4.19c and A4.19d).

Exhibit 4.19. Mean WJ III mathematics scores of school-age children identified for services under IDEA: ages 7 through 14 (2001) and 16 through 18 (2002 and 2004), by disability category

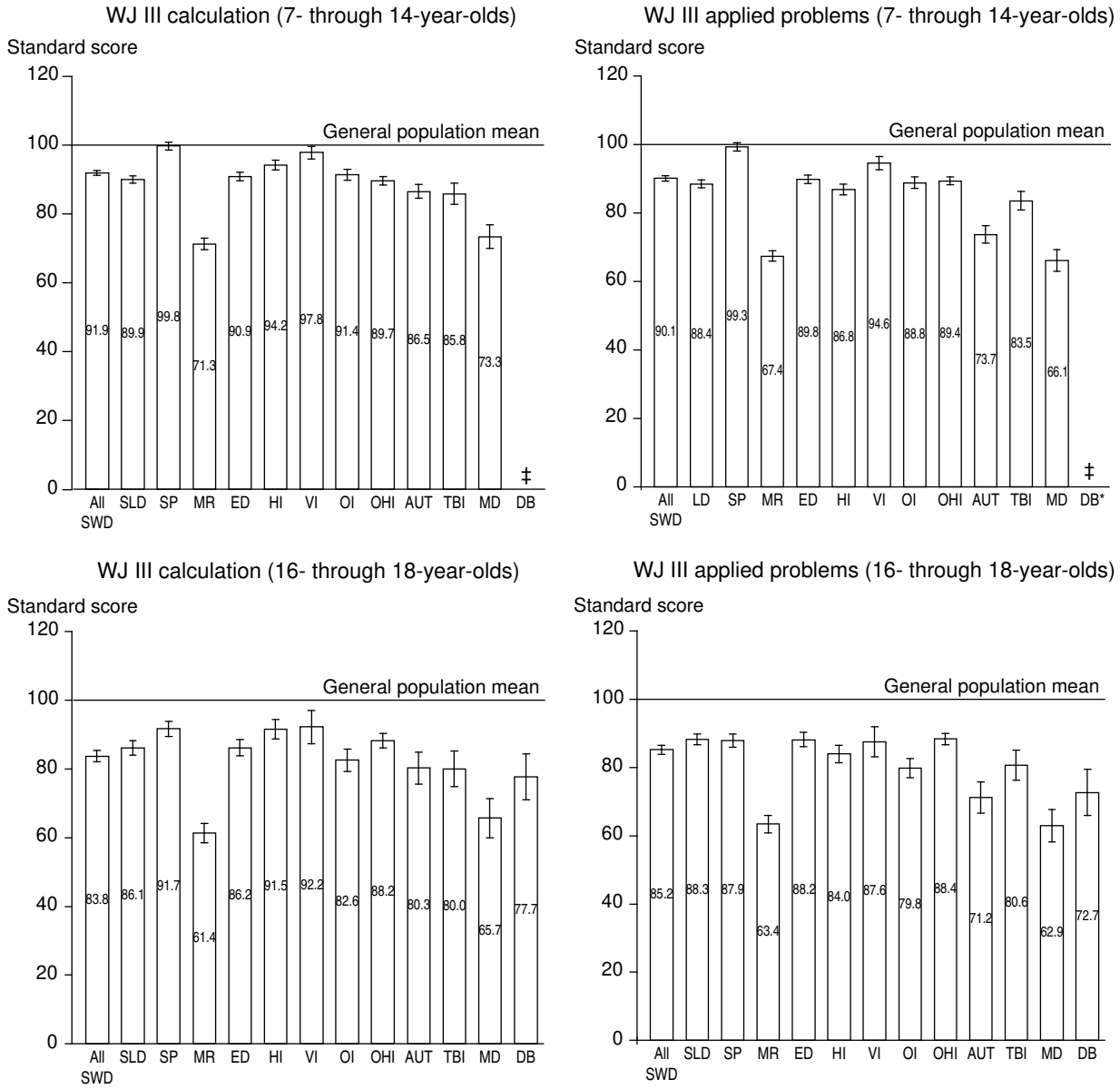


Exhibit reads: 7- through 14-year-olds identified for services under IDEA had a mean score of 92 on the calculation subtest.

NOTE: Disability categories are: All students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). SEELS administered a research edition of the Woodcock-Johnson III (WJ III) to 7- through 14-year-olds in 2001. NLTS2 administered a research edition of the WJ III in Waves 2 and 4 of the study (2002 and 2004, respectively). Each wave of testing included students who were 16- through 18-years-old at the time of administration. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2001; U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), direct assessment, 2002 and 2004.

School Completion

As a result of federal mandates, as well as state and local policies and reforms, school completion is becoming a widely used measure of school performance and an important outcome for youth with disabilities (Education Commission of the States 2007; Lehr, Hansen, Sinclair and Christenson, 2003). The consequences of not completing high school have been well documented. For example, studies of the general population have revealed higher unemployment rates and lower wages among dropouts than among high school graduates (U.S. Department of Labor 2003). Furthermore, youth who leave school without a diploma are less likely to enroll in postsecondary education (National Center for Education Statistics 2004) and more likely to experience negative health and social outcomes, including substance abuse (Swaim and Beavis 1997) and crime and arrests (APA Commission on Youth Violence 1993; Office of Juvenile Justice and Delinquency Programs 1995), than their peers who obtain a diploma. Similar differences in the outcomes for dropouts and high school completers have been found among youth with disabilities (e.g., Hasazi, Gordon, and Roe 1985; Wagner et al. 2005; Blackorby and Wagner 1996).

This section presents data on school completion for youth identified for IDEA services from 1998 to 2005, as well as comparison data for the total population. Four categories of information are presented:

- school completion rates across time (1998-2005);
- school completion rates by disability category (2005);
- school completion rates by disability cluster (2003, 2004, 2005); and
- comparison of state graduation rates for students identified for services and total population.

Data on school completion are presented in two ways. Exhibits 4.20 through 4.25 display data on the proportion of youth identified for IDEA services exiting school in a particular year who graduated with a diploma, received a certificate of completion, reached the maximum age, or dropped out. Thus, for a given year, rates for graduates, dropouts, those who reached the maximum age for services (i.e., "aged out" at age 21), and those who received a certificate of completion are calculated by the respective exit category as the numerator and the sum of all four exit categories as the denominator. These rates should be interpreted cautiously since definitions of school exit categories vary across states; observed differences in rates across states may reflect definitional differences as well as differences in exit patterns. Comparisons of state Averaged Freshman Graduation Rates (AFGR) are presented in exhibit 4.26. The AFGR provides an estimate of the percentage of high school youth who graduate within 4 school years by dividing the number of graduates with regular di0plomas by the estimated size of the incoming freshman class 4 years earlier. Data on the school exit status for youth identified for IDEA services come from OSEP's Section 618 data (DANS), and those for the total population come from the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education.

Change in Rates of Graduation, Dropout, Certificate Receipt, and Reaching the Maximum Age for Services (1998 Through 2005)

For youth identified for services under IDEA, the rate of graduating with a regular diploma decreased by 1 percentage point from 1998 to 2005, and the rate of receiving a

certificate of completion increased by 4 percentage points (see exhibit 4.20). During this period, the graduation rate went from 58 percent to 57 percent, with a high of 62 percent in 2001 and a low of 55 percent in 2003 and 2004, and the rate of exiting secondary school with a certificate of completion went from 11 percent in 1998 to 15 percent in 2004 and 2005. Dropout rates among youth identified for IDEA services were 29 percent in 1998 and reached a low of 26 percent in 2005 and a high of 31 percent in 2003. The percentage of youth who aged out of secondary school went from 2 percent in the 1998 through 2000 time frame to 1 percent in subsequent years. (See appendix exhibit A4.20 for values.)

Exhibit 4.20. National percentage of youth identified for services under IDEA no longer in high school, by exit type (1998–2005)

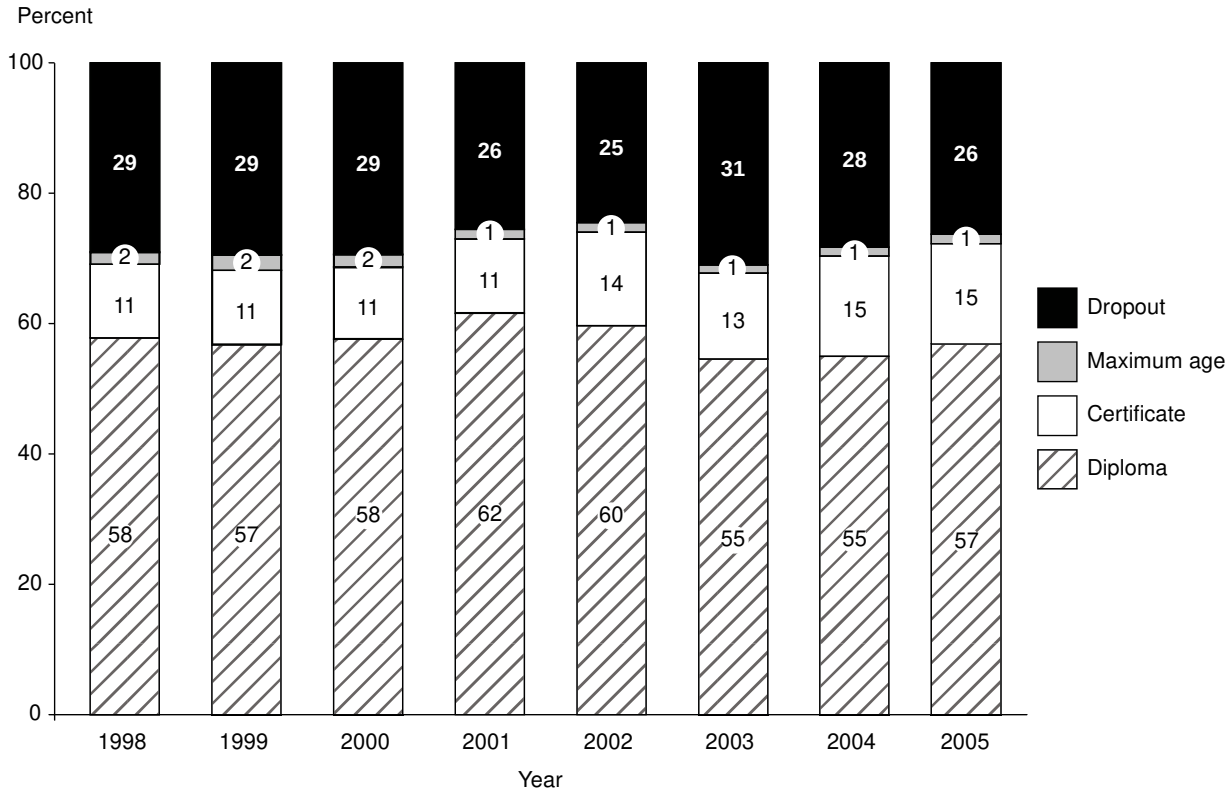


Exhibit reads: Nationwide, in 1998, 29 percent of youth who had been identified for services under IDEA and had exited high school had done so by dropping out.

SOURCE: U.S. Department of Education, Office of special Education Programs, Data Analysis System (DANS) as of June 10, 2008.

Rates of School Exit, by Disability Category in 2005

In 2005, how youth identified for IDEA services exited school varied by disability category (see exhibit 4.21); youth with visual impairments had the highest rates of graduating with a regular diploma (73 percent). Youth with mental retardation had the lowest graduation rate among exiting youth identified for IDEA services (37 percent).

The dropout rate was highest for youth with emotional disturbance (45 percent) in 2005. Representing the category with the lowest dropout rate were youth with autism (9 percent).

In 2005, youth with mental retardation had the highest rate of exiting secondary school with a certificate of completion (36 percent). The percentage of youth exiting with a certificate was lowest for youth with speech or language impairments (9 percent).

Youth with multiple disabilities were the most likely to leave secondary school because they reached the maximum age of 21 for service; 9 percent aged out in 2005. The percentages leaving secondary school because of reaching the maximum age of 21 were lowest for youth in the speech or language impairments and specific learning disabilities categories. (See appendix exhibit A4.21 for values.)

Exhibit 4.21. National percentage of school-age youth who had been identified for services under IDEA and were no longer in high school, by exit type and disability category (2005)

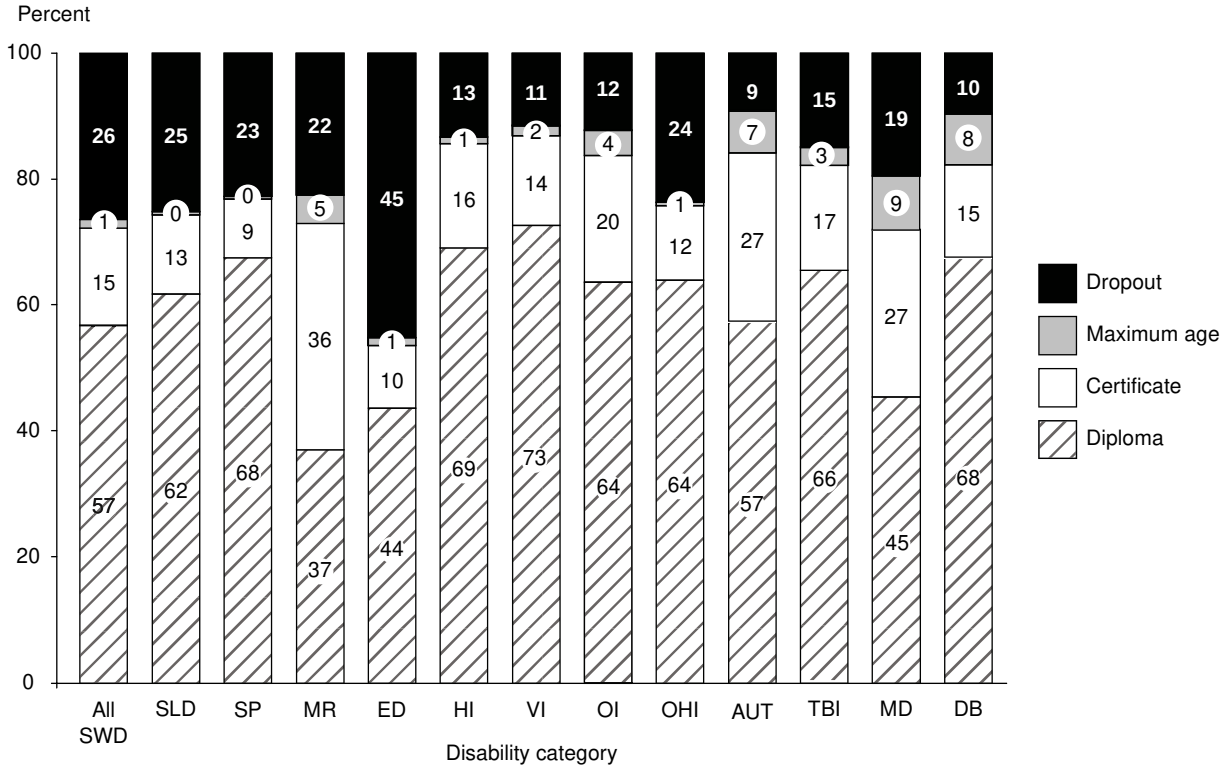


Exhibit reads: Nationwide, 26 percent of children who had been identified for services under all IDEA disability categories and had exited high school did so by dropping out.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS) as of June 10, 2008.

Rates of School Exit, by Disability Cluster (2003 Through 2005)

Exhibits 4.22 through 4.25 illustrate school exiting patterns, by major groups of disability categories and by individual categories for youth exiting in 2003, the year before the most recent IDEA reauthorization, through 2005. For these analyses, disability categories have been combined into three clusters as recommended by the President's Commission on Excellence in Special Education (PCESE 2002): According to the Commission's recommendations, the sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

Graduation rates increased by 1 to 2 percentage points for youth in all three disability clusters from 2003 to 2005 (see exhibit 4.22). For example, rates of graduation for youth with developmental disabilities went from 54 percent in 2003 to 56 percent in 2005. Youth with sensory disabilities had higher rates of exiting secondary school with a diploma than did those with physical or developmental disabilities in the 2003 through 2005 time frame. Within the sensory disabilities cluster, graduation rates changed by less than 2 percentage points for youth with visual or hearing impairments; whereas graduation rates among exiting youth with deaf-blindness increased by 16 percent (from 52 percent in 2003 to 68 percent in 2005). In the physical disabilities cluster, youth with multiple disabilities had the lowest graduation rates across all three years, and this was the only group for which graduation rates declined from 2003 to 2005 (48 percent to 45 percent).Among youth in the developmental disability cluster, youth with mental retardation exited school with the lowest graduation rate, and this was the only category in this cluster that experienced a decline in graduation rates from 2003 to 2005 (39 percent to 37 percent). (See appendix exhibit A4.22 for values.)

Exhibit 4.22. National percentage of school-age youth identified for services under IDEA exiting high school with a diploma, by disability cluster and category (2003 through 2005)

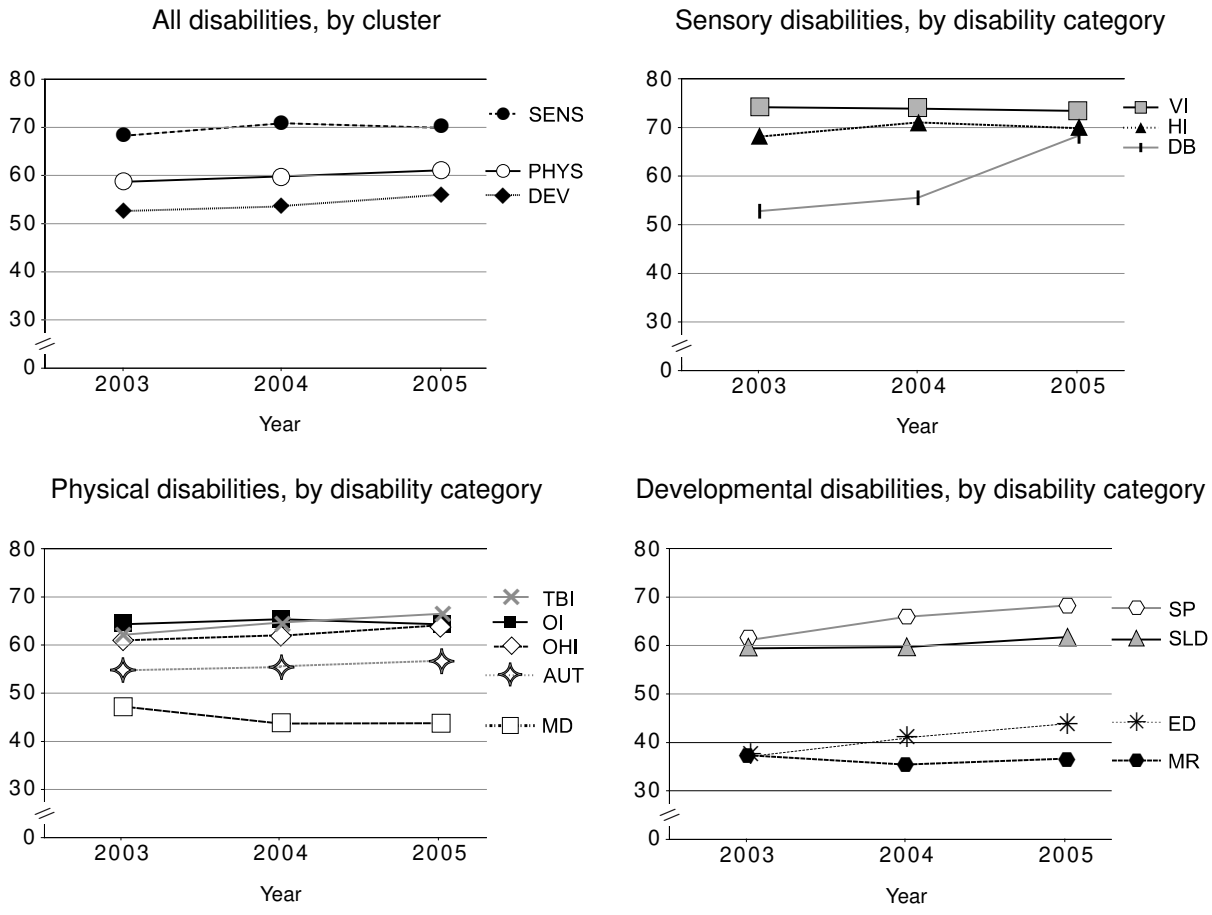


Exhibit reads: The percentage of youth with sensory disabilities who exited school with a regular diploma went from 69 percent in 2003 to 70 percent in 2005.

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Youth in the developmental disabilities cluster had the highest dropout rates across all three years, and those in the sensory disabilities cluster had the lowest rates during this period (see exhibit 4.23). For all three disability clusters, dropout rates declined by an average of 3 percentage points from 2003 to 2004 and by another 2 percentage points from 2004 to 2005. Within the sensory disabilities cluster, the dropout rate for youth with visual impairments deviated from the general pattern of a steady decline, with an increase from 2003 to 2004 (18 to 22 percent) and a decrease of 12 percentage points from 2004 to 2005 (22 to 10 percent).Among youth in the physical disabilities cluster, youth with other health impairments had the highest

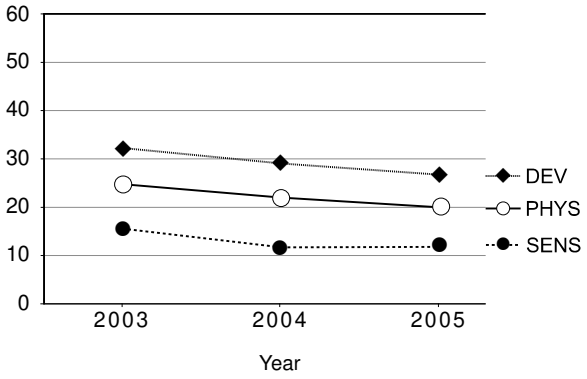
dropout rates across all three years, and youth with autism had the lowest rates of exiting school by dropping out. In the developmental disability cluster, dropout rates for youth with emotional disturbance were much higher than for youth with other developmental disabilities across all three years and decreased at a greater rate from 2003 to 2005 (52 percent to 45 percent). (See appendix exhibit A4.23 for values.)

Rates of exiting secondary school with a certificate of completion increased by 2 percentage points from 2003 to 2005 across all three disability clusters (see exhibit 4.24). Only certification rates of receiving a certificate of completion increased for youth in the sensory disabilities cluster (ranging from 11 percent to 16 percent in 2003 to 14 percent to 16 percent in 2005), except for youth with deaf-blindness whose certification rates decreased by 1 percentage point). In the physical disabilities cluster, youth with other health impairments had the lowest rates of exiting school with a certificate of completion (11 percent in 2003 to 12 percent in 2005). Youth with autism and those with multiple disabilities had the highest rates of exiting school with a certificate of completion (21 and 23 percent in 2003 to 27 percent for each category in 2005). Among youth in the developmental disabilities group, rates of exiting school with a certificate were higher for youth with mental retardation than those in the other disability categories, and youth with mental retardation experienced the greatest increase in certification rates (from 30 percent in 2003 to 36 percent in 2005). (See appendix exhibit A4.24 for values.)

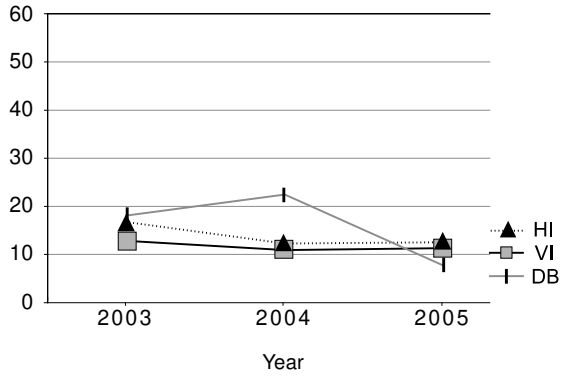
Rates of exiting secondary school by reaching the maximum age were less than 3 percent across all three disability clusters and years (see exhibit 4.25) and changed by less than 0.5 percent from 2003 to 2005. In the sensory disabilities cluster, the rate of exiting school by reaching the maximum age was higher for youth with deaf-blindness than for youth with a vision or a hearing impairment, and the rate of aging out for youth with deaf-blindness changed the most, decreasing by 6 percentage points (from 14 percent in 2003 to 8 percent in 2005). In the physical disabilities cluster, youth with multiple disabilities had the highest rates of aging out of secondary school across all three years (almost 9 percent in 2003 and 2005); whereas youth in the other health impairments category had the lowest ageout rates across the same time period (close to 0.5 percent each year). Among disability categories in the developmental disability cluster, youth with mental retardation were the most likely to age out of secondary school (more than 4 percent all three years), compared with rates of less than 1.5 percent for youth in the other disability categories within this cluster. (See appendix exhibit A4.25 for values.)

Exhibit 4.23. National percentage of school-age youth identified for services under IDEA exiting high school by dropping out, by disability cluster (2003 through 2005)

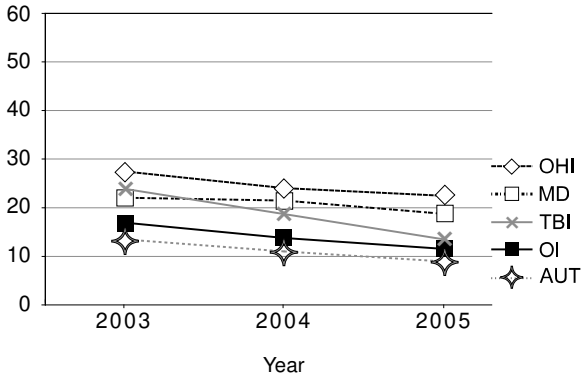
All disabilities, by cluster



Sensory disabilities, by disability category



Physical disabilities, by disability category



Developmental disabilities, by disability category

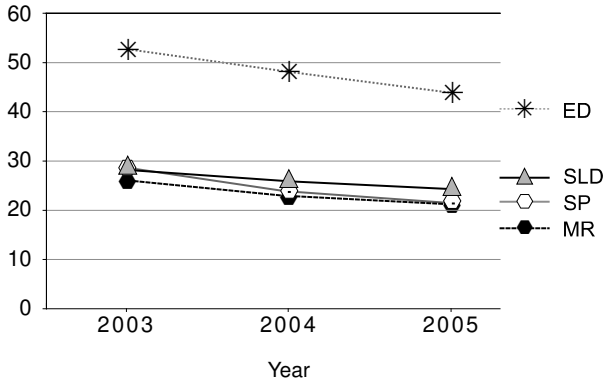


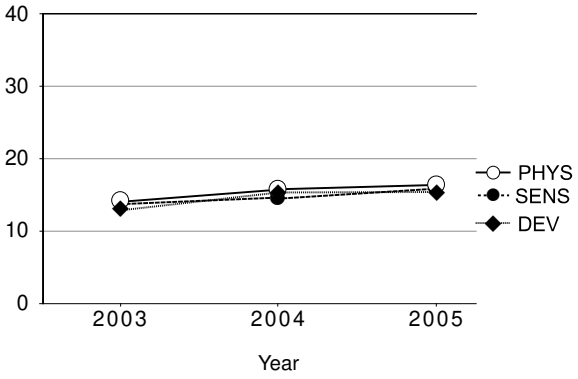
Exhibit reads: The percentage of youth with developmental disabilities who exited school by dropping out went from 32 percent in 2003 to 27 percent in 2005.

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

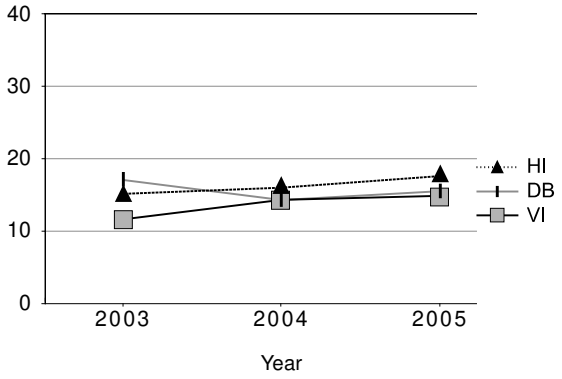
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Exhibit 4.24. National percentage of school-age youth identified for services under IDEA exiting high school by receiving a certificate of completion, by disability cluster (2003 through 2005)

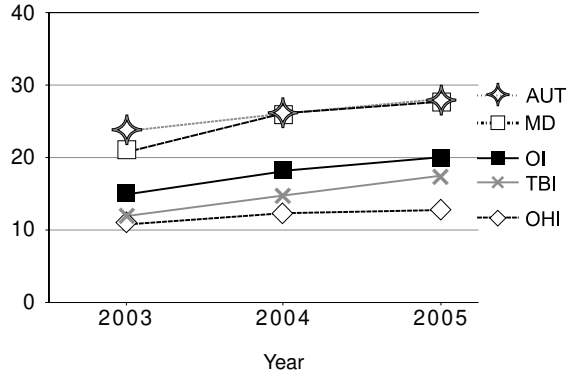
All disabilities, by cluster



Sensory disabilities, by disability category



Physical disabilities, by disability category



Developmental disabilities, by disability category

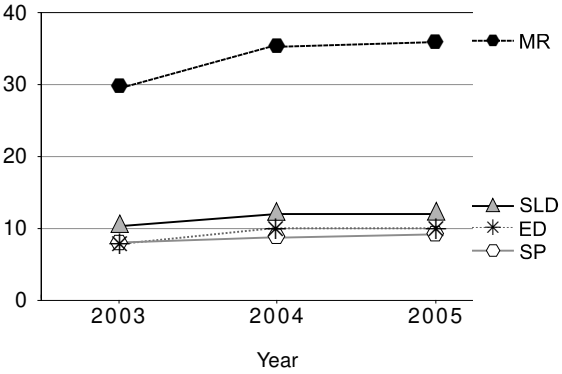


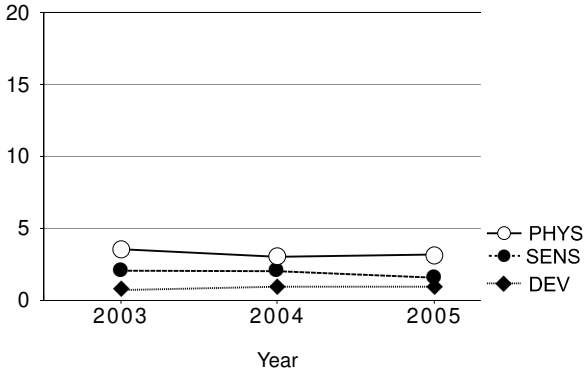
Exhibit reads: The percentage of youth with physical disabilities who exited school by receiving a certificate of completion went from 14 percent in 2003 to 16 percent in 2005.

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

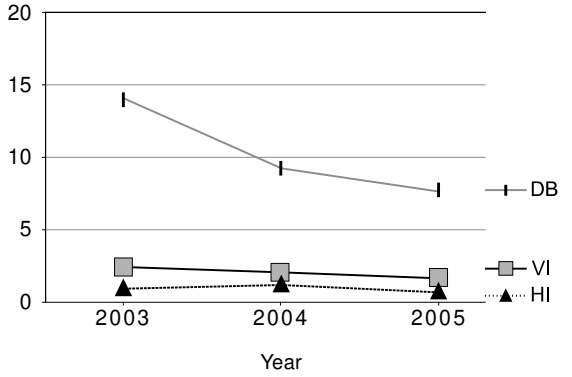
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Exhibit 4.25. National percentage of school-age youth identified for services under IDEA exiting high school by reaching the maximum age for service, by disability cluster (2003 through 2005)

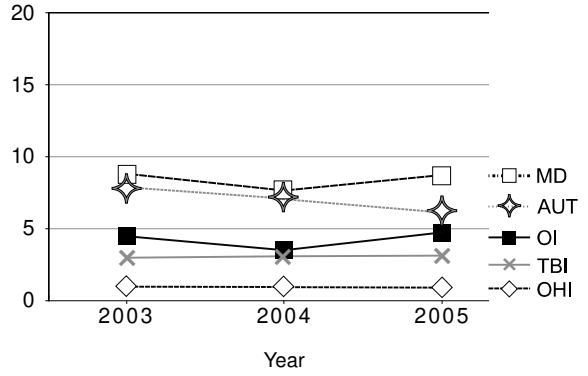
All disabilities, by cluster



Sensory disabilities, by disability category



Physical disabilities, by disability category



Developmental disabilities, by disability category

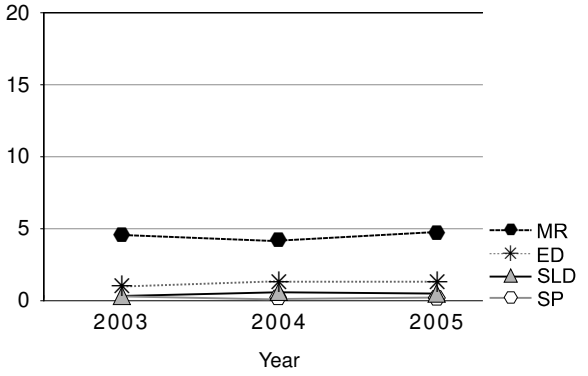


Exhibit reads: The percentage of youth with physical disabilities who exited school by reaching the maximum age for service went from 3 percent in 2003 to under 3 percent in 2005.

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Change in Averaged Freshman Graduation Rates (1998 Through 2005)

Exhibit 4.26 shows the Averaged Freshman Graduation Rate (AFGR) for youth identified for IDEA services and for the total population in 2005, as well as the average AFGR for the years 1998 to 2004. The AFGR provides an estimate of the percentage of high school students who graduate in 4 years, using aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of graduates 4 years later. This estimate is not a true cohort graduation rate that uses longitudinal data on individual students who enter ninth grade for the first time in a given year and graduate 4 years later. Though the AFGR has a number of limitations, it is an estimate of graduation rates that can be calculated with available data. To estimate the size of the incoming freshman class, counts for youth identified for IDEA services are based on age, whereas, counts for youth in the total population are based on their grade level.[9]

Nationwide, 46 percent of youth identified for IDEA services and estimated to be enrolled as of 4 years prior completed secondary school with a regular diploma in 2005, 29 percentage points below the rate for youth in the total population nationwide who received a regular diploma that year (75 percent).[10] The AFGR in 2005 for youth identified for IDEA services ranged across states from 17 percent in Louisiana to 78 percent in Pennsylvania. For the total population of youth, the AFGR ranged from 56 percent in Nevada to 91 percent in New Jersey. The 7-year average AFGR for 1998 to 2004 ranged from 16 percent in Mississippi and Alabama to 73 percent in New Jersey for youth identified for IDEA services, and for the total population this average ranged from 59 percent and 60 percent in South Carolina and Georgia to 90 percent in New Jersey.

The greatest gap between the 2005 AFGR for youth identified for IDEA services and the total population occurred in Arizona with a difference of 56 percentage points. The state with the smallest difference between youth identified for IDEA services and the total population in the percentage of the estimated freshman class receiving a regular diploma in 2005 was Pennsylvania (5 percentage points). For the 1998 to 2004 period Hawaii had the smallest gap (9 percentage points), and with a difference of 48 percentage points, 4 states, Nebraska Louisiana, Nevada, and Alabama, had the greatest gap between the AFGR rates of youth identified for IDEA services and the total population. (See appendix exhibit A4.26 for values.)

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[9] More detailed information on the AFGR as a measure of graduation rates is presented in the notes to exhibit A4.26 in the appendix.

[10] Comparisons between children identified for services under IDEA and the total population, as well as comparisons between states, should be treated with caution because of limitations of the data sources. See the notes to exhibit A4.26 for further information.

Exhibit 4.26. Averaged freshman graduation rate of school-age youth identified for services under IDEA and total population, by state (2005 and 1998–2004 average)

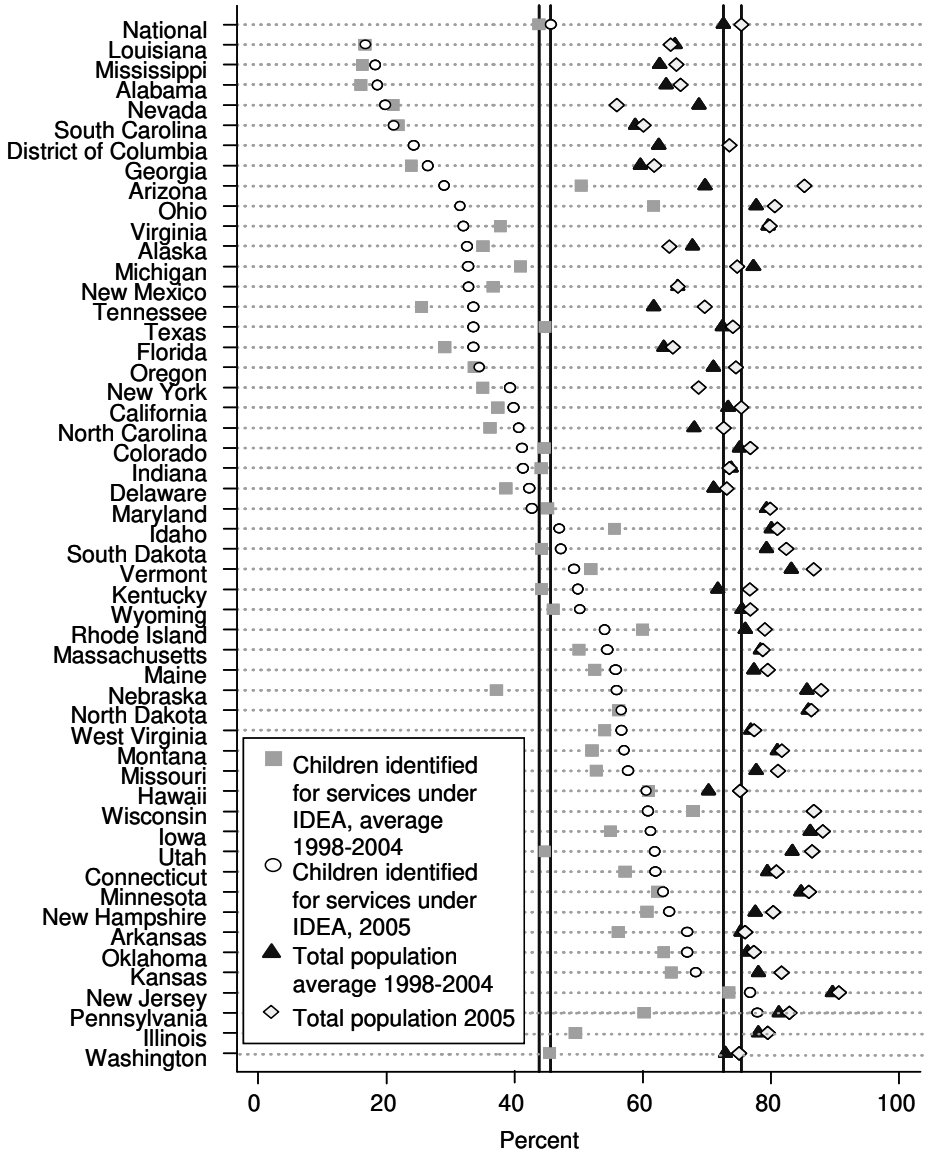

Exhibit reads: In Louisiana, 17 percent of the estimated enrollment of students identified for IDEA services 4 years prior to 2005 graduated with a regular diploma in 2005.

NOTE: States are ordered by the graduation rate of youth identified for services under IDEA in 2005. Vertical lines represent national rates. The Averaged Freshman Graduation Rate (AFGR) uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of graduates 4 years later. For a given year, the freshman class size four years prior is estimated by summing the enrollment in 8th grade 4 years prior, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. To calculate the AFGR, the number of diplomas awarded in a year serves as the numerator, and the averaged freshmen class enrollment serves as the denominator (for more information about the use of the AFGR for the general population, go to: *http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053).* Using data from the Common Core of Data (CCD), the formula for calculating the AFGR for youth in the total population is shown below.

AFGR formula for youth in the total population for 2005-06 school year:

Regular High School Diplomas Awarded at End of 2005-06 School Year

Enrollment in (Grade 8 in fall 2001 + Grade 9 in fall 2002 + Grade 10 in fall 2003)/3

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved April 19, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

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Appendix A1. Database Descriptions

Modified from the Original:
Abt Associates & Westat. (2007). *Design of the National Assessment of Progress Under the Individuals with Disabilities Education Improvement Act: Extant Data Report.* Rockville, MD: Westat

Common Core of Data (CCD)[1]

Overview

The Common Core of Data (CCD) is a data collection program of the U.S. Department of Education's National Center for Education Statistics that annually collects fiscal and non-fiscal data about all public schools, public school districts, and state education agencies (SEAs) in the United States.

The CCD is the Department of Education's primary database on public elementary and secondary education in the United States. The CCD is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts that contains data designed to be comparable across all states. The CCD data are population counts for states, school districts, and schools, including Department of Defense and Bureau of Indian Education (BIE) schools.[2] No student-level data are collected as part of the CCD.

Scope/Topic

CCD contains three categories of information: general descriptive information on schools and school districts, data on students and staff, and fiscal data. The general descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data cover revenues and current expenditures. Designation of whether a child has an Individualized Education Program (IEP) is included in the data collection.

CCD student enrollment counts (membership counts) by grade level are submitted annually to NCES by all 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Marianas Islands, and the U.S. Virgin Islands), the Department of Defense (DOD) dependents school system (overseas and domestic), and the BIE. BIE schools were added in 1998–99.

Sampling Strategy

No sampling is used.

Data Collection Methods

The CCD comprises five surveys sent to state education departments, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Marianas Islands, and the U.S. Virgin Islands), the DOD dependents school system (overseas and domestic), and the BIE. Most of the data are obtained from administrative records maintained by the SEAs and above mentioned entities. They compile CCD-requested data into prescribed formats and transmit the information to NCES.

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[1] http://nces.ed.gov/ccd

[2] The Bureau of Indian Education (BIE), Bureau of Indian Affairs (BIA), U.S. Department of the Interior compiles a directory of BIA-funded schools that includes the name of each school, location, and number of teachers and students. NCES primarily uses this directory to obtain the counts of schools, teachers and students for inclusion the CCD dataset.

Respondents and Response Rate

Statistical information is collected annually from public elementary and secondary schools (approximately 94,000); public school districts (approximately 17,000); the 50 states, the District of Columbia; the DOD Schools; and BIE.

For 1998–1999 when the BIE schools did not report data for the school year, student membership (student enrollment) data were imported from a public website. Imputations and adjustments are made to create each CCD data file. However, no other imputations or adjustments were made for the outlying areas, including BIE schools, for other years. Detailed data file information of the *State Nonfiscal Public Elementary/Secondary Education Survey Data* is available at http://nces.ed.gov/ccd/stnfis.asp.

Timing

These data are collected annually. Data are available in electronic format dating back to 1993–1994; earlier data are also available.

Availability

CCD has publicly available online data files (http://nces.ed.gov/ccd/ccddata.asp) and application tools to create customized tables of CCD public school data from multiple years and for states, districts, and schools (http://nces.ed.gov/ccd/search.asp). *Build-A-Table* provides access to enrollment data and enables users to format basic tables. Access to the restricted-use data files is available by license only because potentially identifiable information is protected by law.

Contact for Nonfiscal Data:
John Sietsema
Elementary/Secondary and Libraries Studies Division
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651
Phone: (202) 502-7425
E-mail: john.sietsema@ed.gov

Contact for Fiscal Data:
Frank Johnson
Elementary/Secondary and Libraries Studies Division
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651
Phone: (202) 502-7362
E-mail: frank.johnson@ed.gov

The Early Childhood Longitudinal Study, Kindergarten Class (ECLS-K)[3]

Overview

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) is funded by the U.S. Department of Education's National Center for Educational Statistics (NCES). ECLS-K includes a nationally representative sample of kindergarteners, their teachers, parents, and schools and focuses on children's early school experiences from kindergarten to middle school (eighth-grade). In the base year, the ECLS-K data set included information on 21,000 children attending more than 1,200 public and private schools. Children in the sample come from diverse socioeconomic and racial/ethnic backgrounds, represent both public and private schools, and attended both full-day and part-day kindergarten programs. ECLS-K is designed to provide descriptive information on children's cognitive, social, emotional, and physical development as they enter school, transition to kindergarten, and progress through school. Some key areas examined include school readiness, the relationship between the kindergarten experience and later school performance, and growth in cognitive and non-cognitive domains. Also included in the data set is information on the child's home environment, home educational activities, school and classroom environment, and teacher qualifications.

Scope/Topic

The ECLS-K is a multi-faceted, longitudinal study that includes data on (1) the achievement of children beginning with their entry into formal schooling until eighth- grade; (2) the developmental status of children in the United States upon entry to formal schooling until eighth-grade; (3) the relationships among children, families, and schools as children progress through their formal school experiences; and (4) the nature and quality of kindergarten programs in the United States during the 1998-1999 school year. Major areas examined in the survey in the ECLS-K include children's growth and development (both cognitive and non-cognitive), children's health, children's transitions to non-parental care and education programs, kindergarten and beyond, and school readiness.

Sampling Strategy

ECLS-K used a clustered, primary sampling unit (PSU) multi-stage design for sample selection; schools were selected first and then students within each of the selected schools were randomly selected. Private schools, private school children, and Asian and Pacific Islander children were all oversampled. Children with disabilities were not oversampled in the ECLS-K. Many of the children in the sample are identified as needing special education services and begin receiving services over the life of the study. Thus, the sample of children receiving special education services increases in size between kindergarten and fifth-grade.

Data Collection Methods

Data collection methods varied according to the type of respondent. Data were collected from children through direct, one-on-one assessments as well as student surveys in third-, fifth-, and eighth-grade. Information about the child's reading and mathematics skills and knowledge, general knowledge in kindergarten and first-grade, and science knowledge in third-, fifth-, and eighth-grade were collected through the direct assessments. Direct assessments also included measurements of height and weight, and psychomotor skills were assessed in the fall of kindergarten. The student surveys collected data on perceptions of competence and skills, school experiences and activities, and diet. Teachers and school

[3] http://nces.ed.gov/ecls/Kindergarten.asp

administrators completed surveys about the classroom and school environment, classroom instruction, and teacher background. Additional school information was collected through a school records abstract and school facilities checklist. Parent data were collected through a phone interview by a trained interviewer that is recorded using computer assisted interviewing methods. If a child's family did not have a telephone, the parent interview was conducted in person.

ECLS-K gathered information on children with a disability through the parent interview, special education teacher survey, and school records abstracts, including whether a child (1) has an IEP and (2) is receiving special education services (both from school records). Data are available on what services children receive.

ECLS-K Indicators and Technical Information

The ECLS-K assessed children through direct and indirect Assessment Measures. Direct assessments include cognitive assessments, a self-description questionnaire, and physical and motor specifications. Indirect assessments include information from teachers on the Academic Rating Scale and from parents and teachers on the Social Rating Scale. Direct assessment data were collected by a trained assessor through an un-timed, one-on-one item routing test. Data on the child's reading and mathematics skills and knowledge, their general knowledge (K-first-grade), and science knowledge (third- to eighth-grade) were collected through the direct assessment. Scores from the cognitive direct assessments include IRT-based scales (scale scores), standardized scores (T-scores), and number right "raw" scores (routing scale scores). The direct assessment also includes information about the child's height and weight. In kindergarten, the direct assessment also included data on the child's fine and gross motor skills such as hopping, skipping, jumping, manipulating blocks, and drawing figures. In the third-, fifth-, and eighth-grades, children also complete a Self-Description Questionnaire that includes topics such as perception of competence and skills, approaches to learning, school experiences and activities, and self-concept. Indirect assessment data were collected from parents and teachers and include information on the child's cognitive knowledge and skills in relation to the other children in the classroom; program placements; and social skills such as approaches to learning, self-control, social interaction, impulsivity/overactivity, and sadness/loneliness.

Data from the Academic Rating Scale were used in this report to provide indicators for the total population of kindergarteners. Findings using adapted items from the Social Rating Scale were provided from NEILS but no Social Rating Scale data were presented from ECLS-K. The methodology report (Pollack, Atkins-Burnett, Rock and Weiss 2005) that documents the design, development, and psychometric characteristics of the assessment instruments used in the ECLS-K can be found at: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=200205.

Academic Rating Scale. The academic rating scale (ARS) indirect measures were developed for the ECLS–K to measure teachers' evaluations of students' academic achievement in the three domains that were also directly assessed in the cognitive battery: language and literacy (reading), general knowledge (science and social studies), and mathematical thinking. The ARS was designed both to overlap and to augment the information gathered through the direct cognitive assessment battery. Teachers were to rate each child's skills, knowledge, and behaviors on a scale from "Not Yet" to "Proficient." If a skill, knowledge, or behavior had not yet been introduced into the classroom, the teacher coded that item as N/A (not applicable). The reliability for the scales for spring of kindergarten was: Language and literacy, .91; Mathematical thinking, .94. The summary fit statistics for items and persons were acceptable for all the scales (NCES, 2002).

Social Rating Scale (SRS). This scale is an adaptation of the Social Skills Rating System (Gresham & Elliott 1990). Both the teacher and parent used a frequency scale to report on how often the student demonstrates the social skill or behavior described. Factor analyses (both exploratory analyses and

confirmatory factor analyses using LISREL) were used to confirm the scales. The split-half reliability for the teacher scale ranged from .79 to .90 across the four scales (NCES, 2002).

Respondents and Response Rate

In each round of data collection, data were collected from children through direct assessments and student surveys (beginning in third-grade), from parents through computer assisted phone interviews or face-to-face interviews when needed, as well as from teachers and school administrators through surveys.

The ECLS-K data set includes a nationally representative sample of kindergartens, children attending kindergarten in 1998, and kindergarten teachers. In 1999, the sample was freshened to create a nationally representative sample of first-graders, first-grade classrooms, and first-grade teachers. As a result, the data collected on the children in kindergarten (1998) and first-grade (1999) can be generalized to the entire U.S. population of children attending kindergarten in 1998 and children attending first-grade in 1999. The data were not freshened prior to the 2002 or 2004 data collections. Thus, the data are not nationally representative of all children in third-grade or fifth-grade. The fifth and final round of ECLS-K data was collected in spring of 2007.

Response Rates to Date: Child-Level Completion Rates

Data Collection Instruments	Fall 1998 (%)	Spring 1999 (%)	Fall 1999 (%)	Spring 2000* (%)	Spring 2000** (%)	Spring 2002*** (%)	Spring 2004 (%)
Child assessment	89.9	88.0	90.3	88.0	87.2	80.1	83.9
Parent interview	85.3	83.9	88.6	84.5	83.5	76.9	88.3
Teacher survey A	90.8	87.0	N/A	78.1	77.6	61.7	
Teacher survey B	96.6	90.4	N/A	77.5	77.0	61.6	
Teacher survey C	91.4	85.9	N/A	78.0	77.4	62.0	
School administrator survey		85.9	N/A	76.3	75.9	65.5	76.4

* Response rates for children who were sampled in the base year
** Response rates for children who were sampled in the first grade year
*** Response rates for children who were sampled in the base year and first grade year

The teacher surveys A, B, and C were replaced by a teacher-level survey and surveys for reading, mathematics, and science teachers in the spring/fifth-grade round of data collection. Response rates for the spring/fifth-grade teacher surveys were as follows: teacher-level survey (79.3 percent); reading teacher (78.7 percent); mathematics teacher (77.5 percent); science teacher (78.8 percent).

Timing

	1998-1999		1999-2000		2001-2002	2003-2004
	Fall-Kind.	Spring-Kind.	Fall-1st-grade	Spring-1st-grade	Spring-3rd- grade	Spring-5th- grade
Child assessments	X	X	X	X	X	X
Parent interview	X	X	X	X	X	X
Teacher survey Part A	X	X	X	X	X	
Teacher survey Part B	X	X	X	X	X	
Teacher survey Part C	X	X	X	X	X	
Teacher survey (teacher-level)						X
Reading teacher survey						X
Mathematics teacher survey						X
Science teacher survey						X
Special education teacher survey Part A		X		X	X	X
Special education teacher survey Part B		X		X	X	X
Adaptive behavior scale		X		X		
Self-description survey					X	X
Food consumption survey						X
Student record abstract		X		X	X	X
School fact sheet					X	
School facilities checklist		X		X	X	X
Salary and benefits survey		X				
Head Start verification		X				

Availability

ECLS-K has a public use database for the base year and restricted use databases for the first-grade, third-grade, and fifth-grade years. The CD-ROMs that are available include different combinations of these years. For example, the most complete CD-ROM contains kindergarten, first-, third-, and fifth-grade public-use data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). The CD-ROM contains an electronic code book (ECB), data files, and survey and ECB documentation for six waves of the ECLS-K. This data file and ECB can be used to examine changes in children's experiences and achievement across school years. Researchers conducting cross-sectional or within-grade analyses should use the separate base year (kindergarten), first-grade, third-grade, and fifth-grade data files and ECBs.

Contact:
Gail Mulligan
Project Officer, ECLS-B and ECLS-K:11
National Center for Education Statistics
Washington, DC 20006
Phone: (202) 502-7491
E-mail: Gail.Mulligan@ed.gov

National Assessment of Educational Progress (NAEP)[4]

Overview

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP is designated in *No Child Left Behind* legislation as a comparison point for state assessments. All states now participate.

NAEP can be divided into four programs:(1) National NAEP assessments are based on frameworks that change over time to reflect changes in national educational policy and practice. (2) Long-term-trend NAEP uses a more stable framework to allow more facile comparison from 1969 to the present-day. (3) State NAEP has provided more detail about some states over the years. (4) Trial Urban District Assessments (TUDA) has done the same for 10 urban school districts. In recent years, a merging of national NAEP and state NAEP has increased the sample sizes for National NAEP.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. Data can be analyzed by state. NAEP includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

National NAEP uses nationally representative samples of U.S. students in grades 4, 8, and 12. The students, their teachers, and administrators at their schools are surveyed. The students are also assessed.

Scope/Topic

The primary purpose of the NAEP data collection is to provide a series of snapshots of what the nation's students know and can do in a variety of subject areas, including reading and mathematics. The collection includes background information on students, teachers, and school administrators. The background variables collected vary over time, grade level, and assessment area. For example, the latest grade 8 mathematics assessment included 287 background variables in seven categories: major reporting groups, student factors, instructional content and practice, teacher factors, school factors, community factors, and factors beyond school.

Sampling Strategy

National probability samples of schools and students are selected to represent the United States. The numbers of schools and students vary from cycle to cycle depending on the number of subjects and items assessed. This national sample has sufficient schools and students to yield data for public and nonpublic schools and four regions of the country (northeast, southeast, central, and west), as well as sex, race, degree of urbanization of school location, parent education, and participation in the National School Lunch Program (NSLP).

School Sample. The sample of schools is selected from geographic sampling units. Twenty-two geographic sampling units are always selected. These are large metropolitan areas such as New York City, Los Angeles, and Chicago, and between them they include about 40 percent of the students in the

[4] http://nces.ed.gov/nationsreportcard/

country. Without this group, the sample would not be representative of the United States. An additional 72 geographic sampling units are selected randomly to represent the rest of the United States. This second group includes smaller cities and rural areas, and the choice of areas varies with each assessment cycle. This design allows the centrally administered assessments to be scheduled efficiently.

Student Sample. Students are selected randomly within schools. From 30 to 150 students are selected in each school depending on the size of the school and the number of subjects to be assessed. Some of the students who are randomly selected are classified as students with disabilities (SD) or as limited-English proficient (LEP) students. NAEP's goal is to assess all students in the sample, and NAEP will assess these students if at all possible.

The number of schools ranges from 900 to 2,500 and the number of students from 40,000 to 150,000. Again, the variation depends on the number of subjects to be assessed and the number of assessment booklets developed for each subject. Generally, the requirement is for each assessment booklet to be answered by 2,000 students.

Data Collection Methods

A limited number of subject areas are assessed in any given spring. Sampled students are gathered in a room to take the assessment and answer a series of survey questions. A Balanced Incomplete Block (BIB) design is used so that multiple forms are used throughout the room, and no student takes the full assessment. For this reason, NAEP cannot provide true scores for any given student. Instead, researchers are provided a set of five plausible values for student scores.

The teachers of the selected students also receive a written survey. Their responses are linked with those of their students in a student-level data set. An administrator at each chosen school also completes a written survey. These results are available in a separate school-level data set.

NAEP Indicators and Technical Information

Main NAEP Reading Assessment requires students to read longer passages or pairs of passages; measures a range of reading skills, from identifying explicitly stated information, to making complex inferences about themes, to comparing multiple texts on a variety of dimensions. Students respond to questions of three possible types: multiple choice, short answer (scored on a two- or three-point scale), and extended answer (scored on a four-point scale). The weighted alpha reliability is the average of correlations for polytomous and dichotomous items within a block (or a group of assessment items created by dividing the item pool for an age or grade into subsets). Alpha reliability for the 2003 reading assessment items (combined national and state main assessment) ranged from 0.69 to .79 for grade 4 and from 0.65 to 0.79 for grade 8. Average item correlations for the 2005 and 2007 grade 4 and grade 8 assessments are not publicly available.

Main NAEP Mathematics Assessment focuses on numbers, measurement, geometry, probability and statistics, and algebra. Assesses basic skills and recall of definitions as well as problem solving and reasoning in all topic areas. Students respond to questions of several possible types: multiple choice, short answer, and extended answer. There are three answer categories for constructed-response questions (right or wrong; right, partially right, or wrong; or extended constructed-response with several levels of partial credit, scored on a four-point scale). Students may be asked to explain their work. Alpha reliability for the 2003 mathematics assessment items (combined national and state main assessment) ranged from 0.74 to 0.81 for grade 4 and from 0.75 to 0.85 for grade 8. Average item correlations for the 2005 and 2007 grade 4 and grade 8 assessments are not publicly available. A study was recently conducted by the NAEP Validity Studies Panel (2007) to examine the validity of NAEP Mathematics Assessment. The NVS Panel

report concluded that the NAEP framework covered content areas for grades 4 and 8 similar to selected comparison standards and that the NAEP item pool was in broad alignment with the framework. Based on the mean rating of mathematicians who reviewed the NAEP mathematics items, 67% of the NAEP grade 4 items and 73% of the NAEP grade 8 items were classified as adequate.

Numerous technical studies have been conducted as a part of NAEP's research agenda. Publications are available on-line providing information on the item analysis, scaling for each assessment year, linking of scales across multiple years, inter-scorer agreement, and weighting procedures. As these are conducted for each assessment year, specific information is available on-line (http://nces.ed.gov/nationsreportcard/tdw/sitemap.asp). Publicly available technical information is currently limited to the 2000-2001 and 2003 assessments.

Respondents and Response Rate

The size of the NAEP Assessment samples has increased in recent years. The 2003 Mathematics Grade 8 student-teacher data set, for example, contains 162,727 records. The corresponding school data set contains 6,334 records. The school participation rate (with student-centered weighting) for this sample was 97 percent before substitution. The student participation rate was 92 percent.

For children with disabilities: NAEP intends to assess all students selected to participate. However, some students may have difficulty with the assessment as it is normally administered because of a disability or limited English proficiency.

Beginning with the 1996 national assessment, NAEP implemented a two-part modification of procedures to increase inclusion in NAEP assessments. First, revised criteria were developed to define how decisions about inclusion should be made. Second, NAEP provided certain accommodations that were either specified in a student's IEP or frequently used to test the student. The accommodations vary depending on the subjects being assessed.

When a school identifies a student as having a disability or limited English proficiency, the teacher or staff member who is most familiar with the student is asked to complete a questionnaire to provide information about the services received by the student and to determine whether the student should take part in the assessment. Students may be included in the student with a disability category if they are eligible for special education under *IDEA or* if they receive services under Section 504 of the *Rehabilitation Act Amendments of 1973.* The questionnaire provides useful information about differential exclusion rates across disability conditions and across the states. Students who cannot take part, even with an accommodation allowed by NAEP, are excluded from the assessment. As an example, in 2005, 2 percent of students selected to be assessed were excluded from the grade four mathematics test because of their disability. Three percent of students were identified as disabled and assessed without accommodations; 7 percent were assessed with accommodations. Similarly, for eighth-grade mathematics in 2005, 3 percent of students selected to be assessed were excluded from the grade eight mathematics assessment because of their disability. Three percent of students were identified as disabled and assessed without accommodations; 7 percent were assessed with accommodations. There is no alternate assessment in NAEP.

Timing

Since 1996, NAEP Assessments have been conducted annually. The 2005 national assessment included reading, math, science, and a high school transcript study.

Other

Throughout its history, NAEP has encouraged the inclusion of all students who could meaningfully participate in the assessment, including those with disabilities. An estimated 10 percent of the school population is classified as having a disability or limited English proficiency (SD/LEP). Nearly half of these students have been included in previous assessments, although the percentages vary by grade and subject being assessed. Previously, because of concerns about standardized administration, accommodations were not permitted, excluding some students who could have participated if accommodations had been made. The NCES formally tested new policies with the 1996 NAEP assessment. Under these guidelines, school administrators were encouraged even more than in the past to include SD/LEP students if any doubt about excluding the student existed. Although NAEP establishes the criteria for inclusion, differences remain among states in how SD/LEP students are treated. Because of the 1997 amendments to *IDEA*, some states are changing their procedures for students with disabilities. Additionally, because there have been issues about different exclusion rates from state to state, some of the difference in achievement levels between the states may be due to this.

Availability

NAEP has a publicly available online database called the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde/). *Quick Start* provides access to data about student performance in terms of NAEP's scale scores and achievement levels for major reporting group variables and enables users to format basic tables and graphics. The *Advanced* level provides full access to student groups' scale scores and achievement-level performance for any NAEP variable and allows additional flexibility in generating and formatting data tables and graphics. Because potentially identifiable information is protected by law, access to the complete restricted-use data files is available by license only. http://nces.ed.gov/statprog/rudman/chapter2.asp.

Contact:
http://nces.ed.gov/nationsreportcard/contactus.asp

National Early Intervention Longitudinal Study (NEILS)[5]

Overview

The National Early Intervention Longitudinal Study (NEILS) began in 1996 and was part of a program of longitudinal studies funded by OSEP in the U.S. Department of Education. NEILS followed a sample of 3,338 infants and toddlers with disabilities, or at risk for disabilities, and their families through their experiences in early intervention and into early elementary school. The study provides information about the characteristics of children and families, the services they received, and the outcomes they experienced. Because data were collected in a nationally representative sample, NEILS results can be generalized to the population of children in early intervention in the United States.

Scope/Topic

NEILS provides information on children and families receiving early intervention services, early intervention services received by participating children and families and how those services are delivered, the costs of these services, the outcomes of participating children and families, and the relationship of outcomes to variations in child and family characteristics and services provided.

Sampling Strategy

A three-stage stratified sampling procedure was used to identify the original sample for the study. Twenty states were selected on the basis of the number of children served in early intervention and the region of the country. These states represented variation with regard to lead agency (e.g., education, health) and whether they served children at risk. The second stage involved the selection of counties on the basis of the estimated number of children served in Part C programs. Within each state, 3 to 7 counties were selected, for a total of 93 counties. The third stage of the sampling involved selection of the children and families. Between September 1997 and November 1998, all families (N = 5,668) who enrolled in the early intervention programs in the sampled counties and who met the study eligibility criteria were invited to participate in the study.

Data Collection Methods

Data were collected through telephone interviews with families, plus surveys of early intervention professionals, directors of programs serving the children and families in the study, and with kindergarten teachers. NEILS outcome data are based on parent and teacher report of student function and not on direct assessments of children. NEILS data were collected prior to the 2004 reauthorization of IDEA.

NEILS Indicators and Technical Information

NEILS outcome data were based on parent and teacher report of the child's skill level. Parents reported through a telephone interview on the child's development in several areas using one of several item formats: items that asked the parent to compare their child to other children the same age, developmental milestones that asked the parent to report on how well the child could do the item, and ratings of the child's status or behavior in an area. Content and type of items used in this report include:

> **Communication**: Ratings of how well child makes needs known to others and how easy child is to understand.

[5] http://www.sri.com/neils/index.html

Social skills: Ratings of child's social skills compared with other children of the same age, and appropriateness of child's behavior.

Cognition: Ratings of learning, thinking, and problem solving, paying attention and overall activity level.

Child health: Ratings taken from the National Health Interview Survey (NHIS).

Developmental skills: Ratings in the areas of mobility, independence, communication, cognition. Caregivers were provided with a verbal description of a developmental skill and asked to rate their child's mastery of each skill on a three-point scale: (a) "Doesn't do it at all," (b) "Does it, but not well," to (c) "Does it well." The responses of "Don't know" or "Refused" also were recorded. Questions were asked in developmental skills areas, ordered by developmental age, continuing until two consecutive items in the area were indicated "Doesn't do it at all."

Literacy and numeracy: Ratings of alphabet recognition, counting, reading books, and color identification.

The Kindergarten Teacher Survey contained items addressing multiple developmental areas including the following:

Social skills: Ratings of child's social skills from the Social Skills Rating Scale (items addressing getting along with others and problem behaviors, etc.). This is an adapted version of the Social Rating Scale used in the ECLS-K.

Literacy and numeracy: Items from the Language and Literacy and Mathematics sections of the Academic Rating Scale: (whether the child produces rhyming words, solves number problems using concrete objects, etc.). This is an adaptation of the Academic Rating Scale used in the ECLS-K. Items that asked the teacher to compare the child's performance to other kindergarten children (academic skills, activity level, etc.).

With the exception of the items used in other studies as indicated above, the parent interview and teacher survey items were developed specifically for NEILS based on the study's conceptual framework. The milestone items in the parent interview were developed based on extensive reviews of similar items in infant assessments and developmental checklists. Item development included extensive field testing of the protocols.

Respondents and Response Rate

NEILS collects data from parents/families, service providers, program directors, and kindergarten teachers. NEILS has a total sample of 3,338 infants and toddlers. According to the NEILS website, the enrollment parent interviews were completed with 2,959 families. Interim interviews were completed with 2,357 parents, transition interviews (when the child was 3) with 2,616 families, and 2,223 kindergarten family interviews were completed. A total of 6,809 service records were completed. The NEILS website reports that 2,827 service provider surveys, 641 program director surveys, and 581 surveys were returned; however, these numbers do not include the most recent data collected.

Timing

Children and families entered the NEILS sample over a 14.5-month period, and the timing of the following parts of data collection was tied to when they entered the study. The frequency of data collection is described below and followed by a chart of the NEILS data collection timeline.

Family Interview. Families were interviewed when their children entered early intervention, annually on the anniversary of their entry, when their children were 3 years old, and again when they enter kindergarten.

Service Record. Every 6 months for as long as the child continued to receive early intervention, an early intervention professional completed a questionnaire on the early intervention services provided to the NEILS family.

Service Provider Survey. Early intervention professionals working with the children and families during the first 6 months of early intervention completed a mail survey about their background, training, and the ways they deliver services.

Program Director Survey. Directors of programs serving the children and families during their first 6 months in service completed a mail survey on the characteristics of their programs.

Kindergarten Teacher Survey. In the spring of children's kindergarten year, teachers completed a questionnaire.

NEILS Data Collection Timeline

Data Collection Instrument	1997	1998	1999	2000	2001	2002	2003	2004	2005
Family enrollment interview	X	X	X						
Family interview-age 3		X	X	X	X	X			
Family interview-age 5				X	X	X	X	X	
Service records mailing		X	X	X	X				
Service provider survey		X	X						
Program director survey		X	X						
Kindergarten teacher survey					X	X	X	X	X

Availability

NEILS data are available directly from the contractor, SRI. The database and documentation are available on CD.

Contact:
SRI International
333 Ravenswood Avenue, BS129
Menlo Park, CA 94025
Phone: 1-800-682-9319
E-mail: neils@sri.com

National Household Education Surveys Program (NHES)

Overview

The National Household Education Surveys Program (NHES) is a data collection program of the National Center for Educational Statistics in the U.S. Department of Education's Institute of Education Sciences. The NHES uses telephone interviews to collect data from respondents in U.S. households and was specifically designed to collect data on issues that are best addressed by contacting households directly instead of schools and other educational institutions.

The NHES surveys collect data on the educational activities of the U.S. population and include data from learners of all ages: early childhood, school age, and adulthood. This data provides information on the condition of education in the U.S. to researchers, educators, and policymakers.

Scope/Topic

The topics included in each administration of the NHES vary. Some survey topics, such as Adult Education, Early Childhood Program Participation, and Parent and Family Involvement in Education, are repeated in multiple years in order to monitor trends over time. Other topics, such as Household Library Use, are included only once. The table below shows the NHES topics and the years they were administered.

Survey	Data Collection Year(s)
Adult Education	1991, 1995, 1999, 2001, 2003, 2005
Before- and After-School Programs and Activities	1999, 2001, 2005
Early Childhood Program Participation	1991, 1995, 1999, 2001, 2005
Parent and Family Involvement in Education	1996, 1999, 2003, 2007
Civic Involvement	1996, 1999
Household Library Use	1996
School Readiness	1993, 1999, 2007
School Safety and Discipline	1993

Most NHES surveys collect general descriptive information on all household members including first name, age, and gender. Other descriptive data collected varies slightly from survey to survey but generally includes household income, marital status, and receipt of assistance from state welfare programs and other similar agencies. Surveys for youth do not include questions on descriptive information.

Sampling Strategy

Participants are selected through a random sample of telephone numbers. The exact method used to sample the telephone numbers has varied from year to year.

Data Collection Methods

NHES data are collected through telephone surveys using computer assisted telephone interviewing (CATI) procedures.

Respondents and Response Rate

Between 45,000 and 64,000 households are screened for participation in each administration of the NHES surveys. Only individuals from households that meet specific criteria are asked to participate in extended interviews.

Timing

The NHES data collection was conducted for the first time in 1991 and has been conducted every one to three years since that time. NHES data collections took place in the springs of 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, and 2007.

Availability

NHES data are publicly available online at http://nces.ed.gov/nhes/dataproducts.asp. Data from the 1999 and later administrations can be downloaded directly from this website. Available data products include complete data files, manuals, electronic codebooks, and setup files for SPSS, SAS, and STATA. These data products and the data products from the 1991-1996 NHES administrations are available on CD-ROM; CD-ROMs can be ordered free of charge through the same website. All direct participant identifiers are omitted or modified in the publicly available data to protect participant identity.

Contacts:

Chris Chapman
National Center for Education Statistics
1990 K Street, NW
Room 9042
Washington, DC 20006
Phone: (202) 502-7414
Email: Chris.Chapman@ed.gov

Andrew Zukerberg
National Center for Education Statistics
1990 K St NW
Room 9036
Washington, DC 20006
Phone: (202) 219-7056
Email: Andrew.Zukerberg@ed.gov

The National Health Interview Survey (NHIS)[6]

Overview

The National Health Interview Survey (NHIS) is one of the major data collection programs of the Centers for Disease Control and Prevention's (CDC's) National Center for Health Statistics (NCHS). Initiated in 1957, the NHIS is "the principal source of information on the health of the civilian noninstitutionalized population of the United States."[7] The NHIS data allow the CDC and others to monitor the health of the US population by tracking data on a broad range of health topics. The survey has been administered yearly or annually since 1957. In order to include data on the most relevant topics, the NHIS is revised every 10-15 years. The last major revision occurred in the mid 1990s; this revised version was implemented in 1997 and is still in use today.

The current version of the NHIS consists of three major parts: the Basic Module, the Periodic Module, and the Topical Module. The Basic Module is mostly unchanged from year to year thereby allowing examination of trends in data over time. The Basic Module consists of three parts: the Family Core, the Sample Adult Core, and the Sample Child Core. The Family Core collects data on every member of participant families; only one adult and one child (if children are present) are randomly selected to provide data for the Sample Adult Core and Sample Child Core, respectively. The Periodic Module is used to collect more detailed information on topics in the Basic Module and is not used every year. The Topical Module is used to "respond to public health data needs as necessary"[8] and is also not used every year.

Scope/Topic

The NHIS is a primary source for health data on the U.S. civilian noninstitutionalized population. The survey collects data on a broad range of health topics such as health care access and utilization, health indicators, and health behaviors. The NHIS includes a Basic Module which undergoes major revision every 10-15 years but is basically unchanged between these revisions. Two other modules, the Periodic Module and the Topical Module, are used to enrich or add to data collected as needed during the years between revisions.

Sampling Strategy

The NHIS is based on a stratified multistage sample design.[9] The details of the sampling strategy, however, are revised every ten years, traditionally following the decennial censuses of the US population. The 1995-2004 NHIS was "designed to produce estimates for the Nation, for each of the four census regions, and within census regions by areas determined by metropolitan and nonmetropolitan status. Although the 1995-2004 survey samples from all of the States and the District of Columbia, it is not designed to produce reliable State-level estimates for every State." The primary sampling units (PSUs) for the survey were counties or contiguous groups of counties. The 1995-2004 sample included 358 PSUs. The black and Hispanic populations were oversampled.

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[6] http://www.cdc.gov/nchs/nhis.htm
[7] Retrieved on 10/30/08 from http://www.cdc.gov/nchs/about/major/nhis/hisdesc.htm
[8] Botman SL, Moore TF, Moriarity CL, and Parsons VL. Design and estimation for the National Health Interview Survey, 1995–2004. National Center for Health Statistics. Vital Health Stat 2(130). 2000.
[9] Division of Health Interview Statistics, National Center for Health Statistics, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. 1999 National Health Interview Survey (NHIS) Public Use Data Release. February, 2002.

Data Collection Methods

NHIS data are collected through in-person interviews conducted by Census interviewers from the U.S. Census Bureau. Data are collected with laptop computers using computer-assisted personal interviewing (CAPI).

Respondents and Response Rate

In each year of data collection, NHIS data are collected via in person interviews conducted with adults in the selected households. Data are collected on all family members in the selected households. All adults 17 years of age and older who are home at the time of the interview are invited to respond for themselves. Information on all children and any adults not home at the time of the interview is provided by an adult family member who is 18 years of age or older.

In 1999, the year from which nationwide data were pulled for comparison with NEILS data, the interviewed sample included 37,573 households which included 97,059 persons in 38,171 families. The household response rate was approximately 87.6%.[10]

Timing

Sampling and interviewing for the NHIS are continuous throughout the year.

Availability

NHIS public use data files are available online. Partial data files from select NHIS data collection years are also available on ASCII CD (1969 through 2002) and SETS (Statistical Export and Tabulation System) CDs (1987 through 1996); these can be ordered by sending a request to NCHSQUERY@CDC.GOV or by calling the NCHS Data Dissemination Branch at 301-458-4636 or toll-free at 866-441-6247. In addition, NHIS LINKING files are available: MEPS/NHIS (Medical Expenditure Panel Survey/National Health Interview Survey) linkage files for select data collection years are available (see NHIS website).

[10] Division of Health Interview Statistics, National Center for Health Statistics, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. 1999 National Health Interview Survey (NHIS) Public Use Data Release. February, 2002.

National Longitudinal Transition Study-2 (NLTS2)[11]

Overview

NLTS2 is a 10-year study of the experiences of young people who were 13 to 16 years old and receiving special education in the 2000-2001 school year. The sample of approximately 12,000 youth is nationally representative of youth with disabilities in that age group as a whole and those in each Federal special education disability category. Data are being collected through telephone interviews with parents and youth, surveys of school staff while youth are in secondary school, direct assessments of academic skills and knowledge, and collection of transcripts. The first NLTS, funded by OSEP from 1984 to 1993, provided valuable information that helped inform federal special education policy throughout the 1990s. NLTS2 will both revisit many of the NLTS topics and take a deeper look at such issues as access to the general education curriculum in high school, the social adjustment of youth, and increasing postsecondary education participation. NLTS2 is longitudinal. It includes a sample over 11 thousand participants and is nationally representative of students receiving special education who were ages 13 through 16 and in at least seventh-grade on December 1, 2000. Statistical summaries generated from NLTS2 will generalize to students receiving special education nationally in this age group, to each of the 12 Federal special education disability categories, and to each single-year age cohort.

Scope/Topic

NLTS2 includes information on the characteristics of secondary school students in special education and their households, the secondary school experiences of students in special education, including their schools, school programs, related services, and extracurricular activities, the experiences of students once they leave secondary school, including adult programs and services, social activities, the secondary school and post-school outcomes of students in the education, employment, social, and residential domains, and the secondary school and postschool outcomes of students in the education, employment, social, and residential domains.

Sampling Strategy

The NLTS2 sample is designed so that information from the study will represent youth with disabilities nationally as a group, youth in each of the 12 Federal special education disability categories, and youth in each of the five single-year age groups in the study.[12] The sample was selected in two stages to include 11,276 students, representing all special education disability categories, selected from more than 500 school districts and state-supported special schools throughout the United States. State-supported special schools for the deaf and blind were also invited to participate. In all, 476 school districts and 38 special schools were willing to take part. In the second stage, students who were 13 to 16 years old, in at least seventh-grade, and receiving special education as of Dec. 1, 2000, were selected from rosters of all students receiving special education services in participating districts and schools. Students were selected randomly from each disability category so that approximately 1,000 students are in the sample in most categories (fewer are in the low-incidence categories of traumatic brain injury and deaf/blindness). Accounting for attrition, the initial sample of approximately 1,000 students in each disability category will result in samples in the out years of the study of sufficient size to allow analyses with required level

[11] http://www.nlts2.org/

[12] The 12 disability categories under which 13- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), and deaf-blindness (DB).

of precision. The sample will be statistically weighted to represent the relative sizes of the disability categories nationally.

Data Collection Methods

NLTS2 is a longitudinal study, and is currently in progress. Information about youth has been collected repeatedly as they transition from secondary school to early adulthood. Data collection methods included telephone interviews with parents/guardians that focus on student and family characteristics, nonschool activities, satisfaction with school programs, and activities after high school. The teacher who provided instruction to a student during the first academic general education class on a typical Monday was surveyed about the classroom practices and the student's performance in that classroom. A teacher who knows the student's program well was surveyed about his/her overall program and performance more broadly (e.g., instructional settings that make up the student's whole experience, vocational education and transition planning experiences, and accommodations received). Information was also collected once at the onset of the study on the characteristics of schools and data on aggregate measures of school performance to use as supporting data. A direct assessment was conducted, including measures of students' reading and math skills, vocabulary, science and social studies content knowledge, as well as interviews about self-concept and self-determination. An Alternate Assessment (checklist completed by knowledgeable adult) was used when a student was unable to complete a direct assessment due to cognitive or behavioral limitations. NLTS2 assessment data were collected prior to the 2004 reauthorization of IDEA. Finally, transcripts were collected to learn about course-taking patterns, grades, and attendance.

NLTS2 Indicators and Technical Information

The Woodcock-Johnson III Tests of Achievement (Woodcock, McGrew, & Mather 2001) are a test battery designed to assess academic achievement across the general domains of reading, mathematics, written language, oral language, and academic knowledge. Authors report correlations of the complete achievement battery with the Wechsler Individual Achievement Test (Wechsler 1992; r=.65), and the Kaufman Test of Educational Achievement (Kaufman & Kaufman 1985; r=.79).

Woodcock-Johnson III: Synonyms and Antonyms (Woodcock, McGrew, and Mather 2001). The WJ III synonym and antonym subtest is an individually administered achievement test that measures word knowledge and comprehension. Students are presented with printed words and must verbally provide a suitable response having the same or the opposite meaning respectively. The items are arranged in order of difficulty, with the easiest items presented first and the most difficult items last. McGrew and Woodcock (2001) reported a .72 one year test retest correlation for the reading vocabulary cluster, of which synonyms and antonyms are a part, for children ages 14 to 17 (McGrew & Woodcock 2001).

Woodcock-Johnson III: Passage Comprehension (Woodcock, McGrew, and Mather 2001). This test requires children to identify letters that appear in large type on their side of the assessment easel. Later items require children to read words aloud. McGrew and Woodcock (2001) reported a .86 one year test retest correlation for children ages 8 to 10 and .76 one year test retest correlation for children ages 11 to 15 (McGrew & Woodcock 2001).

Woodcock-Johnson III: Calculation (Woodcock, McGrew, and Mather 2001). This test requires the child to perform math computations. The child is presented with a range of math problems arranged in order of difficulty to carry out the required math operation and produce the correct answer. Test developers reported a one year test retest correlation of .83 for children ages 8 to 10 and .81 for children ages 11 to 15 (McGrew & Woodcock 2001).

Woodcock-Johnson III: Applied Problems (Woodcock, McGrew, and Mather 2001). This test requires the child to analyze and solve math problems. To solve the problems, the child listens to the problem, recognizes the procedure to be followed, and then performs relatively simple calculations. Test developers reported a one year test retest correlation of .85 for children ages 8 to 10 and .88 one year test retest correlation for children ages 11 to 15 (McGrew & Woodcock 2001).

Respondents and Response Rate

Data were collected from parents/guardian and the teacher who provided instruction to a student during the first academic general education class on a typical Monday. Data was also collected from a teacher who knows the student's program well, from the school administrator, and from the student through direct assessments. In the table below, both the number and response rate are presented, since the sample size (particularly for the assessment) did not include the whole sample.

Response Rates

	Wave 1 number	Wave 1 (%)	Wave 2 number	Wave 2 (%)
Direct student assessment	2,583	50.9	2,639	60.7
Functional rating	577	11.4	474	10.9
Parent interview-complete	8,672	76.9	--	--
Parent interview-partial	300	2.7	--	--
Mail questionnaire-complete	258	2.3	--	--
Parent interview – Part I	--	--	6,859	83.5
Parent interview – Part II	--	--	2,962	36.1
Youth interview or questionnaire	--	--	3,360	41.9
School program survey	5,588	53.1%	4,078	52.2%

A total of 2,592 general academic teacher surveys were completed.
Note: Waves do not correspond exactly to school years.

Timing

The table below depicts the timing of each planned study activity. Note that the school characteristics survey was completed only once, even if several sampled students attended the same school.

NLTS2 Data Collection Timeline

Instrument	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Parent interview	X		X		X		X		X	
Youth interview			X		X		X		X	
Direct assessment		X		X						
Teacher survey		X		X						
School survey		X		X						
School characteristics survey		X								
Transcripts		X	X	X	X	X	X	X	X	
Analysis	X	X	X	X	X	X	X	X	X	X

Availability

Data for waves 1 and 2 of NLTS2 are available on a CD-ROM in both SPSS and SAS formats. Information about obtaining these restricted-use data, which require a restricted-use data license, is available at http://nces.ed.gov/statprog/rudman/. Documentation and a data dictionary are included on the CD-ROM. For additional information about the NLTS2 data set, contact:

Jacquelyn Buckley
National Center for Special Education Research
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC, 20208
Phone: (202) 219-2130
E-mail: Jacquelyn.Buckley@ed.gov.

National Vital Statistics System (NVSS)[13]

Overview

The National Vital Statistics System (NVSS) is a collaborative effort between the National Center for Health Statistics (NCHS) and the states to collect and disseminate statistical information about vital events including births, deaths, marriages, divorces, and fetal deaths. Federal law mandates that vital statistics data be collected and published, and state laws mandate the completion of documents such as birth, death, marriage, and divorce certificates. Shared standards and procedures allow data to be collected at a national level.

Scope/Topic

NVSS contains five types of information: births, deaths, marriages, divorces, and fetal deaths. This report uses data on births, including counts of infants born on an Indian reservation.[14]

Sampling Strategy

No sampling is used.

Data Collection Methods

The states have the legal responsibility for registering vital events and for developing documents and procedures for collecting, recording, and sharing of data; however, through intergovernmental cooperation and agreement, standard forms and model procedures are developed and recommended to states for the uniform collection of vital statistics data. Birth certificates provide the primary source for data on births.

Respondents and Response Rate

Statistical information on vital events is collected from the 50 states, 2 cities (Washington, DC, and New York City), and 5 territories (Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands). States are required to collect information on every vital statistics event.

Timing

States and other jurisdictions are required to issue a birth certificate within 5 days of a live birth.

Availability

NCHS provides user-friendly reports and tables on vital statistics data:
http://www.cdc.gov/nchs/datawh/statab/unpubd/natality/natab2003.htm

Further information about the collection of live birth data can be found at:
http://www.cdc.gov/nchs/data/TechApp04.pdf

[13] http://www.cdc.gov/nchs/nvss.htm
[14] http://www.cdc.gov/nchs/data/dvs/FinalBirthSpecs3-24-2005.pdf

Pre-Elementary Education Longitudinal Study (PEELS)[15]

Overview

The Pre-Elementary Education Longitudinal Study (PEELS), is funded by the U.S. Department of Education's National Center for Special Education Research (NCSER). It follows a nationally representative sample of 3,100 children with disabilities ages 3–5 for a period of 6 years, starting in 2003-2004 and ending in 2008-2009. PEELS examines the achievement of students with disabilities in preschool, kindergarten, and elementary school and determines the factors associated with this achievement. Data were gathered through parent/guardian interviews, child assessments, and teacher and service provider questionnaires. In addition, information was collected through mail questionnaires from each child's preschool program director or school principal, local educational agency (LEA), and state education agency (SEA).

PEELS data are a nationally representative sample weighted to generate national estimates; therefore, the results can be generalized to the entire U.S. population of children with disabilities ages 3–5 (see sampling procedures below). PEELS is a longitudinal study.

Scope/Topic

PEELS includes information on the characteristics of children receiving preschool special education, the preschool programs and services they receive, transition between early intervention and preschool, and between preschool and elementary school, the function of performance of these children in preschool, kindergarten, and early elementary school, and the association of child, service, and program characteristics with performance over time on assessments of academic and adaptive skills.

Sampling Strategy

PEELS used a two-phase sample design. In the first phase, a national sample of LEAs was selected and asked to participate. In the second phase, researchers selected individuals at random from lists of eligible children provided by the participating LEAs. These lists included age-eligible children who had an IEP prior to March 1, 2003, as well as eligible children who were newly identified by their LEAs between March 1, 2003, and February 29, 2004. The child sample was divided into three age cohorts, which are defined as Cohort A (born 3/1/00 through 2/28/01), Cohort B (born 3/1/99 through 2/29/00) and Cohort C (born 3/1/98 through 2/28/99). in the table below.

Once LEAs were recruited, LEA staff determined whether the sampled children were eligible for the study based on three criteria:

1. There was an English- or Spanish-speaking adult or an adult who used signed communication in the household who could respond to the telephone interview or alternatively respond using a telephone relay service or interpreter for the hearing impaired.
2. This was the first child in the family sampled for PEELS.
3. The sampled child's family resided in the participating LEA at the time of enrollment in PEELS.

[15] https://www.peels.org/default.asp

Data Collection Methods

Data collection methods varied according to the type of respondent. Teacher, principal, program director, LEA and SEA respondents received mail questionnaires. For parent data, a parent/guardian of each child was asked to complete a 1-hour computer-assisted telephone interview (CATI) about the participating child's health and disability, behavior, school programs and services, special education and related services, child care, and out-of-school activities. Respondents also were asked a series of questions about their household, its resources, and family background. Child performance data were obtained through direct assessment by over 400 assessors. For children who could not participate in the direct assessment, data were obtained from their teachers. See addendum for a list of assessments used.

PEELS Indicators and Technical Information

Adaptive Behavior System – Second Edition (ABAS-II; Harrison and Oakland 2003). The ABAS-II is a checklist of the child's functional knowledge and skills, and is completed by a teacher or other service provider. It assesses children's functional performance in several areas: communication, community use, functional (pre) academics, school living, health and safety, leisure, self care, self direction, social, and work. It also can be used to produce composite scores in conceptual, social, and practical domains. The ABAS-II has two versions. The first version, the Teacher/Daycare Provider Form, is for children not yet in kindergarten. The second version, the Teacher Form, is for children in kindergarten or higher grades. Harrison and Oakland (2003) reported coefficient alpha reliabilities for the ABAS-II subtests on the Teacher/Daycare Provider Form ranging from .72 to .94, depending on the age group and subtest, with higher reliabilities for composite domain scores (r = .92 to .97). On the Teacher Form, they reported coefficient alphas ranging from .84 to .97, with composite domain coefficients in the .96 to .98 range. Test retest reliabilities for periods of two days to six weeks ranged from .66 to .98, depending on age level and subtest. The correlation between the overall composite scores on the ABAS-II, Teacher/Daycare Provider Form, and Vineland Adaptive Behavior Scales, Classroom Edition was r = .75. The correlation between the ABAS-II Teacher Form overall composite and Vineland overall composite was r = .84 (Harrison & Oakland 2003).

Peabody Picture Vocabulary Test-Third Edition (PPVT-III; Dunn and Dunn1997). In this test of receptive language, assessors show children a page with four pictures and ask them to point to the picture of the item that the assessor names. The version used for PEELS had been shortened using item response theory. Item response theory (IRT) uses the pattern of correct, incorrect, and omitted responses to the items actually administered in a test and the difficulty of each item to estimate the score each child would have obtained if all of the test items had been administered. In the adapted Peabody Picture Vocabulary Test (PPVT) used in PEELS, all children completed a core set of items. Based on their performance on the core, they either took an easier, basal set of items; stopped after the core set; or took a harder (ceiling) set of items. The standard version of the PPVT-III had high alternate form reliability for the standardized scores (.88 to .96). Split half reliability coefficients were also high (.86 to .97). Test retest reliability coefficients were in the .90s (Dunn & Dunn 1997). PPVT-III scores were significantly correlated with age; the steepest part of the growth curve occurred from age 2 V2 to 12. Dunn and Dunn (1997) reported that the PPVT-III correlated with the Wechsler Intelligence Scale for Children Third Edition (Weschler 1991; r = .82 to .92), Kaufman Adolescent and Adult Intelligence Test (Kaufman & Kaufman 1993; r =.76 to .91), Kaufman Brief Intelligence Test (Kaufman & Kaufinan 1990; r =.62 to .82), and the Oral and Written Language Scales (Carrow Woolfolk 1995; r = .63 to .83).

Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2); Merrell 2002). The PKBS-2 was included in the Early Childhood Teacher and Kindergarten Teacher Questionnaires. It is a norm referenced, standardized instrument that includes two scales, a social skills scale (34 items) and a problem behavior scale (42 items) (Merrell 2002). Test developers reported Cronbach alpha coefficients of .96 to

.97 for ages 3 to 6 on the Social Skills scale and .93 to .95 on the Problem Behavior scale. Three week test retest reliability for subscales of the Social Skills scale ranged from .58 to .66. For subscales of the Problem Behavior scale, test retest reliability was in the .70 to .78 range. Merrell (1995) reported significant correlations between the PKBS-2 and the Social Skills Rating System (SSRS, Gresham & Elliott 1990), Matson Evaluation of Social Skills with Youngsters (Matson, Esvelt Dawson, & Kazdin 1983), Connors Teacher Rating Scales (Conners, 1990), and School Social Behavior Scales (Merrell 1993).

Woodcock-Johnson III: Letter-Word Identification (Woodcock, McGrew, and Mather 2001). This test requires children to identify letters that appear in large type on their side of the assessment easel. Later items require children to read words aloud. McGrew and Woodcock (2001) reported a .92 one year test retest correlation for children ages 4 to 7. Test scores were correlated with age (McGrew & Woodcock 2001). They also reported that the complete Woodcock Johnson III achievement battery was correlated with the Wechsler Individual Achievement Test (Weschler 1992; r = .79) and the Kaufman Test of Educational Achievement (Kaufinan & Kaufman 1985; r = .79).

Woodcock-Johnson III: Applied Problems (Woodcock, McGrew, and Mather 2001). This test requires the child to analyze and solve math problems. To solve the problems, the child listened to the problem, recognized the procedure to be followed, and then performed relatively simple calculations. Test developers reported a one year test retest correlation of .92 for children ages 4 to 7 (McGrew & Woodcock 2001).

Respondents and Response Rate

Data were collected from children through direct assessment, from parents through CATI phone interviews, and from early childhood, kindergarten and elementary teachers through questionnaires. In addition, data were collected from school program directors/principals, LEA directors, and SEA directors.

Response Rates to Date:

Data Collection Instruments	2003-04	2004-05	2005-06
Parent interview	96	93	88
Child assessment	96	94	93
Teacher questionnaire	76	86	84
Principal/program director questionnaire	76	--	--
LEA questionnaire*	86	67	--

*In Wave 2, this questionnaire was sent only to the 15 LEAs in the supplemental sample.

Timing

	Wave 1 03-04	Wave 2 04-05	Wave 3 05-06	Wave 4 06-07	Wave 5 08-09
Parent interviews	X	X	X	X	X
Child assessments	X	X	X	X	X
Teacher/service provider questionnaires	X	X	X	X	X
School/program administrator questionnaires	X	X**	X**		X
District administrator questionnaires	X	X*			
State administrator questionnaires	X				

*Only in the 15 LEAs added in Wave 2.
**Only for Wave 1 & 2 non-respondents and administrators with children who moved into their schools/programs.

Availability

PEELS Wave 1 and Wave 2 data have been released. The PEELS Restricted Use CD-ROM includes a User's Guide for the data files; Electronic Codebooks for each file, as well as pdf versions of the codebooks; an installation program for the Electronic Codebooks; and a User's Guide for the Electronic Codebooks. The data user can create SAS, SPSS for Windows, and Stata programs that will generate an extract data file from any of the PEELS data files on the CD-ROM. In addition, PEELS data will be available on the web through a dynamic table production system called the PEELS Data Analysis System.

Contact:
Celia Rosenquist
National Center for Special Education Research
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC, 20208
Phone: (202) 219-2024
E-mail: Celia.Rosenquist@ed.gov

Section 618 Data (DANS)[16]

Overview

Under Section 611, 633 and 618 of *IDEA*, states and the Department of the Interior, Bureau of Indian Affairs, Bureau of Indian Education (BIE) are required to report annual data to OSEP, U.S. Department of Education.

Scope/Topic

The data set includes the number of children 1) receiving services under IDEA Part C and Part B, 2) served in various educational settings, 3) exiting schools or programs through various routes, and 4) removed for disciplinary reasons, as well as counts of personnel employed to serve these children. In 2004-05, a new data collection was added—counts of students participating in state assessments and their performance on those assessments.

Child count is a point-in-time count by each state of children birth through 21 receiving early intervention, special education and related services under *IDEA* on a state-designated date between October 1 and December 1 of each year. Considerations about the child count data include: (1) It is not a cumulative count of all students served throughout the most recent 12 month period for Part C and school year for Part B; (2) States have different eligibility criteria for each disability category. (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part 618 Data Collection Information retrieved on September 28, 2009 from https://www.ideadata.org/618DataCollection.asp.)

Sampling Strategy

No sampling is conducted.

Data Collection Methods

Paper data collection forms and CD ROMs are sent to states annually.

Respondents and Response Rate

Data are collected from SEAs, with all states reporting. The Department of the Interior submits reports for students receiving IDEA services provided by the BIE. Beginning in 2004, DANS began a practice of suppressing counts of less than 5 and reports the count as zero.

Timing

These data are collected annually. Some of the data (e.g., personnel) have been collected since 1975, although data elements have changed over time. See *OSEP Part B Data Collection History* for a complete description of how these data have been collected over the years. (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part 618 Data Collection Information retrieved on September 28, 2009 from https://www.ideadata.org/618DataCollection.asp.)

[16] https://www.ideadata.org/index.html

Availability

The IDEAdata.org website provides public access to the most recent data about children with disabilities served under IDEA at https://www.ideadata.org/default.asp. They are provided in the form of tables produced for OSEP's Annual Reports to Congress. The tables, and most pages of this web site, are organized according to the part of the law that governs services for children in an age group. Part B serves children ages 3 through 21. Part C serves infants and toddlers, ages birth through 2.

Special Education Elementary Longitudinal Study (SEELS)[17]

Overview

The Special Education Elementary Longitudinal Study (SEELS) was a 6-year study of students receiving special education who were ages 6 through 12 in spring 2000. The sample included students who were 12 through 18 at the end of the study. Students were selected randomly from rosters of students receiving special education. Statistical summaries generated from SEELS generalize to special education students nationally as a group, to each of the Federal special education disability categories, and to each single-year age cohort. SEELS collected descriptive information about characteristics of students with disabilities as they transitioned from elementary to middle and middle to high school. It documented the educational services they received and their academic, social, and vocational development. Data were collected through telephone interviews with parents, surveys of school staff, direct assessments of academic skills and knowledge, and collection of transcripts for middle and high school students.

Scope/Topic

SEELS measured the amount of change over time in the lives of elementary and middle school students with disabilities at both group and individual levels. The eight topical areas addressed included: 1) household characteristics, 2) student functioning, 3) activities in students' non-school hours, 4) parental expectations and supports, 5) school and special education enrollment, 6) school programs, 7) parents' perceptions of schools and school programs, and 8) students' school engagement and academic performance

Sampling Strategy

The SEELS sample was constructed in two stages. In the first stage, a sample of 1,124 LEAs was selected randomly from the universe of approximately 14,000 LEAs that served students receiving special education in at least one grade from first- to seventh-grade. These districts and 77 state-supported special schools that served primarily students with hearing and vision impairments and multiple disabilities were invited to participate in the study. A total of 245 LEAs and 32 special schools agreed to participate. In the second stage, the LEAs provided rosters of students receiving special education in the designated age range, from which the student sample was selected. The roster of all students receiving special education from each LEA and special school was stratified by disability category. Students then were randomly selected from each disability category. Sampling fractions were calculated that would produce enough students in each category so that, in the final study year, the data could be generalized to most categories individually with an acceptable level of precision, accounting for attrition and for response rates to both the parent interview and the direct assessment. A total of 11,512 students were selected and eligible to participate in the SEELS parent interview/survey sample.

Data Collection Methods

Data collection methods varied according to type of respondent. Teachers and school principals received mail questionnaires. For parent data, a parent/guardian of each child was asked to complete a computer-assisted telephone interview (CATI) about the participating child's extracurricular activities, historical information, household characteristics and the family's level and type of involvement in school-related areas. Parents with an accurate address who could not be reached by telephone were mailed a self-administered questionnaire. Child performance data were obtained through direct assessment. For children who could not participate in the direct assessment, data were obtained by a teacher completed alternate assessment. SEELS assessment data were collected prior to the reauthorization of IDEA in 2004.

[17] http://www.seels.net/

SEELS Indicators and Technical Information

The Woodcock-Johnson III Tests of Achievement (Woodcock, McGrew, & Mather 2001) is a test battery designed to assess academic achievement across the general domains of reading, mathematics, written language, oral language, and academic knowledge. Authors report correlations of the complete achievement battery with the Wechsler Individual Achievement Test (Wechsler 1992; r=.65), and the Kaufman Test of Educational Achievement (Kaufman & Kaufman 1985; r=.79).

Woodcock-Johnson III: Letter-Word Identification (Woodcock, McGrew, and Mather 2001). This test requires children to identify letters that appear in large type on their side of the assessment easel. Later items require children to read words aloud. WJ-III Letter Word Identification measures the student's reading skills in identifying isolated letters and words; it is not necessary that the subject know the meaning of any words correctly identified. McGrew and Woodcock (2001) reported a .85 one year test retest correlation for children ages 8 to 10 and .84 one year test retest correlation for children ages 11 to 15 (McGrew & Woodcock 2001).

Woodcock-Johnson III: Passage Comprehension (Woodcock, McGrew, and Mather 2001). This test requires children to identify letters that appear in large type on their side of the assessment easel. Later items require children to read words aloud. McGrew and Woodcock (2001) reported a .86 one year test retest correlation for children ages 8 to 10 and .76 one year test retest correlation for children ages 11 to 15 (McGrew & Woodcock 2001).

Woodcock-Johnson III: Calculation (Woodcock, McGrew, and Mather 2001). This test requires the child to perform math computations. The child is presented with a range of math problems, arranged in order of difficulty, to carry out the required math operation and produce the correct answer. Test developers reported a one year test retest correlation of .83 for children ages 8 to 10 and .81 for children ages 11 to 15 (McGrew & Woodcock 2001).

Woodcock-Johnson III: Applied Problems (Woodcock, McGrew, and Mather 2001). This test requires the child to analyze and solve math problems. To solve the problems, the child listens to the problem, recognizes the procedure to be followed, and then performs relatively simple calculations. Test developers reported a one year test retest correlation of .85 for children ages 8 to 10 and .88 one year test retest correlation for children ages 11 to 15 (McGrew & Woodcock 2001).

Respondents and Response Rate

In each round of data collection, data were collected from children through direct assessment, from parents through CATI phone interviews, and from principals and language arts teachers through mailed surveys.

Response Rates to Date

Data Collection instruments	Year 1 (%)	Year 2 (%)
Parent interview	85	75
Child assessment	63	74
Teacher questionnaire	60	59
School program surveys	59	59

Timing

SEELS Data Collection Timeline

	Year 1 1999-2000	Year 2 2000-2001	Year 3 2001-2002	Year 4 2002-2003	Year 5 2003-2004	Year 6 2004-2005
Student sample selection	X					
Parent interview	X		X		X	
Direct assessment/ student interview		X	X		X	
Language arts teacher survey		X	X		X	
School program survey		X	X		X	
School characteristics survey		X	X		X	
Transcript		X	X		X	

Availability

SEELS data are available for use for researchers on CD-ROM or at www.seels.net.

Contact:
Meredith A. Miceli, Ph.D.
Education Program Specialist
Office of Special Education Programs
US Department of Education
550 12th Street, SW, Room 4069
Washington, DC 20202-2600
Phone: (202) 245-6028
E-mail: Meredith.Miceli@ed.gov

State Annual Performance Reports (APRs) - State Accountability Test Data

Overview

Under No Child Left Behind (NCLB), states administer academic tests in core subject areas for the purposes of monitoring school district and school progress towards performance goals defined under adequate yearly progress (AYP). States design and administer both standard assessments with accommodations and alternate assessments based on alternate achievement standards. The results of each type of assessment are characterized by achievement levels such as proficient, advanced, and below proficient. These assessments are conducted and the results reported to the public annually. States define academic standards and standard and alternate assessments for accountability purposes differently. Across states, the assessments also differ in content, test design, cut score identification, and scoring approaches. Therefore, any direct comparisons between states must be made cautiously. Under IDEA, states must report the results of their state accountability tests for students with disabilities to OSEP on the state's annual progress report. These data, in turn, have been compiled by the National Center on Educational Outcomes (NCEO) at the University of Minnesota.

Scope/Topic

State accountability data provide performance data on reading, mathematics, and sciences tests in counts and percentages of students meeting various achievement levels.

Sampling Strategy

No sampling is used.

Data Collection Methods

States report performance data to OSEP annually on the state APR. NCEO compiles these data for OSEP.

Respondents and Response Rate

These data are collected in all 50 states in compliance with accountability provisions of NCLB. According to law, states must include and be accountable for all students in these assessments, including students with disabilities. Students with disabilities in states participate via standard assessments with no accommodations, standard assessments with accommodations or alternate assessments based on alternate achievement standards. At state level, the results of these efforts annually are reported to OSEP in the form of counts and percentages. There is considerable state variation in determining eligibility for assessments, nature of accommodations, how such decisions are made, as well as how they are used in accountability systems.

Timing

These data are collected annually. At the time of writing this report, there were no grade 8 mathematics data available.

Availability

The National Center on Educational Outcomes (NCEO) makes these data available to the public on the world wide web through the NCEO data viewer application (http://data.nceo.info/).

United States Census 2000[18]

Overview

The U.S. decennial census is mandated by the U. S. Constitution. Census data are used to count the nation's population for the purpose of allocating electoral votes, congressional seats, and funding for some federal programs, as well as to evaluate federal policies and programs. The census is conducted by the U.S. Bureau of the Census of the U. S. Department of Commerce. U.S. Census figures are based on actual counts of persons, including citizens, non-citizen legal residents, non-citizen long-term visitors, and illegal immigrants, dwelling in U.S. residential structures. Recent censuses also include estimates of uncounted housed, homeless, and migratory persons.

Scope/Topic

The U. S. Census collects the following information on the short form from every respondent: whether a housing unit is owned or rented, name, sex, age, relationship to householder, Hispanic origin, and Race. The long form includes additional questions on the following subjects: social characteristics (marital status, place of birth/citizenship/year of entry, education-school enrollment/educational attainment, ancestry, residence 5 years ago, language spoken at home, veteran status, disability, grandparents as caregivers), economic characteristics (labor force status, place of work and journey to work, work status last year, industry/occupation/class of worker, income), dwelling characteristics (units in structure, number of rooms, number of bedrooms, plumbing and kitchen facilities, year structure built, year moved into unit, house heating fuel, telephone, vehicles available, farm residence, value of home, monthly rent, and selected shelter costs).

Sampling Strategy

No sampling is used.

Data Collection Methods

Census data are collected through questionnaires distributed and returned by mail, questionnaires that are hand-delivered to households, and direct counts by census workers for households that do not complete a questionnaire. Two forms of the questionnaire are used, the short form and the long form. All respondents receive the short form, and a sample of respondents (about one in six) receives additional questions on a long form. For the 2000 census, data collection began at the end of March and concluded in August.

Respondents and Response Rate

The response rate for the 2000 census was 67%.

Timing

The census is conducted every ten years.

Availability

Further information about the 2000 census, as well as Census 2000 data, may be found at http://www.census.gov/main/www/cen2000.html

[18] http://www.census.gov/

Appendix A2. Infants and Toddlers Identified for Early Intervention Services Under IDEA

Appendix A2. Infants and Toddlers Identified for Early Intervention Services Under IDEA

In chapter 2, we present data related to questions of identification and outcomes of infants and toddlers identified for services under IDEA. This appendix provides supporting information for each exhibit in chapter 2. Exhibits A2.1 through A2.7 provide relevant counts and percentages related to identification. Exhibits A2.8 through A2.10 provide relevant counts, percentages, and significance tests related to declassification. Exhibits A2.11 through A2.28 provide means, standard errors, confidence intervals, *p* values, and Benjamini-Hochberg-adjusted statistical significance levels related to outcomes.

Exhibit A2.1. National number of infants and toddlers identified for services under IDEA, by age (2005)

	Children served under IDEA by age											
Year	Birth to less than 1	1 to less than 2	2 to less than 3	3 to less than 4	4 to less than 5	5 to less than 6	6 to less than 7	7 to less than 8	8 to less than 9	9 to less than 10	10 to less than 11	11 to less than 12
2005	41,865	94,445	158,404	153,320	245,526	300,082	361,567	411,694	454,033	488,367	504,071	509,464

	Children served under IDEA by age									
Year	12 to less than 13	13 to less than 14	14 to less than 15	15 to less than 16	16 to less than 17	17 to less than 18	18 to less than 19	19 to less than 20	20 to less than 21	21 to less than 22
2005	514,497	519,873	521,723	519,973	484,682	417,768	209,608	60,306	28,617	13,353

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA, based on enrollment numbers at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The ages of children eligible to receive early intervention services under Part C of IDEA are birth through 2. The shaded portion represents the data for these children.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp.

Exhibit A2.2/3. National number and percentage of infants and toddlers identified for early intervention services under IDEA, by age (1997–2006)

	Birth through 2			Birth to less than 1			1 to less than 2			2 to less than 3		
Year	Number of children identified	Number of children	Percent	Number of children identified	Number of children	Percent	Number of children identified	Number of children	Percent	Number of children identified	Number of children	Percent
1997	192,469	11,671,977	1.65	33,792	3,880,894	0.87	61,401	3,891,494	1.58	97,276	3,899,589	2.49
1998	184,362	11,713,941	1.57	30,681	3,941,553	0.78	59,617	3,880,894	1.54	94,064	3,891,494	2.42
1999	202,718	11,781,864	1.72	35,307	3,959,417	0.89	65,810	3,941,553	1.67	101,601	3,880,894	2.62
2000	229,150	11,959,784	1.92	35,989	4,058,814	0.89	72,998	3,959,417	1.84	120,163	3,941,553	3.05
2001	242,255	12,044,164	2.01	37,962	4,025,933	0.94	77,169	4,058,814	1.90	127,124	3,959,417	3.21
2002	265,549	12,106,473	2.19	41,326	4,021,726	1.03	83,405	4,025,933	2.07	140,818	4,058,814	3.47
2003	271,889	12,137,609	2.24	38,914	4,089,950	0.95	86,108	4,021,726	2.14	146,867	4,025,933	3.65
2004	280,957	12,223,728	2.30	40,575	4,112,052	0.99	89,833	4,089,950	2.20	150,549	4,021,726	3.74
2005	294,714	12,340,351	2.39	41,865	4,138,349	1.01	94,445	4,112,052	2.30	158,404	4,089,950	3.87
2006	299,848	12,516,396	2.40	43,048	4,265,995	1.01	95,993	4,138,349	2.32	160,807	4,112,052	3.91

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The total number of children is a population proxy constructed with National Vital Statistics System birth data, including births on Indian reservations. Birth data for 2006 are preliminary. The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the population proxy constructed with National Vital Statistics System birth data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartCChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://205.207.175.93/vitalstats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Exhibit A2.4/5. National number and percentage of children ages birth through 2 identified for early intervention services under IDEA, by race/ethnicity (1998–2006)

	White			Black			Hispanic			Asian			American Indian		
Year	Percent	Number of children identified	Number of children	Percent	Number of children identified	Number of children	Percent	Number of children identified	Number of children	Percent	Number of children identified	Number of children	Percent	Number of children identified	Number of children
1998	1.41	100,884	7,163,742	1.66	29,252	1,764,973	1.11	24,255	2,178,108	1.18	5,884	497,269	1.81	1,988	109,850
1999	1.56	111,213	7,143,355	1.85	32,752	1,774,862	1.22	27,298	2,239,801	1.24	6,369	511,993	1.95	2,178	111,854
2000	1.85	132,792	7,162,832	1.91	34,392	1,796,501	1.39	32,604	2,344,103	1.38	7,485	542,030	2.01	2,300	114,318
2001	2.12	150,870	7,110,315	2.06	36,872	1,792,035	1.71	42,089	2,456,862	1.70	9,654	569,500	2.01	2,318	115,452
2002	2.28	160,550	7,045,113	2.26	40,148	1,780,413	1.96	50,266	2,564,721	1.97	11,812	599,241	2.16	2,521	116,985
2003	2.37	165,623	6,992,090	2.27	39,861	1,752,346	1.95	51,789	2,658,052	1.90	11,716	617,550	2.23	2,626	117,571
2004	2.43	169,241	6,965,954	2.30	40,131	1,742,325	1.99	54,877	2,754,711	1.84	11,785	641,916	2.33	2,764	118,822
2005	2.55	177,153	6,949,628	2.32	40,579	1,748,576	2.09	59,815	2,865,130	1.95	12,781	656,516	2.45	2,947	120,501
2006	—	177,379	—	—	40,894	—	—	64,699	—	—	13,625	—	—	3,098	—

— Percentages for 2006 could not be calculated because birth data for 2006 by race/ethnicity were not available.

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children and births. The percentages of children identified were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a given racial/ethnic category by the total number of children (birth through 2) in the same racial/ethnic category as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/docs%5CPartCTrendData%5CC3.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Average for 50 states and DC	1.65	192,469	11,671,977
98–05[1]	Average for 50 states and DC	2.05	1,971,594	96,307,914
2006	Average for 50 states and DC	2.40	299,848	12,516,396
1998	Average for 50 states and DC	1.57	184,362	11,713,941
1999	Average for 50 states and DC	1.72	202,718	11,781,864
2000	Average for 50 states and DC	1.92	229,150	11,959,784
2001	Average for 50 states and DC	2.01	242,255	12,044,164
2002	Average for 50 states and DC	2.19	265,549	12,106,473
2003	Average for 50 states and DC	2.24	271,889	12,137,609
2004	Average for 50 states and DC	2.30	280,957	12,223,728
2005	Average for 50 states and DC	2.39	294,714	12,340,351
1997	Alabama	0.88	1,607	181,731
98–05[1]	Alabama	1.14	16,686	1,461,193
2006	Alabama	1.35	2,468	183,198
1998	Alabama	0.94	1,726	183,476
1999	Alabama	0.99	1,825	185,110
2000	Alabama	1.06	1,996	187,495
2001	Alabama	1.12	2,086	185,875
2002	Alabama	1.18	2,157	182,720
2003	Alabama	1.21	2,159	178,973
2004	Alabama	1.27	2,261	178,029
2005	Alabama	1.38	2,476	179,515
1997	Alaska	1.54	466	30,228
98–05[1]	Alaska	2.03	4,887	240,697
2006	Alaska	1.87	595	31,788
1998	Alaska	1.67	499	29,910
1999	Alaska	1.96	585	29,823
2000	Alaska	2.18	651	29,850
2001	Alaska	2.12	634	29,927
2002	Alaska	2.09	625	29,915
2003	Alaska	2.13	641	30,027
2004	Alaska	2.01	610	30,362
2005	Alaska	2.08	642	30,883

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Arizona	0.70	1,575	223,484
98–05[1]	Arizona	1.30	26,524	2,037,431
2006	Arizona	1.81	5,299	292,337
1998	Arizona	0.99	2,281	229,264
1999	Arizona	1.07	2,520	235,087
2000	Arizona	1.20	2,941	244,661
2001	Arizona	1.16	2,924	252,015
2002	Arizona	1.35	3,487	258,707
2003	Arizona	1.41	3,725	264,401
2004	Arizona	1.54	4,196	272,467
2005	Arizona	1.58	4,450	280,829
1997	Arkansas	2.17	2,348	108,024
98–05[1]	Arkansas	2.24	20,058	896,505
2006	Arkansas	2.71	3,217	118,754
1998	Arkansas	1.83	2,011	109,714
1999	Arkansas	1.84	2,020	110,072
2000	Arkansas	2.10	2,337	111,377
2001	Arkansas	2.49	2,774	111,522
2002	Arkansas	2.56	2,874	112,230
2003	Arkansas	2.47	2,772	112,231
2004	Arkansas	2.39	2,725	113,794
2005	Arkansas	2.20	2,545	115,565
1997	California	1.03	16,696	1,616,318
98–05[1]	California	1.59	202,717	12,738,404
2006	California	2.07	34,343	1,656,156
1998	California	1.22	19,421	1,585,934
1999	California	1.35	21,079	1,565,009
2000	California	1.42	22,371	1,572,128
2001	California	1.55	24,425	1,578,226
2002	California	1.69	26,876	1,589,075
2003	California	1.72	27,496	1,598,113
2004	California	1.78	28,781	1,615,197
2005	California	1.97	32,268	1,634,722

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Colorado	1.68	2,794	166,672
98–05[1]	Colorado	1.72	26,651	1,550,661
2006	Colorado	1.90	3,951	208,197
1998	Colorado	1.86	3,194	171,917
1999	Colorado	1.68	2,998	178,277
2000	Colorado	2.22	4,151	187,182
2001	Colorado	1.58	3,068	194,612
2002	Colorado	1.42	2,854	200,863
2003	Colorado	1.54	3,148	204,764
2004	Colorado	1.69	3,484	206,260
2005	Colorado	1.82	3,754	206,786
1997	Connecticut	2.17	2,865	131,912
98–05[1]	Connecticut	2.92	30,106	1,029,629
2006	Connecticut	3.20	4,018	125,620
1998	Connecticut	2.61	3,427	131,398
1999	Connecticut	2.58	3,354	130,239
2000	Connecticut	2.92	3,794	130,156
2001	Connecticut	3.01	3,879	128,984
2002	Connecticut	3.16	4,033	127,675
2003	Connecticut	2.90	3,701	127,522
2004	Connecticut	3.11	3,948	126,969
2005	Connecticut	3.13	3,970	126,686
1997	Delaware	2.76	847	30,674
98–05[1]	Delaware	2.89	7,567	261,461
2006	Delaware	2.59	908	35,000
1998	Delaware	2.62	812	30,986
1999	Delaware	2.96	933	31,507
2000	Delaware	3.10	1,003	32,305
2001	Delaware	2.79	907	32,476
2002	Delaware	3.14	1,034	32,890
2003	Delaware	2.87	953	33,168
2004	Delaware	2.99	1,011	33,788
2005	Delaware	2.66	914	34,341

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	District of Columbia	1.25	316	25,331
98–05[1]	District of Columbia	1.18	2,175	184,929
2006	District of Columbia	1.26	308	24,433
1998	District of Columbia	1.04	249	24,003
1999	District of Columbia	0.92	212	23,135
2000	District of Columbia	0.90	206	22,874
2001	District of Columbia	1.22	279	22,813
2002	District of Columbia	1.24	283	22,789
2003	District of Columbia	1.09	247	22,742
2004	District of Columbia	1.28	294	23,050
2005	District of Columbia	1.72	405	23,523
1997	Florida	1.97	11,265	570,498
98–05[1]	Florida	2.20	107,883	4,897,725
2006	Florida	1.68	11,468	681,175
1998	Florida	2.04	11,783	577,412
1999	Florida	1.97	11,546	585,043
2000	Florida	2.39	14,247	596,785
2001	Florida	2.38	14,443	606,941
2002	Florida	2.74	16,894	615,497
2003	Florida	2.36	14,719	623,622
2004	Florida	1.92	12,214	635,882
2005	Florida	1.83	12,037	656,543
1997	Georgia	0.98	3,372	344,546
98–05[1]	Georgia	1.11	34,601	3,123,985
2006	Georgia	1.25	5,357	429,668
1998	Georgia	1.01	3,590	354,632
1999	Georgia	1.02	3,731	367,306
2000	Georgia	0.90	3,427	381,729
2001	Georgia	0.96	3,770	392,887
2002	Georgia	1.02	4,061	399,470
2003	Georgia	1.22	4,907	402,805
2004	Georgia	1.34	5,450	408,128
2005	Georgia	1.36	5,665	417,028

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Hawaii	5.76	3,135	54,389
98–05[1]	Hawaii	7.23	30,534	422,136
2006	Hawaii	7.19	3,970	55,187
1998	Hawaii	5.84	3,115	53,377
1999	Hawaii	5.93	3,085	52,014
2000	Hawaii	6.85	3,572	52,172
2001	Hawaii	7.67	3,961	51,661
2002	Hawaii	9.60	4,999	52,100
2003	Hawaii	7.94	4,178	52,649
2004	Hawaii	7.31	3,936	53,858
2005	Hawaii	6.79	3,688	54,305
1997	Idaho	1.63	903	55,242
98–05[1]	Idaho	2.27	11,208	493,176
2006	Idaho	2.75	1,919	69,778
1998	Idaho	1.87	1,056	56,598
1999	Idaho	2.08	1,204	57,845
2000	Idaho	2.14	1,274	59,629
2001	Idaho	2.06	1,257	60,926
2002	Idaho	2.16	1,340	62,024
2003	Idaho	2.35	1,490	63,458
2004	Idaho	2.61	1,706	65,302
2005	Idaho	2.79	1,881	67,394
1997	Illinois	1.41	7,758	549,795
98–05[1]	Illinois	2.07	90,525	4,375,981
2006	Illinois	3.07	16,613	540,381
1998	Illinois	0.98	5,355	546,571
1999	Illinois	1.49	8,104	545,459
2000	Illinois	2.09	11,506	549,692
2001	Illinois	1.82	10,021	551,168
2002	Illinois	1.98	10,906	549,722
2003	Illinois	2.40	13,140	547,181
2004	Illinois	2.82	15,318	543,895
2005	Illinois	2.98	16,175	542,293

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Indiana	1.92	4,785	249,784
98–05[1]	Indiana	3.45	71,103	2,062,340
2006	Indiana	3.63	9,547	263,009
1998	Indiana	2.20	5,539	252,071
1999	Indiana	2.84	7,227	254,589
2000	Indiana	3.19	8,259	258,852
2001	Indiana	3.52	9,165	260,189
2002	Indiana	3.64	9,439	259,239
2003	Indiana	4.00	10,318	257,974
2004	Indiana	4.15	10,738	258,657
2005	Indiana	4.00	10,418	260,769
1997	Iowa	0.93	1,032	110,608
98–05[1]	Iowa	1.56	14,121	906,018
2006	Iowa	2.48	2,932	118,359
1998	Iowa	0.87	964	111,080
1999	Iowa	1.00	1,114	111,499
2000	Iowa	1.26	1,420	113,106
2001	Iowa	1.44	1,637	113,443
2002	Iowa	1.70	1,931	113,444
2003	Iowa	1.88	2,136	113,352
2004	Iowa	2.04	2,331	114,171
2005	Iowa	2.23	2,588	115,923
1997	Kansas	1.48	1,649	111,141
98–05[1]	Kansas	2.23	20,803	934,336
2006	Kansas	2.59	3,117	120,521
1998	Kansas	1.68	1,884	112,362
1999	Kansas	1.91	2,187	114,493
2000	Kansas	2.13	2,485	116,870
2001	Kansas	2.33	2,738	117,317
2002	Kansas	2.40	2,828	117,947
2003	Kansas	2.33	2,749	117,757
2004	Kansas	2.49	2,947	118,557
2005	Kansas	2.51	2,985	119,033

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Kentucky	1.72	2,715	158,286
98–05[1]	Kentucky	2.20	28,929	1,313,660
2006	Kentucky	2.22	3,786	170,455
1998	Kentucky	2.11	3,373	160,238
1999	Kentucky	1.78	2,885	161,935
2000	Kentucky	2.13	3,510	164,761
2001	Kentucky	2.34	3,867	165,090
2002	Kentucky	2.53	4,176	164,920
2003	Kentucky	2.38	3,903	164,127
2004	Kentucky	2.22	3,666	165,189
2005	Kentucky	2.12	3,549	167,400
1997	Louisiana	0.90	1,763	196,870
98–05[1]	Louisiana	1.40	22,071	1,580,487
2006	Louisiana	1.23	2,325	189,705
1998	Louisiana	0.86	1,712	198,117
1999	Louisiana	0.98	1,965	200,049
2000	Louisiana	1.07	2,167	201,922
2001	Louisiana	1.15	2,311	200,386
2002	Louisiana	1.25	2,483	198,122
2003	Louisiana	1.76	3,440	195,264
2004	Louisiana	2.33	4,543	195,281
2005	Louisiana	1.80	3,450	191,346
1997	Maine	1.57	648	41,339
98–05[1]	Maine	2.38	7,849	329,487
2006	Maine	2.42	1,023	42,207
1998	Maine	1.85	761	41,176
1999	Maine	1.82	748	41,018
2000	Maine	2.06	842	40,952
2001	Maine	2.35	964	40,978
2002	Maine	2.63	1,078	40,921
2003	Maine	2.68	1,105	41,173
2004	Maine	2.83	1,169	41,358
2005	Maine	2.82	1,182	41,911

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Maryland	1.79	3,837	214,144
98–05[1]	Maryland	2.40	42,069	1,755,377
2006	Maryland	2.96	6,717	227,086
1998	Maryland	1.93	4,118	213,720
1999	Maryland	2.00	4,285	214,154
2000	Maryland	2.21	4,815	218,255
2001	Maryland	2.23	4,897	219,501
2002	Maryland	2.47	5,450	220,857
2003	Maryland	2.54	5,621	221,471
2004	Maryland	2.82	6,276	222,881
2005	Maryland	2.94	6,607	224,538
1997	Massachusetts	3.98	9,645	242,288
98–05[1]	Massachusetts	5.27	101,865	1,932,447
2006	Massachusetts	6.38	14,878	233,118
1998	Massachusetts	4.05	9,803	242,051
1999	Massachusetts	4.53	10,998	242,714
2000	Massachusetts	4.98	12,145	243,964
2001	Massachusetts	5.30	12,906	243,630
2002	Massachusetts	5.68	13,826	243,336
2003	Massachusetts	5.96	14,407	241,906
2004	Massachusetts	5.75	13,757	239,313
2005	Massachusetts	5.95	14,023	235,533
1997	Michigan	1.39	5,597	401,743
98–05[1]	Michigan	1.88	59,820	3,181,869
2006	Michigan	2.30	8,836	384,958
1998	Michigan	1.48	5,918	400,767
1999	Michigan	1.71	6,845	400,987
2000	Michigan	1.80	7,267	403,444
2001	Michigan	1.76	7,094	403,205
2002	Michigan	1.89	7,570	399,565
2003	Michigan	2.09	8,229	394,488
2004	Michigan	2.14	8,350	390,837
2005	Michigan	2.20	8,547	388,576

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Minnesota	1.47	2,806	191,462
98–05[1]	Minnesota	1.52	24,626	1,618,104
2006	Minnesota	1.66	3,578	215,102
1998	Minnesota	1.43	2,757	193,401
1999	Minnesota	1.46	2,852	195,671
2000	Minnesota	1.48	2,948	198,776
2001	Minnesota	1.52	3,052	201,136
2002	Minnesota	1.61	3,267	203,191
2003	Minnesota	1.70	3,502	205,637
2004	Minnesota	1.46	3,039	208,699
2005	Minnesota	1.52	3,209	211,593
1997	Mississippi	1.83	2,268	123,864
98–05[1]	Mississippi	1.62	16,487	1,019,736
2006	Mississippi	1.18	1,546	131,291
1998	Mississippi	1.63	2,040	125,459
1999	Mississippi	1.79	2,272	127,156
2000	Mississippi	1.89	2,450	129,698
2001	Mississippi	1.57	2,030	129,041
2002	Mississippi	1.46	1,862	127,875
2003	Mississippi	1.57	1,975	126,180
2004	Mississippi	1.68	2,126	126,725
2005	Mississippi	1.36	1,732	127,602
1997	Missouri	0.98	2,167	220,897
98–05[1]	Missouri	1.33	24,219	1,821,093
2006	Missouri	1.35	3,216	237,771
1998	Missouri	1.12	2,503	223,227
1999	Missouri	1.19	2,666	224,827
2000	Missouri	1.34	3,039	227,253
2001	Missouri	1.24	2,825	227,359
2002	Missouri	1.30	2,942	227,178
2003	Missouri	1.50	3,423	227,760
2004	Missouri	1.50	3,445	230,061
2005	Missouri	1.45	3,376	233,428

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Montana	1.62	531	32,847
98–05[1]	Montana	1.88	4,985	265,109
2006	Montana	1.91	679	35,608
1998	Montana	1.78	580	32,500
1999	Montana	1.94	628	32,429
2000	Montana	1.76	574	32,537
2001	Montana	1.83	600	32,712
2002	Montana	1.74	574	32,976
2003	Montana	1.88	628	33,441
2004	Montana	1.99	677	33,990
2005	Montana	2.10	724	34,524
1997	Nebraska	1.27	885	69,848
98–05[1]	Nebraska	1.53	9,068	593,354
2006	Nebraska	1.71	1,354	79,210
1998	Nebraska	1.18	828	70,139
1999	Nebraska	1.35	952	70,760
2000	Nebraska	1.64	1,185	72,087
2001	Nebraska	1.52	1,115	73,373
2002	Nebraska	1.55	1,163	74,849
2003	Nebraska	1.66	1,260	76,120
2004	Nebraska	1.68	1,302	77,632
2005	Nebraska	1.61	1,263	78,394
1997	Nevada	1.21	944	78,092
98–05[1]	Nevada	1.14	8,546	747,085
2006	Nevada	1.35	1,520	112,553
1998	Nevada	1.30	1,066	81,735
1999	Nevada	1.26	1,067	84,972
2000	Nevada	1.10	978	88,890
2001	Nevada	0.98	895	91,573
2002	Nevada	0.93	885	94,782
2003	Nevada	0.95	930	97,600
2004	Nevada	1.29	1,308	101,418
2005	Nevada	1.34	1,417	106,115

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	New Hampshire	1.86	810	43,498
98–05[1]	New Hampshire	2.61	9,058	346,406
2006	New Hampshire	3.66	1,588	43,365
1998	New Hampshire	2.06	890	43,262
1999	New Hampshire	2.29	979	42,783
2000	New Hampshire	2.82	1,214	43,079
2001	New Hampshire	2.71	1,174	43,306
2002	New Hampshire	2.79	1,221	43,707
2003	New Hampshire	2.64	1,146	43,491
2004	New Hampshire	2.68	1,164	43,400
2005	New Hampshire	2.93	1,270	43,378
1997	New Jersey	1.17	4,012	342,413
98–05[1]	New Jersey	1.94	53,467	2,760,594
2006	New Jersey	2.71	9,310	344,035
1998	New Jersey	1.28	4,396	342,135
1999	New Jersey	1.39	4,743	341,934
2000	New Jersey	1.59	5,470	344,287
2001	New Jersey	1.86	6,434	345,532
2002	New Jersey	2.09	7,252	346,178
2003	New Jersey	2.33	8,085	347,529
2004	New Jersey	2.38	8,272	346,987
2005	New Jersey	2.55	8,815	346,012
1997	New Mexico	2.38	1,927	81,019
98–05[1]	New Mexico	2.49	16,447	659,875
2006	New Mexico	3.53	3,077	87,156
1998	New Mexico	1.42	1,156	81,417
1999	New Mexico	1.74	1,416	81,380
2000	New Mexico	2.15	1,755	81,732
2001	New Mexico	2.35	1,919	81,542
2002	New Mexico	2.53	2,079	82,104
2003	New Mexico	2.81	2,327	82,702
2004	New Mexico	3.29	2,760	83,958
2005	New Mexico	3.57	3,035	85,040

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	New York	2.26	17,950	792,570
98–05[1]	New York	3.85	235,411	6,119,817
2006	New York	4.15	30,988	746,389
1998	New York	2.64	20,592	779,408
1999	New York	3.05	23,499	771,057
2000	New York	3.49	26,934	772,556
2001	New York	3.96	30,417	768,375
2002	New York	4.71	35,997	764,178
2003	New York	4.35	33,026	759,155
2004	New York	4.29	32,388	755,076
2005	New York	4.34	32,558	750,012
1997	North Carolina	1.58	4,952	313,077
98–05[1]	North Carolina	1.61	44,878	2,780,201
2006	North Carolina	2.02	7,500	370,784
1998	North Carolina	1.55	5,001	323,173
1999	North Carolina	1.30	4,331	332,498
2000	North Carolina	1.24	4,303	345,794
2001	North Carolina	1.56	5,498	352,291
2002	North Carolina	1.66	5,895	355,831
2003	North Carolina	1.71	6,057	353,843
2004	North Carolina	1.79	6,375	355,505
2005	North Carolina	2.05	7,418	361,266
1997	North Dakota	1.29	326	25,176
98–05[1]	North Dakota	1.87	3,549	189,636
2006	North Dakota	3.00	757	25,201
1998	North Dakota	1.21	298	24,632
1999	North Dakota	1.37	328	23,924
2000	North Dakota	1.56	363	23,247
2001	North Dakota	1.62	371	22,944
2002	North Dakota	1.78	411	23,062
2003	North Dakota	2.04	476	23,358
2004	North Dakota	2.55	611	23,918
2005	North Dakota	2.81	691	24,551

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Ohio	5.01	2,917	457,789
98–05[1]	Ohio	1.75	63,577	3,634,511
2006	Ohio	2.61	11,696	447,932
1998	Ohio	1.13	5,161	456,519
1999	Ohio	1.56	7,115	457,411
2000	Ohio	1.73	7,973	460,850
2001	Ohio	1.66	7,612	459,626
2002	Ohio	1.52	6,943	455,762
2003	Ohio	1.85	8,339	449,969
2004	Ohio	2.11	9,449	447,353
2005	Ohio	2.46	10,985	447,021
1997	Oklahoma	1.38	1,929	140,134
98–05[1]	Oklahoma	1.82	21,726	1,196,361
2006	Oklahoma	1.94	3,043	157,125
1998	Oklahoma	1.46	2,103	143,923
1999	Oklahoma	1.51	2,218	146,740
2000	Oklahoma	1.66	2,465	148,253
2001	Oklahoma	1.76	2,627	148,910
2002	Oklahoma	1.95	2,935	150,287
2003	Oklahoma	2.21	3,348	151,486
2004	Oklahoma	1.97	3,013	152,674
2005	Oklahoma	1.96	3,017	154,088
1997	Oregon	1.39	1,805	130,278
98–05[1]	Oregon	1.42	15,386	1,086,798
2006	Oregon	1.77	2,482	140,317
1998	Oregon	1.22	1,625	132,740
1999	Oregon	1.33	1,785	134,286
2000	Oregon	1.35	1,833	136,281
2001	Oregon	1.38	1,887	136,330
2002	Oregon	1.42	1,933	136,318
2003	Oregon	1.35	1,838	136,467
2004	Oregon	1.52	2,081	136,823
2005	Oregon	1.75	2,404	137,553

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Pennsylvania	1.56	6,944	444,412
98–05[1]	Pennsylvania	2.49	86,676	3,481,158
2006	Pennsylvania	3.41	14,957	439,213
1998	Pennsylvania	1.68	7,385	438,461
1999	Pennsylvania	1.88	8,189	435,470
2000	Pennsylvania	2.15	9,400	437,527
2001	Pennsylvania	2.34	10,191	435,123
2002	Pennsylvania	2.61	11,274	432,626
2003	Pennsylvania	2.88	12,429	432,304
2004	Pennsylvania	3.07	13,297	433,557
2005	Pennsylvania	3.33	14,511	436,090
1997	Rhode Island	2.25	853	37,883
98–05[1]	Rhode Island	3.12	9,491	304,675
2006	Rhode Island	4.35	1,646	37,855
1998	Rhode Island	2.62	987	37,706
1999	Rhode Island	2.72	1,019	37,420
2000	Rhode Island	2.54	951	37,470
2001	Rhode Island	2.90	1,089	37,584
2002	Rhode Island	3.31	1,263	38,112
2003	Rhode Island	3.30	1,282	38,816
2004	Rhode Island	3.32	1,290	38,882
2005	Rhode Island	4.16	1,610	38,685
1997	South Carolina	1.31	2,020	154,257
98–05[1]	South Carolina	1.36	17,901	1,319,178
2006	South Carolina	1.91	3,381	176,572
1998	South Carolina	1.40	2,194	157,208
1999	South Carolina	1.49	2,404	161,039
2000	South Carolina	1.39	2,289	164,939
2001	South Carolina	1.25	2,093	166,818
2002	South Carolina	1.02	1,695	166,440
2003	South Carolina	1.05	1,739	165,975
2004	South Carolina	1.37	2,289	166,809
2005	South Carolina	1.88	3,98	169,950

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	South Dakota	1.55	482	31,121
98–05[1]	South Dakota	2.30	5,872	255,052
2006	South Dakota	2.90	1,006	34,717
1998	South Dakota	1.92	595	30,934
1999	South Dakota	1.97	611	30,985
2000	South Dakota	2.07	645	31,157
2001	South Dakota	2.09	655	31,352
2002	South Dakota	2.23	704	31,526
2003	South Dakota	2.58	830	32,208
2004	South Dakota	2.71	897	33,063
2005	South Dakota	2.76	935	33,827
1997	Tennessee	1.51	3,334	221,405
98–05[1]	Tennessee	1.81	33,906	1,872,307
2006	Tennessee	1.63	4,014	245,734
1998	Tennessee	1.49	3,367	225,628
1999	Tennessee	1.64	3,757	229,677
2000	Tennessee	1.81	4,250	234,810
2001	Tennessee	1.99	4,701	235,754
2002	Tennessee	2.30	5,426	235,433
2003	Tennessee	1.80	4,215	234,712
2004	Tennessee	1.68	3,973	236,014
2005	Tennessee	1.76	4,217	240,279
1997	Texas	1.20	11,861	987,133
98–05[1]	Texas	1.67	144,551	8,657,689
2006	Texas	1.99	23,232	1,166,820
1998	Texas	1.28	12,877	1,006,663
1999	Texas	1.40	14,361	1,025,502
2000	Texas	1.53	16,132	1,054,942
2001	Texas	1.69	18,171	1,078,069
2002	Texas	1.84	20,286	1,101,274
2003	Texas	1.81	20,233	1,115,336
2004	Texas	1.82	20,638	1,131,219
2005	Texas	1.91	21,853	1,144,684

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Utah	1.55	1,934	124,723
98–05[1]	Utah	1.64	18,682	1,138,528
2006	Utah	1.78	2,767	155,725
1998	Utah	1.40	1,828	130,311
1999	Utah	1.50	2,013	134,514
2000	Utah	1.63	2,263	138,808
2001	Utah	1.74	2,463	141,602
2002	Utah	1.75	2,527	144,494
2003	Utah	1.62	2,382	147,001
2004	Utah	1.69	2,524	149,712
2005	Utah	1.76	2,682	152,086
1997	Vermont	1.61	324	20,157
98–05[1]	Vermont	2.63	4,116	156,447
2006	Vermont	3.50	679	19,403
1998	Vermont	1.91	381	19,956
1999	Vermont	2.07	409	19,756
2000	Vermont	2.23	438	19,649
2001	Vermont	2.43	472	19,433
2002	Vermont	3.00	577	19,253
2003	Vermont	3.23	625	19,342
2004	Vermont	3.06	599	19,575
2005	Vermont	3.16	615	19,483
1997	Virginia	0.86	2,393	276,794
98–05[1]	Virginia	1.37	32,366	2,354,203
2006	Virginia	1.46	4,619	316,305
1998	Virginia	0.95	2,651	278,567
1999	Virginia	1.07	3,010	281,682
2000	Virginia	1.08	3,110	288,758
2001	Virginia	1.19	3,497	293,291
2002	Virginia	1.40	4,163	297,494
2003	Virginia	1.74	5,228	299,810
2004	Virginia	1.76	5,369	304,859
2005	Virginia	1.72	5,338	309,742

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Washington	0.98	2,284	233,363
98–05[1]	Washington	1.38	26,495	1,918,638
2006	Washington	1.76	4,412	251,298
1998	Washington	1.04	2,443	235,798
1999	Washington	1.17	2,781	237,439
2000	Washington	1.21	2,900	240,285
2001	Washington	1.30	3,119	240,192
2002	Washington	1.47	3,518	239,634
2003	Washington	1.52	3,627	239,087
2004	Washington	1.60	3,859	241,264
2005	Washington	1.73	4,248	244,939
1997	West Virginia	2.99	1,875	62,642
98–05[1]	West Virginia	2.68	13,345	498,051
2006	West Virginia	4.45	2,786	62,644
1998	West Virginia	2.76	1,718	62,227
1999	West Virginia	1.34	833	62,205
2000	West Virginia	2.07	1,288	62,340
2001	West Virginia	2.58	1,598	62,021
2002	West Virginia	2.60	1,612	62,005
2003	West Virginia	2.69	1,667	62,075
2004	West Virginia	3.18	1,986	62,527
2005	West Virginia	4.22	2,643	62,651
1997	Wisconsin	1.93	3,887	201,142
98–05[1]	Wisconsin	2.51	41,350	1,649,464
2006	Wisconsin	2.57	5,494	213,465
1998	Wisconsin	1.97	3,953	201,113
1999	Wisconsin	2.29	4,629	202,215
2000	Wisconsin	2.52	5,157	204,984
2001	Wisconsin	2.52	5,212	206,606
2002	Wisconsin	2.57	5,323	206,958
2003	Wisconsin	2.61	5,417	207,672
2004	Wisconsin	2.76	5,756	208,746
2005	Wisconsin	2.80	5,903	211,170

See notes at end of exhibit.

Exhibit A2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age birth through 2	Number of children identified	Number of children
1997	Wyoming	2.28	431	18,934
98–05[1]	Wyoming	3.03	4,661	153,910
2006	Wyoming	4.26	926	21,716
1998	Wyoming	2.09	396	18,925
1999	Wyoming	2.14	401	18,768
2000	Wyoming	2.45	457	18,634
2001	Wyoming	2.87	531	18,497
2002	Wyoming	3.27	618	18,918
2003	Wyoming	3.47	671	19,365
2004	Wyoming	3.78	759	20,057
2005	Wyoming	3.99	828	20,746

[1] Throughout this exhibit, "98–05" presents the average percentage for the years 1998 through 2005.

NOTE: National data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The numbers used to calculate the percentages of children identified are (1) counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year and (2) population proxy constructed with data from the National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The annual state counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. The percentages were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a state (or nationally) by the number of children in the same state (or nationally) as indicated by the NVSS-constructed population proxy. NVSS birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_1-1.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Exhibit A2.7. Percentage of children ages birth through 2 identified for services under IDEA in 50 states and the District of Columbia, by the state's Office of Special Education Programs (OSEP) categorization of eligibility (2006)

State (1)	OSEP categorization of eligibility (2)	Birth to less than 1			1 to less than 2		
		Percent (3)	Number of children identified (4)	Number of children (5)	Percent (6)	Number of children identified (7)	Number of children (8)
National	†	**1.01**	**43,048**	**4,265,995**	**2.32**	**95,993**	**4,138,349**
Alabama	Broad	0.45	282	63,235	1.31	793	60,453
Alaska	Moderate	0.70	77	10,991	1.86	195	10,459
Arizona	Narrow	0.57	588	102,475	1.71	1,642	96,199
Arkansas	Broad	1.00	408	40,973	2.77	1,085	39,208
California	Broad	1.13	6,361	562,431	2.08	11,420	548,882
Colorado	Moderate	0.71	501	70,750	1.88	1,293	68,944
Connecticut	Narrow	1.06	442	41,807	2.90	1,209	41,718
Delaware	Moderate	0.93	112	11,988	2.53	294	11,643
District of Columbia	Narrow	0.53	45	8,529	1.33	106	7,971
Florida	Broad	0.59	1,396	236,882	1.55	3,508	226,240
Georgia	—	0.43	639	148,619	1.16	1,655	142,200
Hawaii	Broad	6.45	1,224	18,982	6.66	1,193	17,924
Idaho	Narrow	1.62	392	24,184	2.62	605	23,062
Illinois	Moderate	1.15	2,074	180,583	2.91	5,202	179,020
Indiana	Moderate	1.37	1,211	88,674	3.67	3,197	87,193
Iowa	Broad	1.37	556	40,610	2.38	935	39,311
Kansas	Broad	1.39	568	40,964	2.36	943	39,888
Kentucky	Moderate	0.57	335	58,291	2.10	1,188	56,444
Louisiana	Narrow	0.82	517	63,399	1.59	971	60,937
Maine	Narrow	0.61	87	14,151	2.13	300	14,112
Maryland	Broad	1.29	996	77,478	2.88	2,156	74,980
Massachusetts	Broad	3.10	2,411	77,769	6.28	4,827	76,865
Michigan	Broad	1.08	1,380	127,476	2.21	2,827	127,706
Minnesota	Moderate	0.60	440	73,559	1.53	1,088	70,919
Mississippi	Broad	0.47	218	46,069	1.20	509	42,395
Missouri	Narrow	0.61	500	81,388	1.36	1,066	78,618
Montana	Narrow	0.90	112	12,506	1.97	228	11,583
Nebraska	Narrow	0.69	184	26,733	1.69	441	26,145
Nevada	Narrow	0.64	255	40,085	1.22	453	37,268
New Hampshire	Broad	1.52	219	14380	3.34	482	14,420

See notes at end of exhibit.

Exhibit A2.7. Percentage of children ages birth through 2 identified for services under IDEA in 50 states and the District of Columbia, by the state's Office of Special Education Programs (OSEP) categorization of eligibility (2006)—Continued

State (1)	OSEP categorization of eligibility (2)	Birth to less than 1			1 to less than 2		
		Percent (3)	Number of children identified (4)	Number of children (5)	Percent (6)	Number of children identified (7)	Number of children (8)
New Jersey	Moderate	0.59	676	115,006	2.47	2,807	113,776
New Mexico	Broad	2.14	640	29,937	3.51	1,012	28,835
New York	Moderate	1.07	2,664	250,091	3.77	9,286	246,351
North Carolina	Moderate	0.83	1,057	127,841	2.01	2,472	123,096
North Dakota	Narrow	1.84	159	8,622	2.96	248	8,390
Ohio	Broad	1.39	2,099	150,590	2.72	4,036	148,388
Oklahoma	Narrow	1.22	661	54,018	1.97	1,019	51,801
Oregon	Narrow	0.63	306	48,717	1.70	779	45,922
Pennsylvania	Broad	1.65	2,466	149,082	3.40	4,948	145,383
Rhode Island	Moderate	2.02	250	12,379	4.23	537	12,697
South Carolina	Narrow	0.75	468	62,271	1.87	1,079	57,711
South Dakota	Moderate	1.17	139	11,917	2.72	312	11,462
Tennessee	Narrow	0.67	563	84,345	1.68	1,370	81,747
Texas	Broad	0.89	3,562	399,612	1.88	7,253	385,915
Utah	Narrow	0.66	353	53,499	1.65	853	51,556
Vermont	Broad	1.31	85	6,509	3.08	194	6,295
Virginia	Broad	0.60	649	107,817	1.66	1,737	104,555
Washington	Broad	0.49	426	86,848	1.67	1,382	82,703
West Virginia	Broad	2.45	513	20,928	4.68	975	20,836
Wisconsin	Broad	0.91	660	72,335	2.20	1,564	70,984
Wyoming	Broad	1.59	122	7,670	4.41	319	7,239

See notes at end of exhibit.

Exhibit A2.7. Percentage of children ages birth through 2 identified for services under IDEA in 50 states and the District of Columbia, by the state's Office of Special Education Programs (OSEP) categorization of eligibility (2006)—Continued

State (1)	2 to less than 3			Birth through 2		
	Percent (9)	Number of children identified (10)	Number of children (11)	Percent (12)	Number of children identified (13)	Number of children (14)
National	**3.91**	**160,807**	**4,112,052**	**2.40**	**299,848**	**1,2516,396**
Alabama	2.34	1,393	59,510	1.35	2,468	183,198
Alaska	3.12	323	10,338	1.87	595	31,788
Arizona	3.28	3,069	93,663	1.81	5,299	292,337
Arkansas	4.47	1,724	38,573	2.71	3,217	118,754
California	3.04	16,562	544,843	2.07	34,343	1,656,156
Colorado	3.15	2,157	68,503	1.90	3,951	208,197
Connecticut	5.62	2,367	42,095	3.20	4,018	125,620
Delaware	4.42	502	11,369	2.59	908	35,000
District of Columbia	1.98	157	7,933	1.26	308	24,433
Florida	3.01	6,564	218,053	1.68	11,468	681,175
Georgia	2.21	3,063	138,849	1.25	5,357	429,668
Hawaii	8.50	1,553	18,281	7.19	3,970	55,187
Idaho	4.09	922	22,532	2.75	1,919	69,778
Illinois	5.16	9,337	180,778	3.07	16,613	540,381
Indiana	5.90	5,139	87,142	3.63	9,547	263,009
Iowa	3.75	1,441	38,438	2.48	2,932	118,359
Kansas	4.05	1,606	39,669	2.59	3,117	120,521
Kentucky	4.06	2,263	55,720	2.22	3,786	170,455
Louisiana	1.28	837	65,369	1.23	2,325	189,705
Maine	4.56	636	13,944	2.42	1,023	42,207
Maryland	4.78	3,565	74,628	2.96	6,717	227,086
Massachusetts	9.73	7,640	78,484	6.38	14,878	233,118
Michigan	3.57	4,629	129,776	2.30	8,836	384,958
Minnesota	2.90	2,050	70,624	1.66	3,578	215,102
Mississippi	1.91	819	42,827	1.18	1,546	131,291
Missouri	2.12	1,650	77,765	1.35	3,216	237,771
Montana	2.94	339	11,519	1.91	679	35,608
Nebraska	2.77	729	26,332	1.71	1,354	79,210
Nevada	2.31	812	35,200	1.35	1,520	112,553
New Hampshire	6.09	887	14,565	3.66	1,588	43,365

See notes at end of exhibit.

Exhibit A2.7. Percentage of children ages birth through 2 identified for services under IDEA in 50 states and the District of Columbia, by the state's Office of Special Education Programs (OSEP) categorization of eligibility (2006)—Continued

State (1)	2 to less than 3			Birth through 2		
	Percent (9)	Number of children identified (10)	Number of children (11)	Percent (12)	Number of children identified (13)	Number of children (14)
New Jersey	5.06	5,827	115,253	2.71	9,310	344,035
New Mexico	5.02	1,425	28,384	3.53	3,077	87,156
New York	7.62	19,038	249,947	4.15	30,988	746,389
North Carolina	3.31	3,971	119,847	2.02	7,500	370,784
North Dakota	4.27	350	8,189	3.00	757	25,201
Ohio	3.73	5,561	148,954	2.61	11,696	447,932
Oklahoma	2.66	1,363	51,306	1.94	3,043	157,125
Oregon	3.06	1,397	45,678	1.77	2,482	140,317
Pennsylvania	5.21	7,543	144,748	3.41	14,957	439,213
Rhode Island	6.72	859	12,779	4.35	1,646	37,855
South Carolina	3.24	1,834	56,590	1.91	3,381	176,572
South Dakota	4.90	555	11,338	2.90	1,006	34,717
Tennessee	2.61	2,081	79,642	1.63	4,014	245,734
Texas	3.26	12,417	381,293	1.99	23,232	1,166,820
Utah	3.08	1,561	50,670	1.78	2,767	155,725
Vermont	6.06	400	6,599	3.50	679	19,403
Virginia	2.15	2,233	103,933	1.46	4,619	316,305
Washington	3.19	2,604	81,747	1.76	4,412	251,298
West Virginia	6.22	1,298	20,880	4.45	2,786	62,644
Wisconsin	4.66	3,270	70,146	2.57	5,494	213,465
Wyoming	7.13	485	6,807	4.26	926	21,716

† Not applicable.

— Not available.

NOTE: OSEP categorization is based on definition of developmental delay and whether the state serves at-risk children. The numbers of children identified are calculated from counts of children identified for services under IDEA at a single time point between October 1, 2006, and December 1, 2006. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. National data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. The percentages were calculated by dividing the number of children identified for services under IDEA (birth through 2) in a state by the number of children in the same state as indicated by the NVSS-constructed population proxy. NVSS birth data for 2006 are preliminary.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part C Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/tables30th%5car_7-1.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx; birth data for 2006 are from table 6, p. 12, of Hamilton, Martin, and Ventura (2007).

Exhibit A2.8. National percentage of children exiting early intervention before 36 months of age and at 36 months of age who did and did not receive Part B services

Outcome	Percent	Standard error	N	Confidence interval
Exited before 36 months	17.8	1.93	365	3.84
Exited at 36 months to Part B	61.9	1.73	1,452	3.19
Exited at 36 months, no Part B	20.4	1.55	458	3.14

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.9. National percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category (2005–2006)

Outcome	Number of children	Percentage of children no longer receiving EI services
Total	**170,113**	
Part B eligible	112,164	65.93
Exited to other programs	19,811	11.64
Part B eligibility not determined	28,167	16.56
Exited with no referrals	9,971	5.86

NOTE: The DANS data represented in this exhibit reflect data on all children who exited EI programs at 36 months of age in fall 2005.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_7-8.xls.

Exhibit A2.10. Percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category and state (fall 2005)

State	Percent				Number				Total number reported as exiting at 36 months
	Part B eligible	Part B eligibility not determined	Exited to other programs	Exited with no referrals	Part B eligible	Part B eligibility not determined	Exited to other programs	Exited with no referrals	
Alabama	71.4	17.5	6.1	5.0	957	234	82	67	1,340
Alaska	75.9	9.8	7.6	6.7	271	35	27	24	357
Arizona	91.3	4.0	1.5	3.3	2,160	94	35	78	2,367
Arkansas	73.8	7.6	11.6	7.0	901	93	141	86	1,221
California	54.9	26.0	19.1	0.0	15,275	7,229	5,306	0	27,810
Colorado	81.2	3.5	9.3	6.1	1,620	70	185	121	1,996
Connecticut	70.1	12.3	10.3	7.3	1,839	322	271	192	2,624
Delaware	68.5	6.1	17.4	8.0	315	28	80	37	460
District of Columbia	9.8	86.5	3.6	0.0	19	167	7	0	193
Florida	78.8	0.0	4.7	16.5	5,987	0	356	1,252	7,595
Georgia	71.9	21.8	3.6	2.7	2,288	694	114	85	3,181
Hawaii	39.0	39.7	15.6	5.8	501	511	200	74	1,286
Idaho	79.2	4.6	10.0	6.3	684	40	86	54	864
Illinois	69.1	20.6	9.7	0.6	5,756	1,718	807	46	8,327
Indiana	51.6	9.2	26.1	13.2	2,455	436	1,245	626	4,762
Iowa	70.6	0.0	13.3	16.2	590	0	111	135	836
Kansas	86.3	3.8	2.8	7.1	1,487	66	48	123	1,724
Kentucky	74.2	18.3	2.4	5.1	1,538	380	49	105	2,072
Louisiana	63.6	25.7	3.5	7.3	1,368	552	75	157	2,152
Maine	97.0	3.0	0.0	0.0	1,242	38	0	0	1,280

See notes at end of exhibit.

Exhibit A2.10. Percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category and state (fall 2005)—Continued

State	Percent				Number				Total number reported as exiting at 36 months
	Part B eligible	Part B eligibility not determined	Exited to other programs	Exited with no referrals	Part B eligible	Part B eligibility not determined	Exited to other programs	Exited with no referrals	
Maryland	78.0	11.6	7.7	2.7	2,620	390	257	91	3,358
Massachusetts	79.3	0.6	13.7	6.4	5,700	43	981	463	7,187
Michigan	49.0	16.4	20.7	14.0	2,189	731	926	624	4,470
Minnesota	100.0	0.0	0.0	0.0	1,578	0	0	0	1,578
Mississippi	51.9	10.7	20.0	17.4	575	119	221	193	1,108
Missouri	79.3	10.3	5.9	4.5	1,745	227	130	100	2,202
Montana	67.7	15.8	12.4	4.1	197	46	36	12	291
Nebraska	98.7	0.0	0.0	1.4	584	0	0	8	592
Nevada	67.2	25.3	2.5	5.1	516	194	19	39	768
New Hampshire	78.2	14.6	7.2	0.0	503	94	46	0	643
New Jersey	51.2	31.7	9.8	7.3	2,431	1,505	463	346	4,745
New Mexico	80.3	2.4	9.0	8.3	818	24	92	85	1,019
New York	67.4	16.5	11.1	5.0	15,055	3,677	2,487	1,119	22,338
North Carolina	72.1	9.7	18.0	0.3	2,613	350	651	11	3,625
North Dakota	69.6	2.9	11.3	16.2	215	9	35	50	309
Ohio	54.7	0.2	20.4	24.8	2,592	7	967	1,174	4,740
Oklahoma	64.9	19.8	11.6	3.6	937	286	168	52	1,443
Oregon	92.5	0.7	1.1	5.8	1,116	8	13	70	1,207
Pennsylvania	80.3	10.7	2.9	6.1	5,582	740	201	425	6,948
Rhode Island	74.3	5.1	15.9	4.7	569	39	122	36	766

See notes at end of exhibit.

Exhibit A2.10. Percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category and state (fall 2005)—Continued

State	Percent				Number				Total number reported as exiting at 36 months
	Part B eligible	Part B eligibility not determined	Exited to other programs	Exited with no referrals	Part B eligible	Part B eligibility not determined	Exited to other programs	Exited with no referrals	
South Carolina	59.3	29.6	5.9	5.2	659	329	66	58	1,112
South Dakota	70.0	7.0	16.6	6.5	410	41	97	38	586
Tennessee	57.6	31.5	6.6	4.4	1,320	722	151	100	2,293
Texas	52.0	32.3	10.9	4.8	6,426	3,987	1,344	597	12,354
Utah	67.0	19.2	2.4	11.4	1,086	311	39	184	1,620
Vermont	89.5	0.0	6.9	3.6	418	0	32	17	467
Virginia	63.4	9.5	12.4	14.8	1,564	233	305	364	2,466
Washington	68.9	14.1	9.6	7.4	1,835	375	256	198	2,664
West Virginia	51.3	32.4	10.6	5.7	574	363	119	64	1,120
Wisconsin	67.1	17.9	10.2	4.8	2,192	585	333	155	3,265
Wyoming	83.2	0.0	7.1	9.7	292	0	25	34	351

NOTE: The DANS data represented in this exhibit reflect data on all children who exited EI programs at 36 months of age in fall 2005.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables30th%5Car_7-8.xls.

Exhibit A2.11. National percentage of former EI participants for whom parents and teachers reported communication outcomes at 36 months of age and kindergarten

Outcome	Percent	Standard error	N	Confidence interval
Parent report: 36 months				
Communicates needs as well as other children	41.7	1.39	2,670	2.72
When child talks to other people she/he doesn't know well, she/he is very easy to understand	18.8	1.29	2,644	2.52
All age expected communication milestones mastered	29.0	0.99	2,651	1.94
Parent report: kindergarten				
Communicates needs as well as other children	59.9	1.49	2,280	2.92
When child talks to other people she/he doesn't know well, she/he is very easy to understand	39.7	1.10	2,165	2.16
All age expected communication milestones mastered	36.9	2.02	2,095	4.78
Understands verbal and nonverbal communication as well as other children	63.0	1.37	2,275	2.68
Teacher report: kindergarten				
Understands others as expected for age	59.7	0.86	1,539	1.68
Communicates with others as expected for age	50.0	1.28	1,549	2.50

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.12. National communication outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

Outcome	Eligibility category: All %	SE	N	Developmental delay (DD) %	SE	N	Diagnosed condition (DC) %	SE	N	At risk (AR) %	SE	N	Comparisons: DD vs. DC *F* (*p* value)	BH statistical significance[1]	DD vs. AR *F* (*p* value)	BH statistical significance[1]	DC vs. AR *F* (*p* value)	BH statistical significance[1]
Parent-reported communication outcome: 36 months																		
Communicates needs as well as other children …….	42.0	1.41	2,534	39.0	1.43	1,623	31.3	2.28	565	66.6	3.26	346	8.29 0.004	Y	60.29 *p* < .001	Y	79.14 *p* < .001	Y
When child talks to other people she/he doesn't know well, she/he is very easy to understand ……	19.2	1.19	2,510	15.5	2.27	1,604	13.4	1.55	563	40.1	2.18	343	0.60 0.439		60.85 *p* < .001	Y	99.49 *p* < .001	Y
All age-expected communication milestones mastered ……..	29.3	1.01	2,516	28.1	0.90	1,613	19.3	1.73	558	45.9	4.09	345	20.50 *p* < .001	Y	18.05 *p* < .001	Y	35.93 *p* < .001	Y
Parent-reported communication outcome: kindergarten																		
Communicates needs as well as other children …….	60.2	1.55	2,158	62.3	2.82	1,411	43.2	2.96	457	74.2	3.33	290	21.78 *p* < .001	Y	7.49 0.006		48.47 *p* < .001	Y
When child talks to other people she/he doesn't know well, she/he is very easy to understand ……	39.9	1.07	2,050	39.2	2.53	1,345	27.7	3.28	431	57.4	4.71	274	7.64 0.006		11.65 0.001	Y	26.78 *p* < .001	Y
All age-expected communication milestones mastered ……	37.4	1.87	1,977	37.1	2.52	1,296	27.8	4.05	417	50.2	2.60	264	3.79 0.052		13.15 *p* < .001	Y	21.70 *p* < .001	Y
Understands verbal and nonverbal communication as well as other children …….	63.5	1.52	2,155	65.9	2.90	1,408	45.6	2.44	457	77.2	3.52	290	28.72 *p* < .001	Y	6.08 0.014		54.30 *p* < .001	Y

See notes at end of exhibit.

Exhibit A2.12. National communication outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category—Continued

	Eligibility category												Comparisons								
	All			Developmental delay (DD)			Diagnosed condition (DC)			At risk (AR)			DD vs. DC			DD vs. AR			DC vs. AR		
Outcome	%	SE	N	%	SE	N	%	SE	N	%	SE	N	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]
Teacher-reported communication outcome: kindergarten																					
Understands others as expected for age ……	59.8	0.96	1,462	62.2	1.19	917	42.3	2.53	339	72.2	3.91	206	50.71	$p < .001$	Y	5.97	0.015		41.22	$p < .001$	Y
Communicates with others as expected for age……..	50.3	1.21	1,472	50.9	1.19	919	33.6	2.68	345	68.9	2.27	208	34.61	$p < .001$	Y	49.43	$p < .001$	Y	100.85	$p < .001$	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.13. National percentage of former EI participants for whom kindergarten teachers and parents reported communication outcomes, by child's IEP status in kindergarten

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Teacher report: kindergarten							
Child communicates with others as expected for age			1,549				
IEP	28.4	1.96		3.84			
No IEP	79.6	1.30		2.55	473.72	$p < .001$	Y
Child understands others as expected for age			1,539				
IEP	40.1	1.67		3.27			
No IEP	86.3	1.73		3.39	369.01	$p < .001$	Y
Parent report: kindergarten							
Child is very easy to understand			2,165				
IEP	20.6	1.29		2.53	305.68	$p < .001$	Y
No IEP	62.3	2.00		3.92			
Child understands verbal and nonverbal communication as well as other children			2,275				
IEP	44.7	1.72		3.37			
No IEP	85.0	1.96		2.53	239.43	$p < .001$	Y
Child communicates needs as well as other children			2,280				
IEP	38.8	1.24		2.43			
No IEP	85.4	2.06		4.04	375.62	$p < .001$	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.14. National percentage of former EI participants and of the general population for whom parents reported cognitive outcomes at 36 months and in kindergarten

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Parent report: 36 months							
Child can recognize most or all of the letters of the alphabet							
Former EI participants	17.2	1.13	2,699	2.21	114.56	$p < .001$	Y
General population	36.5	1.41	1,573	2.76			
Child can count to 20 or higher							
Former EI participants	12.6	1.38	2,723	2.70	205.24	$p < .001$	Y
General population	41.1	1.43	1,573	2.80			
Parent report: kindergarten							
Child an recognize most or all of the letters of the alphabet							
Former EI participants	70.1	1.23	1,567	2.41	2.59	0.108[2]	
General population	74.5	2.47	408	4.84			
Child can count to 20 or higher							
Former EI participants	71.8	1.59	1,611	3.12	13.33	$p < .001$	Y
General population	81.7	2.20	408	4.31			

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] Comparison is not significant.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews (public use dataset), 2007; general population data from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, available at http://nces.ed.gov/nhes/dataproducts.asp.

Exhibit A2.15. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Mathematics							
Child uses a variety of strategies to solve math problems							
Former EI participants	30.8	1.14	1,414	2.23	107.57	$p < .001$	Y
General population	45.8	0.89	18,948	1.74			
Child solves number problems using concrete objects							
Former EI participants	35.3	1.98	1,415	3.89	65.23	$p < .001$	Y
General population	52.8	0.88	18,903	1.72			
Child understands relationships between quantities							
Former EI participants	43.3	1.47	1,442	2.88	82.53	$p < .001$	Y
General population	59.3	0.97	18,937	1.90			
Child sorts, classifies, and compares							
Former EI participants	49.6	1.30	1,492	2.55	115.60	$p < .001$	Y
General population	66.3	0.85	19,178	1.67			
Child orders a group of objects							
Former EI participants	46.5	1.20	1,457	2.35	122.71	$p < .001$	Y
General population	62.6	0.82	18,936	1.61			
Child understands graphing activities							
Former EI participants	44.4	1.14	1,424	2.23	184.50	$p < .001$	Y
General population	64.5	0.94	19,025	1.84			
Child uses measuring instruments							
Former EI participants	27.2	1.33	1,271	2.61	37.57	$p < .001$	Y
General population	37.4	1.00	17,360	1.96			

See notes at end of exhibit.

Exhibit A2.15. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes—Continued

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Early literacy							
Child composes simple stories							
Former EI participants	20.0	1.04	1,361	2.04	85.79	$p < .001$	Y
General population	32.2	0.81	17,783	1.59			
Child uses complex sentence structure							
Former EI participants	34.6	0.72	1,461	1.41	529.13	$p < .001$	Y
General population	60.4	0.86	19,199	1.69			
Child understands text and reads aloud							
Former EI participants	37.8	0.91	1,478	1.78	380.19	$p < .001$	Y
General population	61.1	0.78	19,184	1.53			
Child names all the letters of alphabet							
Former EI participants	63.5	2.13	1,487	4.17	24.76	$p < .001$	Y
General population	74.8	0.77	19,186	1.51			
Child uses strategies for unfamiliar words							
Former EI participants	26.9	1.20	1,410	2.35	60.28	$p < .001$	Y
General population	38.5	0.89	18,778	1.74			
Child understands print conventions							
Former EI participants	28.3	0.94	1,432	1.84	108.17	$p < .001$	Y
General population	42.2	0.95	18,880	1.86			
Child uses computer							
Former EI participants	29.2	1.19	1,297	2.33	83.23	$p < .001$	Y
General population	43.8	1.07	16,079	2.10			
Child reads simple books independently							
Former EI participants	33.5	1.79	481	3.50	24.59	$p < .001$	Y
General population	43.4	0.87	18,872	1.70			
Child produces rhyming words							
Former EI participants	45.0	1.61	657	3.16	97.39	$p < .001$	Y
General population	63.3	0.92	19,096	1.80			

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available from http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Exhibit A2.16. National cognitive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

Outcome	Eligibility category: All %	All SE	All N	Developmental delay (DD) %	DD SE	DD N	Diagnosed condition (DC) %	DC SE	DC N	At risk (AR) %	AR SE	AR N	Comparisons: DD vs. DC *F*	DD vs. DC (*p* value)	DD vs. DC BH statistical significance[1]	DD vs. AR *F*	DD vs. AR (*p* value)	DD vs. AR BH statistical significance[1]	DC vs. AR *F*	DC vs. AR (*p* value)	DC vs. AR BH statistical significance[1]
Parent-reported cognitive outcome: 36 months																					
Can recognize most or all of the letters of the alphabet ……	17.6	1.13	2,560	19.0	1.45	1,648	12.1	1.16	564	19.6	2.78	348	13.81	$p < .001$	Y	0.04	0.841		6.20	0.013	
Can count to 20 or higher ……	12.8	1.42	2,585	12.9	1.34	1,665	10.6	1.71	570	15.3	4.54	350	1.12	0.290		0.26	0.610		0.94	0.332	
All age-expected cognitive milestones mastered …….	32.5	1.80	2,498	32.8	1.32	1,602	21.6	1.42	553	44.8	5.00	343	33.13	$p < .001$	Y	5.39	0.020		19.87	$p < .001$	Y
Parent-reported cognitive outcome: kindergarten																					
Can recognize most or all of the letters of the alphabet ……..…	70.8	1.27	2,116	72.7	1.10	1,385	61.5	3.49	496	75.7	3.32	285	9.37	0.002	Y	0.74	0.390		8.69	0.003	Y
Can count to 20 or higher ……..……..	72.1	1.65	2,117	75.4	1.23	1,386	56.4	3.02	648	79.8	3.19	283	33.95	$p < .001$	Y	1.90	0.168		28.38	$p < .001$	Y
All age-expected cognitive milestones mastered ……	14.0	0.87	1,841	14.7	1.04	1,206	8.6	2.15	389	18.0	4.16	246	6.65	0.010		0.58	0.446		4.05	0.044	
Teacher-reported cognitive outcome: kindergarten																					
Average or above in overall academic skills ……	54.8	1.18	1,476	57.5	1.29	923	39.1	1.82	343	64.0	5.35	208	68.03	$p < .001$	Y	1.40	0.237		19.41	$p < .001$	Y
Thinking and reasoning normal for age	52.5	1.79	1,469	53.8	1.66	918	37.5	3.25	345	66.2	3.79	206	19.93	$p < .001$	Y	8.94	0.003	Y	*32.95*	$p < .001$	Y

See notes at end of exhibit.

Exhibit A2.16. National cognitive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category—Continued

Outcome	Eligibility category: All %	All SE	All N	Developmental delay (DD) %	DD SE	DD N	Diagnosed condition (DC) %	DC SE	DC N	At risk (AR) %	AR SE	AR N	Comparisons: DD vs. DC *F*	DD vs. DC (*p* value)	DD vs. DC BH statistical significance[1]	DD vs. AR *F*	DD vs. AR (*p* value)	DD vs. AR BH statistical significance[1]	DC vs. AR *F*	DC vs. AR (*p* value)	DC vs. AR BH statistical significance[1]
Uses a variety of strategies to solve math problems ….	30.9	1.05	1,343	34.7	1.47	859	19.2	3.47	286	30.1	5.51	198	16.94	$p < .001$	Y	0.64	0.424		2.77	0.096	
Solves number problems using concrete objects ..	35.8	1.30	1,350	39.3	2.50	810	23.3	2.75	290	37.0	4.16	200	18.42	$p < .001$	Y	0.23	0.632		7.48	0.006	
Understands relationships between quantities	43.4	1.29	1,376	45.5	1.84	871	31.9	3.03	300	48.9	4.67	199	14.57	$p < .001$	Y	0.47	0.493		9.29	0.002	
Composes simple stories …….	20.6	1.04	1,292	22.0	1.12	817	12.8	2.30	283	24.2	4.47	192	12.41	$p < .001$	Y	0.24	0.624		5.12	0.024	
Reads simple books independently ……	33.7	1.89	1,369	35.1	1.51	869	27.3	4.13	297	35.9	6.48	203	3.15	0.076	Y	0.02	0.888		1.26	0.262	
Produces rhyming words	45.9	2.12	1,380	49.0	1.64	875	32.4	2.39	300	49.5	5.97	235	26.44	$p < .001$	Y	0.01	0.920		6.73	0.009	
Sorts, classifies and compares ……	49.9	1.35	1,419	53.3	1.45	896	36.3	3.23	316	53.4	5.05	207	23.11	$p < .001$	Y	0.00	1.000		8.14	0.004	
Orders a group of objects ……	46.4	0.97	1,387	47.5	2.13	884	37.1	2.69	301	52.6	6.02	202	9.26	0.002	Y	0.63	0.427		5.52	0.019	
Understands graphing activities	44.1	1.35	1,353	47.3	1.72	861	31.8	2.44	292	46.5	4.43	200	26.75	$p < .001$	Y	0.03	0.862		8.34	0.004	Y
Uses measuring instruments ……	27.2	1.02	1,202	31.1	2.15	763	14.2	2.10	258	27.2	3.62	181	31.88	$p < .001$	Y	0.88	0.348		9.62	0.002	Y
Uses complex sentence structure	19.1	1.77	1,389	19.8	2.30	885	16.2	2.75	300	19.7	3.71	204	6.44	0.011		10.11	0.001	Y	19.10	$p < .001$	Y
Understands text and reads aloud …	37.8	0.91	1,406	38.3	1.19	891	27.9	1.95	309	47.1	4.65	206	20.65	$p < .001$	Y	3.66	0.056		15.60	$p < .001$	Y
Names all the letters of alphabet .	63.5	2.08	1,416	65.7	2.07	898	55.8	2.71	315	64.1	6.21	203	8.41	0.004	Y	0.06	0.806		1.48	0.224	

See notes at end of exhibit.

Exhibit A2.16. National cognitive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category—Continued

Outcome	Eligibility category: All %	All SE	All N	Developmental delay (DD) %	DD SE	DD N	Diagnosed condition (DC) %	DC SE	DC N	At risk (AR) %	AR SE	AR N	Comparisons: DD vs. DC *F*	DD vs. DC (*p* value)	DD vs. DC BH statistical significance[1]	DD vs. AR *F*	DD vs. AR (*p* value)	DD vs. AR BH statistical significance[1]	DC vs. AR *F*	DC vs. AR (*p* value)	DC vs. AR BH statistical significance[1]
Uses strategies for unfamiliar words	27.1	1.09	1,339	27.6	1.28	852	21.2	2.49	290	32.2	5.34	197	5.51	0.019		0.68	0.410		3.54	0.060	
Understands print conventions …….	28.1	1.14	1,361	30.0	1.01	868	18.7	2.98	290	31.3	2.25	203	12.94	$p < .001$	Y	0.26	0.610		11.35	0.001	Y
Uses computer …..	29.4	1.36	1,235	32.3	1.93	791	24.2	3.60	274	24.5	4.68	170	4.01	0.045		2.40	0.121		0.00	1.000	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.17. National percentage of former EI participants and of the general population for whom kindergarten teachers and parents reported cognitive outcomes, by IEP status for former EI participants

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Teacher report: kindergarten							
Child performs academic skills as expected for age			1,551				
IEP	37.1	1.59		3.11	198.03	$p < .001$	Y
No IEP	78.3	2.46		4.82			
Child thinks and reasons as expected for age			1,545				
IEP	31.6	2.43		4.76	198.83	$p < .001$	Y
No IEP	80.7	2.49		4.88			
Parent report: kindergarten							
Child can recognize most or all of the letters of the alphabet			2,247				
IEP	59.8	1.79		3.50	23.22[2]	$p < .001$	Y
No IEP	82.6	1.61		3.15	89.69[3]	$p < .001$	Y
Total population	74.5	2.47	408	4.84	7.55[4]	0.006	
Child can count to 20 or higher			2,269				
IEP	58.1	2.84		5.57	42.97[2]	$p < .001$	Y
No IEP	88.2	1.68		3.29	83.21[3]	$p < .001$	Y
General population	81.7	2.20	408	4.31	5.59[4]	0.018	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] IEP versus general population.

[3] IEP versus no IEP comparison.

[4] No IEP versus general population comparison.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, available at http://nces.ed.gov/nhes/dataproducts.asp.

Exhibit A2.18. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes, by IEP status for former EI participants

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Mathematics							
Child uses a variety of strategies to solve math problems			1,414				
IEP	16.0	1.47		2.88	299.72[2]	$p < .001$	Y
No IEP	48.5	2.25		4.41	145.86[3]	$p < .001$	Y
General population	45.8	0.89	18,948	1.74	1.25[4]	.263	
Child solves number problems using concrete objects			1,415				
IEP	20.2	1.47		2.88	361.39[2]	$p < .001$	Y
No IEP	53.4	3.30		6.47	84.35[3]	$p < .001$	Y
General population	52.8	0.88	18,903	1.72	0.03[4]	.862	
Child understands relationships between quantities			1,442				
IEP	26.4	2.01		3.94	217.04[2]	$p < .001$	Y
No IEP	64.2	2.45		4.80	141.83[3]	$p < .001$	Y
General population	59.3	0.97	18,937	1.90	3.40[4]	.065	
Child sorts, classifies, and compares			1,492				
IEP	33.9	3.31		6.49	89.94[2]	$p < .001$	Y
No IEP	69.5	1.88		3.68	87.70[3]	$p < .001$	Y
General population	66.3	0.85	19,178	1.67	2.47[4]	.116	
Child orders a group of objects			1,457				
IEP	31.3	2.06		4.04	200.05[2]	$p < .001$	Y
No IEP	65.5	2.36		4.63	119.47[3]	$p < .001$	Y
General population	62.6	0.82	18,936	1.61	1.33[4]	.248	
Child understands graphing activities			1,424				
IEP	27.9	2.33		4.57	211.97[2]	$p < .001$	Y
No IEP	64.2	2.12		4.16	132.57[3]	$p < .001$	Y
General population	64.5	0.94	19,025	1.84	0.017[4]	.896	
Child uses measuring instruments			1,271				
IEP	16.1	1.57		3.08	130.94[2]	$p < .001$	Y
No IEP	40.6	2.29		4.49	77.61[3]	$p < .001$	Y
General population	37.4	1.00	17,360	1.96	1.59[4]	.207	

See notes at end of exhibit.

Exhibit A2.18. National percentage of former EI participants and of the total population for whom kindergarten teachers reported mathematics and early literacy outcomes, by IEP status for former EI participants—Continued

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical sgnificance[1]
Early literacy							
Child composes simple stories			1,361				
IEP	11.2	1.28		2.51	192.74[2]	$p < .001$	Y
No IEP	30.6	1.58		3.10	90.65[3]	$p < .001$	Y
General population	32.2	0.81	17,783	1.59	0.88[4]	.348	
Child composes complex sentence structure			1,461				
IEP	54.7	1.62		3.18	9.66[2]	$p < .001$	Y
No IEP	34.6	0.72		1.41	128.81[3]	$p < .001$	Y
General population	60.4	0.86	19,199	1.69	529.95[4]	$p < .001$	Y
Child understands text and reads aloud			1,478				
IEP	21.2	1.25		2.45	732.97[2]	$p < .001$	Y
No IEP	58.4	1.91		3.74	264.29[3]	$p < .001$	Y
General population	61.1	0.78	19,184	1.53	1.82[4]	.177	
Child names all the letters of alphabet			1,487				
IEP	51.6	2.81		5.51	63.35[2]	$p < .001$	Y
No IEP	78.7	2.6		5.10	50.18[3]	$p < .001$	Y
General population	74.8	0.77	19,184	1.51	2.10[4]	.147	
Child develops strategies for unfamiliar words			1,410				
IEP	15.4	2.32		4.55	86.79[2]	$p < .001$	Y
No IEP	40.6	1.98		3.88	68.43[3]	$p < .001$	Y
General population	38.6	0.89	18,778	1.74	0.92[4]	.337	
Child understands print conventions			1,432				
IEP	15.3	1.75		3.43	182.36[2]	$p < .001$	Y
No IEP	43.7	1.56		3.06	146.96[3]	$p < .001$	Y
General population	42.2	0.95	19,880	1.86	0.70[4]	.403	
Child uses computer			1,297				
IEP	17.8	1.39		2.72	219.86[2]	$p < .001$	Y
No IEP	44.2	2.31		4.53	95.60[3]	$p < .001$	Y
General population	43.82	1.07	16,079	2.10	0.02[4]	.888	

See notes at end of exhibit.

Exhibit A2.18. National percentage of former EI participants and of the total population for whom kindergarten teachers reported mathematics and early literacy outcomes, by IEP status for former EI participants—Continued

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical sgnificance[1]
Child reads simple books independently			1,441				
IEP	22.2	2.84		5.57	50.94[2]	$p < .001$	Y
No IEP	47.2			4.35	48.02[3]	$p < .001$	Y
General population	43.4		18,872	1.70	2.51[4]		
Child produces rhyming words			1,452				
IEP	28.6 $^{2.22}_{0.87}$	2.53		4.95	166.62[2]	$p < .001$	Y
No IEP	64.9	1.81		3.55	136.39[3].113	$p < .001$	Y
General population	63.3	0.92	19,096	1.80	4.12[4]	.042	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] IEP versus general population.

[3] IEP versus no IEP comparison.

[4] No IEP versus general population comparison.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available at http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Exhibit A2.19. National percentage of former EI participants for whom kindergarten teachers reported negative behaviors

Outcome	Percent	Standard error	N	Confidence interval
Kindergarten teacher				
Child very often acts impulsively	23.0	1.00	1,469	1.96
Child never responds appropriately to teasing	13.3	0.93	1,076	1.82
Child never responds appropriately to pushing or hitting	10.0	0.62	1,220	1.21
Child very often argues with others	7.2	0.62	1,386	1.21
Child never controls temper	6.6	1.02	1,351	1.99
Child very often appears lonely	5.3	0.57	1,476	1.17
Child very often fights with others	4.8	0.55	1,400	1.08
Child never follows directions	3.8	0.61	1,528	1.19

NOTE: Data are weighted to be nationally representative. Cohort began to receive intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.20. National social-emotional development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category												Comparisons								
	All			Developmental delay (DD)			Diagnosed condition (DC)			At risk (AR)			DD vs. DC			DD vs. AR			DC vs. AR		
Outcome	%	SE	N	%	SE	N	%	SE	N	%	SE	N	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]
Parent-reported social-emotional outcome: 36 months																					
Often has temper tantrums ……..	25.8	1.31	2,529	27.7	1.39	1,621	20.7	2.00	562	25.4	2.45	346	8.38	0.004	Y	0.67	0.413		2.25	0.134	
Often physically aggressive with other children …….	9.1	0.92	2,515	9.6	1.08	1,614	9.0	1.42	556	7.2	1.90	345	0.12	0.729		1.18	0.277		0.55	0.458	
Has a lot of trouble playing with other children ……	10.7	0.47	2,522	10.4	0.51	1,616	15.0	1.95	561	6.4	1.64	345	5.39	0.020		5.37	0.020		11.55	0.001	Y
All age-expected social-emotional milestones mastered ……..	27.9	1.96	2,501	29.1	1.79	1,601	20.4	2.04	556	33.0	4.25	344	10.25	0.001	Y	0.73	0.393		7.18	0.007	
Parent-reported social-emotional outcome: kindergarten																					
Often has temper tantrums ……..	18.7	1.43	2,046	19.8	1.49	1,343	17.3	3.01	429	16.7	3.08	274	0.54	0.462		0.78	0.377		0.02	0.888	
Often physically aggressive with other children …….	6.0	1.12	2,049	5.9	0.87	1,346	5.4	1.33	431	7.0	4.61	272	0.08	0.777		0.05	0.823		0.10	0.752	
Has a lot of trouble playing with other children ……	8.7	1.24	2,147	8.1	1.46	1,404	13.9	1.89	454	4.6	1.81	289	5.98	0.014		2.25	0.134	Y	12.71	p<.001	Y
All age-expected social-emotional milestones mastered ……..	38.7	1.62	1,953	40.6	1.44	1,283	27.0	1.94	410	46.0	4.43	260	31.69	$p < .001$		1.34	0.247		15.42	$p < .001$	

See notes at end of exhibit.

Exhibit A2.20. National social-emotional development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category—Continued

Outcome	Eligibility category: All %	All SE	All N	Developmental delay (DD) %	DD SE	DD N	Diagnosed condition (DC) %	DC SE	DC N	At risk (AR) %	AR SE	AR N	Comparisons: DD vs. DC *F*	DD vs. DC (*p* value)	DD vs. DC BH statistical significance[1]	DD vs. AR *F*	DD vs. AR (*p* value)	DD vs. AR BH statistical significance[1]	DC vs. AR *F*	DC vs. AR (*p* value)	DC vs. AR BH statistical significance[1]
Teacher-reported social-emotional outcome (negative behaviors): kindergarten																					
Very often acts impulsively ……	22.4	1.33	1,397	22.5	1.34	878	24.0	2.09	322	20.3	4.25	197	0.34	0.560		0.25	0.617		0.60	0.439	
Never responds appropriately to teasing …….	12.6	0.97	1,024	13.1	1.43	676	16.0	1.95	188	7.6	2.67	160	1.44	0.230		3.27	0.071		6.42	0.011	
Never responds appropriately to pushing or hitting …	10.2	0.69	1,158	11.7	1.31	743	10.1	1.47	244	5.2	1.86	171	0.69	0.406		8.26	0.004	Y	4.29	0.038	
Very often argues with others ……	6.7	0.52	1,319	7.0	1.03	846	6.6	2.01	283	5.6	2.65	190	0.04	0.841		0.25	0.617		0.09	0.764	
Never controls temper …….	6.5	1.12	1,282	6.0	0.88	831	10.0	2.36	269	4.6	2.60	182	2.59	0.108		0.26	0.610		2.40	0.121	
Very often appears lonely	4.9	0.50	1,404	5.1	0.74	883	4.3	1.82	325	4.7	2.07	196	0.18	0.671		0.04	0.841		0.02	0.888	
Very often fights with others ……. .	5.1	0.58	1,332	6.2	1.08	846	2.8	1.61	302	3.5	2.25	184	3.13	0.077		1.21	0.271		0.06	0.806	
Never follows directions ……	3.6	0.74	1,453	3.9	0.87	909	2.8	0.86	338	3.4	2.59	206	0.79	0.374		0.04	0.841		0.04	0.841	
Parent-reported social-emotional outcome (social skills): kindergarten																					
Child's behavior is typical and appropriate for age	60.9	2.46	2,045	61.5	3.36	1,343	49.1	2.24	427	73.2	3.57	275	9.34	0.002	Y	*5.68*	0.017		*32.48*	$p < .001$	Y
Child's social skills are typical and appropriate for age	57.9	2.12	2,142	59.3	2.83	1,400	43.6	3.76	454	70.7	4.51	288	11.10	0.001	Y	*4.56*	0.033		*21.22*	$p < .001$	Y

See notes at end of exhibit.

Exhibit A2.20. National social-emotional development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category—Continued

Outcome	Eligibility category: All %	All SE	All N	Developmental delay (DD) %	DD SE	DD N	Diagnosed condition (DC) %	DC SE	DC N	At risk (AR) %	AR SE	AR N	Comparisons: DD vs. DC *F*	DD vs. DC (*p* value)	DD vs. DC BH statistical significance[1]	DD vs. AR *F*	DD vs. AR (*p* value)	DD vs. AR BH statistical significance[1]	DC vs. AR *F*	DC vs. AR (*p* value)	DC vs. AR BH statistical significance[1]
Teacher-reported social-emotional outcome (social skills): kindergarten																					
Child's social skills are normal for age	54.0	1.31	1,465	54.3	1.83	916	39.3	2.34	342	71.0	2.60	207	25.23	$p < .001$		*27.82*	$p < .001$		*82.08*	$p < .001$	
Child has as many friends as other children in class ….	63.7	1.02	1,459	62.4	1.47	916	60.4	2.55	337	72.5	2.01	206	0.50	0.480		16.39	$p < .001$		*14.03*	$p < .001$	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.21. National percentage of former EI participants for whom kindergarten teachers and parents reported social-emotional outcomes, by IEP status

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Teacher report: kindergarten							
Child has as many friends as other children in class			1,537				
IEP	54.0	2.44		4.78	51.01	$p < .001$	Y
No IEP	76.0	1.88		3.68			
Child's social skills are age appropriate			1,541				
IEP	35.9	1.85		3.62	400.1	$p < .001$	Y
No IEP	77.9	0.99		1.94			
Parent report: kindergarten							
Child's social skills are age appropriate			2,266				
IEP	40.1	3.01		5.89	131.44	$p < .001$	Y
No IEP	79.3	1.62		3.17			
Child's behavior is age appropriate			2,162				
IEP	45.9	2.07		4.06	70.71	$p < .001$	
No IEP	79.3	3.39		6.64			

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.22. National percentage of former EI participants for whom kindergarten teachers reported negative behaviors, by IEP status

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Kindergarten teacher							
Child very often acts impulsively			1,469				
IEP	29.5	1.38		2.70			
No IEP	14.2	1.36		2.67	62.77	$p < .001$	Y
Child never responds appropriately to teasing			1,076				
IEP	18.1	2.10		4.12			
No IEP	8.3	0.58		1.14	20.23	$p < .001$	Y
Child never responds appropriately to pushing or hitting			1,220				
IEP	14.8	1.94		3.80			
No IEP	4.3	1.33		2.61	20.16	$p < .001$	Y
Child very often argues with others			1,386				
IEP	7.4	1.07		2.10			
No IEP	7.0	1.40		2.74	0.04	0.841[2]	
Child never controls temper			1,351				
IEP	9.5	1.58		3.10			
No IEP	3.1	0.84		1.65	12.87	$p < .001$	Y
Child very often appears lonely			1,476				
IEP	6.0	0.89		1.74			
No IEP	4.5	0.62		1.22	1.96	.161[2]	
Child very often fights with others			1,400				
IEP	5.1	0.95		1.86			
No IEP	4.4	1.06		2.08	0.27	.603[2]	
Child never follows directions			1,528				
IEP	4.8	1.00		1.96			
No IEP	2.5	0.62		1.22	4.13	.042[2]	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] Comparison is not significant.

NOTE: Data are weighted to be nationally representative. Cohort began to receive intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.23. National physical development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category												Comparisons								
	All			Developmental delay (DD)			Diagnosed condition (DC)			At risk (AR)			DD vs. DC			DD vs. AR			DC vs. AR		
Outcome	%	SE	N	%	SE	N	%	SE	N	%	SE	N	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]
Parent-reported physical development outcome (health): 36 months																					
Child has poor health ……..	2.6	0.35	2,612	2.3	0.51	1,679	3.9	1.40	578	2.3	0.87	355	1.24	0.265		0.01	0.920		0.92	0.337	
Parent-reported physical development outcome (health): kindergarten																					
Child has fair or poor health……..	11.3	0.97	2,146	10.6	1.19	1,403	15.6	2.36	452	8.8	2.16	291	3.58	0.058		0.53	0.467		4.52	0.034	
Parent-reported physical development outcome (activity level): kindergarten			2,052			1,346			431			275									
Less active …….	10.7	1.11		7.9	1.61		21.6	1.39		7.3	1.59		41.49	$p < .001$	Y	0.07	0.791		45.85	$p < .001$	Y
About as active …..	48.9	1.79		48.8	2.28		43.9	2.31		55.6	2.43		2.28	0.131		4.16	0.041		12.18	$p < .001$	Y
More active …….	40.4	1.02		43.3	1.27		34.5	1.96		37.2	3.16		14.20	$p < .001$	Y	3.21	0.073		0.53	0.467	
Teacher-reported physical development outcome (activity level): kindergarten			1,469			922			339			208									
Less active …….	22.4	0.86		20.5	1.56		32.3	2.01		17.2	4.27		21.51	$p < .001$	Y	*0.53*	0.467		10.24	0.001	Y
About as active …..	52.5	1.37		53.1	1.68		44.3	4.77		60.1	4.67		3.03	0.082		1.99	0.158		5.60	0.018	
More active …….	25.2	0.75		26.4	1.26		23.3	4.34		22.6	3.85		0.47	0.493		0.88	0.348		0.01	0.920	

See notes at end of exhibit.

Exhibit A2.23. National physical development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category—Continued

	Eligibility category												Comparisons								
	All			Developmental delay (DD)			Diagnosed condition (DC)			At risk (AR)			DD vs. DC			DD vs. AR			DC vs. AR		
Outcome	%	SE	N	%	SE	N	%	SE	N	%	SE	N	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]
Parent-reported physical development outcome (milestone achievement): 36 months																					
All age-expected physical milestones mastered …….….	28.0	1.91	2,487	30.8	7.01	1,605	15.3	1.57	540	33.5	3.78	342	37.17	$p < .001$	Y	*0.41*	0.522		19.97	$p < .001$	Y
Parent-reported physical development outcome (milestone achievement): kindergarten																					
All age-expected physical milestones mastered ….……	21.8	2.44	1,901	24.3	2.89	1,246	9.6	1.95	395	27.5	4.55	260	17.80	$p < .001$	Y	*0.35*	0.554		13.09	$p < .001$	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.24. National percentage of former EI participants and of the general population reported to have activity levels at kindergarten, by IEP status for former EI participants

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Teacher report: kindergarten							
Less active			1,547				
IEP	30.6	1.91		3.74	71.11[2]	$p < .001$	Y
No IEP	10.7	1.38		2.70	28.19[3]	$p < .001$	Y
About as active			1,547				
IEP	41.2	1.76		3.45	92.95[2]	$p < .001$	Y
No IEP	66.2	1.90		3.72	87.34[3]	$p < .001$	Y
More active			1,547				
IEP	28.2	1.42		2.78	5.07[2]	.024	
No IEP	23.1	1.76		3.45	198.84[3]	$p < .001$	Y
Parent report: kindergarten							
Less active			2,170				
IEP	16.7	1.76		3.45	46.76[2]	$p < .001$	Y
No IEP	4.1	0.56		1.10	1.58[3]	.208	
About as active			2,170				
IEP	43.5	2.31		4.53	6.81[2]	.009	
No IEP	54.4	3.47		6.80	3.59[3]	.058	
More active			2,170				
IEP	39.8	1.23		2.41	0.22[2]	.638	
No IEP	41.5	3.49		6.84	4.39[3]	.036	

See notes at end of exhibit.

Exhibit A2.24. National percentage of former EI participants and of the general population reported to have activity levels at kindergarten, by IEP status for former EI participants—Continued

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
General population			18,009				
Less active	3.3	0.18		0.35	57.11[4]	$p < .001$	Y
					201.9[5]	$p < .001$	Y
About as active	47.8	0.52		1.02	3.19[4]	.074	
					12.77[5]	$p < .001$	Y
More active	48.9	0.50		0.98	47.39[4]	$p < .001$	Y
					189.25[5]	$p < .001$	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] IEP versus no IEP comparison.

[3] No IEP versus general population comparison.

[4] IEP versus general population comparison for parent reported data.

[5] IEP versus general population comparison for teacher reported data.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available from http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Exhibit A2.25. National percentage of former EI participants and of the general population reported by parents to have "fair" or "poor" health at kindergarten, by IEP status for former EI participants

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Parent report: kindergarten			2,278				
Excellent							
IEP	39.3	2.25		4.41	17.66[2]	$p < .001$	Y
No IEP	54.9	2.95		5.78	0.88[3]	.348202	
Very good							
IEP	25.1	1.90		3.72	0.08[2]	.772	
No IEP	24.3	2.08		4.08	1.20[3]	.273	
Good							
IEP	19.8	1.82		3.57	3.42[2]	.064	
No IEP	14.8	2.02		3.96	0.31[3]	.577	
Fair or Poor							
IEP	15.8	1.26		2.47	44.12[2]	$p < .001$	Y
No IEP	6.0	0.75		1.47	27.27[3]	$p < .001$	Y
Parent report: kindergarten: General population			1,624				
Excellent	57.7	1.48		2.90	46.48[4]	$p < .001$	Y
Very good	26.6	1.36		2.67	0.36[4]	.548	
Good	13.6	0.09		0.18	11.43[4]	$p < .001$	Y
Fair or Poor	2.1	0.03		0.06	117.47[4]	$p < .001$	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] IEP versus no IEP comparison.

[3] No IEP versus general population comparison.

[4] IEP versus general population comparison.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the National Health Interview Survey public use dataset, 1999 Person Section, available from http://www.cdc.gov/nchs/about/major/nhis/quest_data_related_1997_forward.htm.

Exhibit A2.26. National adaptive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

	Eligibility category												Comparisons								
	All			Developmental delay (DD)			Diagnosed condition (DC)			At risk (AR)			DD vs. DC			DD vs. AR			DC vs. AR		
Outcome	%	SE	N	%	SE	N	%	SE	N	%	SE	N	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]	*F*	(*p* value)	BH statistical significance[1]
Parent-reported adaptive outcome (milestone achievement): 36 months																					
All age-expected adaptive milestones mastered ……	8.7	0.76	2,521	9.0	0.95	1,616	4.4	0.85	559	13.1	2.72	346	12.63	$p < .001$	Y	*2.10*	0.147		9.34	0.002	Y
Parent-reported adaptive outcome (milestone achievement): kindergarten																					
All age-expected adaptive milestones mastered ……	14.8	1.15	1,976	16.2	1.03	1,293	8.5	2.16	415	17.6	3.80	268	10.49	0.001	Y	*0.13*	0.718		4.38	0.036	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007.

Exhibit A2.27. Parent report of milestone achievement at 36 months and kindergarten of former EI participants

Outcome	Percent	Standard error	N	Confidence interval
Communication: All age expected communication milestones done well				
36 months	29.0	0.99	2,651	1.94
Kindergarten	36.9	2.02	2,095	3.96
Cognition: All age expected cognitive milestones done well				
36 months	31.8	1.69	2,633	3.31
Kindergarten	13.8	0.87	1,952	1.71
Physical: All age expected physical milestones done well				
36 months	27.5	1.81	2,619	3.55
Kindergarten	21.4	2.33	2,015	4.57
Social-emotional: All age expected social emotional milestones done well				
36 months	27.5	1.81	2,636	3.55
Kindergarten	38.3	1.65	2,073	3.23
Adaptive: All age expected adaptive milestones done well				
36 months	8.5	0.72	2,655	1.41
Kindergarten	14.6	1.13	2,093	2.21

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), (2007).

Exhibit A2.28. Parent report of milestone achievement at kindergarten of former EI participants, by IEP status

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Communication: All age expected communication milestones done well			2,094				
IEP	21.8	2.12		4.16	102.43	$p < .001$	Y
No IEP	54.8	2.48		4.86			
Cognition: All age expected cognitive milestones done well			1,952				
IEP	7.0	1.28		2.51	57.84	$p < .001$	Y
No IEP	21.7	1.45		2.84			
Physical: All age expected physical milestones done well			2,015				
IEP	9.8	1.86		3.65	55.54	$p < .001$	Y
No IEP	34.8	2.79		5.47			
Social-emotional: All age expected social emotional milestones done well			2,073				
IEP	22.5	2.48		4.86	153.43	$p < .001$	Y
No IEP	56.9	1.25		2.45			
Adaptive: All age expected adaptive milestones done well			2,092				
IEP	7.2	1.33		2.61	46.02	$p < .001$	Y
No IEP	23.1	1.93		3.78			

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data are weighted to be nationally representative. Cohort began early intervention between September 1997 and November 1998.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), (2007).

Exhibit A2.29. National percentage of former EI participants and of the general population reported to have activity levels at kindergarten

Outcome	Percent	Standard error	N	Confidence interval	*F*	*p* value	BH statistical significance[1]
Parent report							
Kindergarten			2,176				
Less active	10.9	0.98		1.92	58.18[2]	$p < .001$	Y
About active	48.4	1.94		3.80	4.03[2]	.044	
More active	40.7	1.23		2.41	38.14[2]	$p < .001$	Y
Teacher report							
Kindergarten			1,548				
Less active	22.2	0.88		1.73	461.27[3]	$p < .001$	Y
About active	51.7	1.50		2.94	7.11[3]	.008	
More active	26.1	0.99		1.94	530.39[3]	$p < .001$	Y
Total population							
Kindergarten			18,009				
Less active	3.3	0.18		0.35			
About active	47.7	0.52		1.02			
More active	48.9	0.50					

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

[2] Parent report versus general population comparison.

[3] Teacher report versus general population comparison.

NOTE: Data are weighted to be nationally representative. Cohort began to receive early intervention services between September 1997 and November 1998. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, National Early Intervention Longitudinal Study (NEILS), parent interviews and kindergarten teacher survey (public use dataset), 2007; general population data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, available from http://nces.ed.gov/ECLS/kinderdatainformation.asp.

Appendix A3. Preschool-Age Children Identified for Services Under IDEA

Appendix A3. Preschool-Age Children Identified for Services Under IDEA

In chapter 3, we present data related to questions of identification and outcomes of preschool-age children identified for IDEA services. This appendix provides supporting information for each exhibit in chapter 3. Exhibits A3.1 through A3.7 provide relevant counts, proportions, and ratios related to identification. Exhibits A3.8 through A3.10 provide means, standard errors, confidence intervals, *p* values and Benjamini-Hochberg-adjusted statistical significance levels related to outcomes.

Exhibit A3.1. National number of preschool-age children identified for services under IDEA, by age (2005)

Year	Children served under IDEA by age											
	Birth to less than 1	1 to less than 2	2 to less than 3	3 to less than 4	4 to less than 5	5 to less than 6	6 to less than 7	7 to less than 8	8 to less than 9	9 to less than 10	10 to less than 11	11 to less than 12
2005	41,865	94,445	158,404	153,320	245,526	300,082	361,567	411,694	454,033	488,367	504,071	509,464

Year	Children served under IDEA by age										
	12 to less than 13	13 to less than 14	14 to less than 15	15 to less than 16	16 to less than 17	17 to less than 18	18 to less than 19	19 to less than 20	20 to less than 21	21 to less than 22	
2005	514,497	519,873	521,723	519,973	484,682	417,768	209,608	60,306	28,617	13,353	

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The ages of children eligible to receive preschool services under IDEA are 3 through 5 years. The shaded area represents the data for these children.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp.

Exhibit A3.2/3. National number and percentage of preschool-age children identified for services under IDEA, by age (1997–2006)

	Ages 3 through 5			Age 3			Age 4			Age 5		
Year	Number of children identified for services	Number of children	Percent	Number of children identified for services	Number of children	Percent	Number of children identified for services	Number of children	Percent	Number of children identified for services	Number of children	Percent
1997	564,546	12,018,021	4.70	113,998	3,952,767	2.88	195,595	4,000,240	4.89	254,953	4,065,014	6.27
1998	567,636	11,852,596	4.79	116,696	3,899,589	2.99	197,565	3,952,767	5.00	253,375	4,000,240	6.33
1999	582,383	11,743,850	4.96	120,894	3,891,494	3.11	202,740	3,899,589	5.20	258,749	3,952,767	6.55
2000	592,415	11,671,977	5.08	130,374	3,880,894	3.36	212,812	3,891,494	5.47	249,229	3,899,589	6.39
2001	611,919	11,713,941	5.22	134,621	3,941,553	3.42	230,277	3,880,894	5.93	247,021	3,891,494	6.35
2002	639,264	11,781,864	5.43	139,299	3,959,417	3.52	243,593	3,941,553	6.18	256,372	3,880,894	6.61
2003	671,630	11,959,784	5.62	148,592	4,058,814	3.66	233,701	3,959,417	5.90	289,337	3,941,553	7.34
2004	692,978	12,044,164	5.75	155,860	4,025,933	3.87	243,283	4,058,814	5.99	293,835	3,959,417	7.42
2005	698,928	12,106,473	5.77	153,320	4,021,726	3.81	245,526	4,025,933	6.10	300,082	4,058,814	7.39
2006	706,242	12,137,609	5.82	163,926	4,089,950	4.01	244,041	4,021,726	6.07	298,275	4,025,933	7.41

NOTE: The percentage of children who were identified was calculated by dividing the number of children identified for services under IDEA (DANS) in a given age group by the total number of children in the same age group as indicated by the NVSS-constructed population proxy. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 1990–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Exhibit A3.4/5. National number and percentage of 3- through 5-year-olds identified for services under IDEA, by race/ethnicity (1998–2006)

	White			Black			Hispanic			Asian			American Indian		
Year	Number of students identified for services	Number of children	Percent	Number of students identified for services	Number of children	Percent	Number of students identified for services	Number of children	Percent	Number of students identified for services	Number of children	Percent	Number of students identified for services	Number of children	Percent
1998	359,145	7,395,224	4.86	82,530	1,864,593	4.43	62,846	2,026,536	3.10	10,453	458,328	2.28	6,810	107,915	6.31
1999	373,545	7,289,032	5.12	87,496	1,799,645	4.86	69,655	2,076,304	3.35	11,307	472,204	2.39	6,730	106,666	6.31
2000	400,652	7,193,769	5.57	93,276	1,761,144	5.30	78,071	2,124,805	3.67	13,202	485,045	2.72	7,201	107,214	6.72
2001	410,347	7,163,742	5.73	95,053	1,764,973	5.39	84,906	2,178,108	3.90	13,898	497,269	2.79	7,714	109,849	7.02
2002	426,342	7,143,355	5.97	97,888	1,774,862	5.52	91,620	2,239,801	4.09	15,018	511,993	2.93	8,327	111,854	7.44
2003	445,312	7,162,832	6.22	100,899	1,796,501	5.62	99,552	2,344,103	4.25	17,003	542,030	3.14	8,864	114,318	7.75
2004	454,638	7,110,315	6.39	103,332	1,792,035	5.77	107,080	2,456,862	4.36	19,014	569,500	3.34	9,181	115,452	7.95
2005	453,536	7,045,113	6.44	102,310	1,780,413	5.75	112,883	2,564,721	4.40	20,791	599,241	3.47	9,418	116,985	8.05
2006	450,869	6,992,090	6.45	103,948	1,752,346	5.93	120,080	2,658,052	4.52	22,166	617,550	3.59	9,572	117,571	8.14

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentages of children identified were calculated by dividing the number of 3- through 5-year-olds in a given racial/ethnic category who were identified for services under IDEA by the total number of 3- through-5-year-olds in the same racial/ethnic category as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved on December 7, 2007, http://www.ideadata.org. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2006, retrieved January 9, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), (2007, December), *Births: Preliminary Data for 2006* (2007, December), *46*(7), p. 12.

Exhibit A3.6. National number and percentage of preschool-age children identified for services under IDEA, by disability category (2004–2006)

Child category	2004	2005	2006
Number of children ages 3–5 in the population	**12,044,164**	**12,106,473**	**12,137,609**
Number of children ages 3–5 identified for services under IDEA	693,245	698,938	706,635
Number of preschool-age children with:			
Specific learning disabilities	13,279	11,922	14,589
Speech or language impairments	326,606	325,895	331,851
Mental retardation	22,468	22,680	23,292
Emotional disturbance	5,809	5,781	6,424
Hearing impairments	7,702	7,777	8,123
Visual impairments	3,268	3,399	3,513
Orthopedic impairments	8,505	8,157	8,115
Other health impairments	12,559	12,985	15,774
Autism	25,664	30,160	34,883
Traumatic brain injury	1,044	1,069	1,027
Multiple disabilities	8,222	8,397	9,331
Deaf-blindness	252	233	204
Developmental delay	257,867	260,483	249,509

Child category	2004	2005	2006	Relative percent change between 2004 and 2006
Percentage of children ages 3–5 identified for services under IDEA	5.7559	5.7733	5.8219	1.15
Percentage of preschool-age children with:				
Specific learning disabilities	0.1103	0.0985	0.1202	8.98
Speech or language impairments	2.7117	2.6919	2.7341	0.83
Mental retardation	0.1865	0.1873	0.1919	2.90
Emotional disturbance	0.0482	0.0478	0.0529	9.75
Hearing impairments	0.0639	0.0642	0.0669	4.69
Visual impairments	0.0271	0.0281	0.0289	6.64
Orthopedic impairments	0.0706	0.0674	0.0669	-5.24
Other health impairments	0.1043	0.1073	0.1300	24.64
Autism	0.2131	0.2491	0.2874	34.87
Traumatic brain injury	0.0087	0.0088	0.0085	-2.30
Multiple disabilities	0.0683	0.0694	0.0769	12.59
Deaf-blindness	0.0021	0.0019	0.0017	-19.05
Developmental delay	2.1410	2.1516	2.0557	-3.98

See notes at end of exhibit.

Exhibit A3.6. National number and percentage of preschool-age children identified for services under IDEA, by disability category (2004–2006)—Continued

Child category	2004	2005	2006
Percentage of children identified for services who are served in each disability category			
Specific learning disabilities	1.92	1.71	2.06
Speech or language impairments	47.11	46.63	46.96
Mental retardation	3.24	3.24	3.30
Emotional disturbance	0.84	0.83	0.91
Hearing impairments	1.11	1.11	1.15
Visual impairments	0.47	0.49	0.50
Orthopedic impairments	1.23	1.17	1.15
Other health impairments	1.81	1.86	2.23
Autism	3.70	4.32	4.94
Traumatic brain injury	0.15	0.15	0.15
Multiple disabilities	1.19	1.20	1.32
Deaf-blindness	0.04	0.03	0.03
Developmental delay	37.20	37.27	35.31

NOTE: States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 2004, 46 states reported counts under this category, and in 2006, 48 states reported counts under this category. The numbers of children identified in this exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentage of children who were identified under a given IDEA disability category was calculated by dividing the number of 3- through 5-year-olds identified for services under that category (DANS) in a given year by the total number of 3- through 5-year-olds in that same year as indicated by the NVSS-constructed population proxy. Relative percentage change from 2004 to 2006 for each disability category was calculated by subtracting the 2004 identification percentage from the 2006 percentage and dividing the difference by the 2004 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), retrieved December 7, 2007, from https://www.ideadata.org/tables28th%5Car_1-2.xls and https://www.ideadata.org/tables30th%5Car_1-2.xls; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Average for 50 states and DC	4.70	564,270	12,018,021
98–05[1]	Average for 50 states and DC	5.33	5,056,015	94,874,649
2006	Average for 50 states and DC	5.82	706,401	12,137,609
1998	Average for 50 states and DC	4.79	567,636	11,852,596
1999	Average for 50 states and DC	4.96	581,997	11,743,850
2000	Average for 50 states and DC	5.07	592,077	11,671,977
2001	Average for 50 states and DC	5.22	611,653	11,713,941
2002	Average for 50 states and DC	5.42	638,958	11,781,864
2003	Average for 50 states and DC	5.61	671,286	11,959,784
2004	Average for 50 states and DC	5.76	693,557	12,044,164
2005	Average for 50 states and DC	5.77	698,851	12,106,473
1997	Alabama	4.43	8,195	184,905
98–05[1]	Alabama	4.22	62,080	1,471,137
2006	Alabama	4.48	8,026	178,973
1998	Alabama	4.10	7,499	182,974
1999	Alabama	4.03	7,316	181,756
2000	Alabama	4.16	7,554	181,731
2001	Alabama	4.10	7,526	183,476
2002	Alabama	4.24	7,854	185,110
2003	Alabama	4.18	7,843	187,495
2004	Alabama	4.45	8,270	185,875
2005	Alabama	4.50	8,218	182,720
1997	Alaska	5.49	1,839	33,477
98–05[1]	Alaska	5.99	14,528	242,607
2006	Alaska	6.62	1,987	30,027
1998	Alaska	5.48	1,754	31,995
1999	Alaska	5.28	1,633	30,959
2000	Alaska	5.42	1,637	30,228
2001	Alaska	5.61	1,678	29,910
2002	Alaska	5.95	1,774	29,823
2003	Alaska	6.59	1,968	29,850
2004	Alaska	6.69	2,002	29,927
2005	Alaska	6.96	2,082	29,915

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Arizona	4.11	8,571	208,731
98–05[1]	Arizona	4.68	87,627	1,874,214
2006	Arizona	5.31	14,040	264,401
1998	Arizona	4.18	8,876	212,365
1999	Arizona	4.15	9,076	218,631
2000	Arizona	4.09	9,144	223,484
2001	Arizona	4.32	9,906	229,264
2002	Arizona	4.64	10,910	235,087
2003	Arizona	4.94	12,074	244,661
2004	Arizona	5.39	13,579	252,015
2005	Arizona	5.44	14,062	258,707
1997	Arkansas	8.06	8,368	103,827
98–05[1]	Arkansas	9.07	79,189	873,385
2006	Arkansas	10.42	11,689	112,231
1998	Arkansas	8.33	8,677	104,182
1999	Arkansas	8.50	9,031	106,264
2000	Arkansas	8.68	9,376	108,024
2001	Arkansas	8.66	9,504	109,714
2002	Arkansas	9.09	10,007	110,072
2003	Arkansas	9.58	10,670	111,377
2004	Arkansas	10.44	11,638	111,522
2005	Arkansas	9.17	10,286	112,230
1997	California	3.28	57,511	1,754,984
98–05[1]	California	3.76	483,543	12,871,397
2006	California	4.20	67,052	1,598,113
1998	California	3.33	56,837	1,705,299
1999	California	3.53	58,491	1,659,408
2000	California	3.57	57,651	1,616,318
2001	California	3.69	58,456	1,585,934
2002	California	3.85	60,265	1,565,009
2003	California	3.94	61,950	1,572,128
2004	California	4.01	63,240	1,578,226
2005	California	4.19	66,653	1,589,075

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Colorado	4.61	7,491	162,628
98–05[1]	Colorado	5.07	72,349	1,426,158
2006	Colorado	5.34	10,939	204,764
1998	Colorado	4.81	7,809	162,425
1999	Colorado	4.91	8,059	164,210
2000	Colorado	4.92	8,202	166,672
2001	Colorado	4.98	8,559	171,917
2002	Colorado	5.16	9,200	178,277
2003	Colorado	5.17	9,673	187,182
2004	Colorado	5.30	10,307	194,612
2005	Colorado	5.25	10,540	200,863
1997	Connecticut	5.33	7,459	139,928
98–05[1]	Connecticut	5.80	60,996	1,051,511
2006	Connecticut	5.36	6,833	127,522
1998	Connecticut	5.45	7,443	136,689
1999	Connecticut	5.41	7,275	134,458
2000	Connecticut	5.44	7,172	131,912
2001	Connecticut	5.62	7,390	131,398
2002	Connecticut	5.93	7,722	130,239
2003	Connecticut	6.25	8,135	130,156
2004	Connecticut	6.19	7,978	128,984
2005	Connecticut	6.17	7,881	127,675
1997	Delaware	5.12	1,619	31,635
98–05[1]	Delaware	5.83	14,747	252,915
2006	Delaware	6.67	2,213	33,168
1998	Delaware	5.33	1,664	31,245
1999	Delaware	5.32	1,641	30,832
2000	Delaware	5.39	1,652	30,674
2001	Delaware	6.05	1,875	30,986
2002	Delaware	5.83	1,836	31,507
2003	Delaware	6.29	2,031	32,305
2004	Delaware	6.08	1,975	32,476
2005	Delaware	6.30	2,073	32,890

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	District of Columbia	1.22	384	31,519
98–05[1]	District of Columbia	1.80	3,566	197,852
2006	District of Columbia	3.32	754	22,742
1998	District of Columbia	1.38	409	29,573
1999	District of Columbia	2.05	560	27,334
2000	District of Columbia	1.48	374	25,331
2001	District of Columbia	1.82	436	24,003
2002	District of Columbia	1.73	400	23,135
2003	District of Columbia	1.32	301	22,874
2004	District of Columbia	2.54	579	22,813
2005	District of Columbia	2.23	507	22,789
1997	Florida	4.83	27,747	574,904
98–05[1]	Florida	5.54	259,965	4,692,859
2006	Florida	5.40	33,644	623,622
1998	Florida	4.94	28,233	571,914
1999	Florida	5.16	29,363	568,769
2000	Florida	5.37	30,660	570,498
2001	Florida	5.64	32,590	577,412
2002	Florida	5.88	34,387	585,043
2003	Florida	5.91	35,258	596,785
2004	Florida	5.79	35,124	606,941
2005	Florida	5.58	34,350	615,497
1997	Georgia	4.31	14,331	332,749
98–05[1]	Georgia	5.01	145,803	2,911,821
2006	Georgia	5.07	20,410	402,805
1998	Georgia	4.53	15,134	333,915
1999	Georgia	4.72	15,922	337,336
2000	Georgia	4.81	16,560	344,546
2001	Georgia	4.99	17,709	354,632
2002	Georgia	5.09	18,689	367,306
2003	Georgia	5.31	20,260	381,729
2004	Georgia	5.29	20,801	392,887
2005	Georgia	5.19	20,728	399,470

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Hawaii	2.65	1,560	58,974
98–05[1]	Hawaii	3.84	16,499	429,931
2006	Hawaii	4.67	2,459	52,649
1998	Hawaii	2.85	1,646	57,705
1999	Hawaii	3.29	1,860	56,513
2000	Hawaii	3.53	1,919	54,389
2001	Hawaii	3.62	1,930	53,377
2002	Hawaii	4.06	2,112	52,014
2003	Hawaii	4.38	2,284	52,172
2004	Hawaii	4.50	2,325	51,661
2005	Hawaii	4.65	2,423	52,100
1997	Idaho	6.49	3,398	52,328
98–05[1]	Idaho	6.48	29,777	459,451
2006	Idaho	6.13	3,889	63,458
1998	Idaho	6.54	3,466	53,001
1999	Idaho	6.69	3,626	54,186
2000	Idaho	6.50	3,591	55,242
2001	Idaho	6.45	3,650	56,598
2002	Idaho	6.37	3,684	57,845
2003	Idaho	6.38	3,807	59,629
2004	Idaho	6.42	3,910	60,926
2005	Idaho	6.52	4,043	62,024
1997	Illinois	4.63	26,465	571,441
98–05[1]	Illinois	5.63	248,817	4,416,513
2006	Illinois	6.79	37,152	547,181
1998	Illinois	4.81	27,220	565,857
1999	Illinois	4.96	27,689	558,249
2000	Illinois	5.24	28,787	549,795
2001	Illinois	5.42	29,646	546,571
2002	Illinois	5.76	31,389	545,459
2003	Illinois	6.08	33,411	549,692
2004	Illinois	6.34	34,967	551,168
2005	Illinois	6.50	35,708	549,722

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Indiana	5.28	13,234	250,684
98–05[1]	Indiana	6.58	133,848	2,033,046
2006	Indiana	7.51	19,364	257,974
1998	Indiana	5.53	13,778	249,379
1999	Indiana	5.82	14,499	248,943
2000	Indiana	6.05	15,101	249,784
2001	Indiana	6.49	16,347	252,071
2002	Indiana	6.85	17,448	254,589
2003	Indiana	7.12	18,439	258,852
2004	Indiana	7.31	19,008	260,189
2005	Indiana	7.42	19,228	259,239
1997	Iowa	5.21	5,907	113,374
98–05[1]	Iowa	5.15	46,178	895,923
2006	Iowa	5.47	6,199	113,352
1998	Iowa	4.99	5,577	111,715
1999	Iowa	5.04	5,599	111,028
2000	Iowa	5.05	5,580	110,608
2001	Iowa	4.94	5,487	111,080
2002	Iowa	5.18	5,773	111,499
2003	Iowa	5.29	5,985	113,106
2004	Iowa	5.34	6,059	113,443
2005	Iowa	5.39	6,118	113,444
1997	Kansas	5.88	6,629	112,812
98–05[1]	Kansas	7.28	66,451	913,347
2006	Kansas	8.09	9,524	117,757
1998	Kansas	6.19	6,933	111,986
1999	Kansas	6.59	7,334	111,231
2000	Kansas	6.95	7,728	111,141
2001	Kansas	7.24	8,135	112,362
2002	Kansas	7.59	8,685	114,493
2003	Kansas	7.86	9,190	116,870
2004	Kansas	7.82	9,179	117,317
2005	Kansas	7.86	9,267	117,947

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Kentucky	9.39	14,999	159,823
98–05[1]	Kentucky	11.31	146,127	1,291,656
2006	Kentucky	12.80	21,007	164,127
1998	Kentucky	9.57	15,161	158,360
1999	Kentucky	10.06	15,897	158,066
2000	Kentucky	10.34	16,372	158,286
2001	Kentucky	11.08	17,747	160,238
2002	Kentucky	11.51	18,637	161,935
2003	Kentucky	12.27	20,219	164,761
2004	Kentucky	12.59	20,777	165,090
2005	Kentucky	12.93	21,317	164,920
1997	Louisiana	4.60	9,554	207,926
98–05[1]	Louisiana	5.25	83,840	1,596,988
2006	Louisiana	5.38	10,503	195,264
1998	Louisiana	4.68	9,495	202,860
1999	Louisiana	4.87	9,671	198,662
2000	Louisiana	5.06	9,957	196,870
2001	Louisiana	5.08	10,061	198,117
2002	Louisiana	5.38	10,769	200,049
2003	Louisiana	5.64	11,386	201,922
2004	Louisiana	5.94	11,904	200,386
2005	Louisiana	5.35	10,597	198,122
1997	Maine	8.07	3,676	45,563
98–05[1]	Maine	10.29	34,135	331,897
2006	Maine	10.07	4,145	41,173
1998	Maine	8.50	3,690	43,402
1999	Maine	9.39	3,954	42,111
2000	Maine	9.62	3,978	41,339
2001	Maine	10.27	4,230	41,176
2002	Maine	10.93	4,482	41,018
2003	Maine	11.35	4,647	40,952
2004	Maine	11.73	4,806	40,978
2005	Maine	10.63	4,348	40,921

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Maryland	4.25	9,646	226,774
98–05[1]	Maryland	5.06	88,071	1,739,886
2006	Maryland	5.23	11,590	221,471
1998	Maryland	4.39	9,714	221,355
1999	Maryland	4.48	9,750	217,900
2000	Maryland	4.67	10,003	214,144
2001	Maryland	4.97	10,614	213,720
2002	Maryland	5.38	11,510	214,154
2003	Maryland	5.55	12,105	218,255
2004	Maryland	5.57	12,227	219,501
2005	Maryland	5.50	12,148	220,857
1997	Massachusetts	5.91	15,116	255,686
98–05[1]	Massachusetts	5.94	116,141	1,953,797
2006	Massachusetts	6.54	15,813	241,906
1998	Massachusetts	6.15	15,382	250,103
1999	Massachusetts	5.93	14,568	245,711
2000	Massachusetts	5.91	14,328	242,288
2001	Massachusetts	5.40	13,070	242,051
2002	Massachusetts	5.75	13,955	242,714
2003	Massachusetts	6.08	14,822	243,964
2004	Massachusetts	6.08	14,821	243,630
2005	Massachusetts	6.24	15,195	243,336
1997	Michigan	4.47	18,855	421,972
98–05[1]	Michigan	5.37	173,182	3,228,293
2006	Michigan	6.15	24,268	394,488
1998	Michigan	4.60	18,983	412,525
1999	Michigan	4.74	19,236	406,057
2000	Michigan	4.96	19,937	401,743
2001	Michigan	5.21	20,888	400,767
2002	Michigan	5.57	22,325	400,987
2003	Michigan	5.82	23,465	403,444
2004	Michigan	5.97	24,058	403,205
2005	Michigan	6.08	24,290	399,565

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Minnesota	5.71	11,107	194,560
98–05[1]	Minnesota	6.22	97,545	1,567,121
2006	Minnesota	6.80	13,989	205,637
1998	Minnesota	5.89	11,327	192,216
1999	Minnesota	5.94	11,366	191,268
2000	Minnesota	6.01	11,512	191,462
2001	Minnesota	6.10	11,803	193,401
2002	Minnesota	6.32	12,368	195,671
2003	Minnesota	6.53	12,987	198,776
2004	Minnesota	6.35	12,780	201,136
2005	Minnesota	6.60	13,402	203,191
1997	Mississippi	4.73	5,999	126,784
98–05[1]	Mississippi	5.79	58,652	1,012,825
2006	Mississippi	6.68	8,430	126,180
1998	Mississippi	4.81	6,035	125,447
1999	Mississippi	5.48	6,812	124,285
2000	Mississippi	5.61	6,944	123,864
2001	Mississippi	5.51	6,910	125,459
2002	Mississippi	5.72	7,276	127,156
2003	Mississippi	6.16	7,994	129,698
2004	Mississippi	6.48	8,362	129,041
2005	Mississippi	6.51	8,319	127,875
1997	Missouri	4.23	9,530	225,097
98–05[1]	Missouri	5.77	103,472	1,792,968
2006	Missouri	6.77	15,415	227,760
1998	Missouri	4.37	9,698	221,824
1999	Missouri	4.85	10,683	220,403
2000	Missouri	5.12	11,307	220,897
2001	Missouri	5.48	12,222	223,227
2002	Missouri	6.21	13,966	224,827
2003	Missouri	6.69	15,191	227,253
2004	Missouri	6.66	15,137	227,359
2005	Missouri	6.72	15,268	227,178

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Montana	5.07	1,719	33,904
98–05[1]	Montana	5.31	13,958	262,640
2006	Montana	5.80	1,941	33,441
1998	Montana	5.03	1,688	33,574
1999	Montana	4.88	1,614	33,065
2000	Montana	4.98	1,635	32,847
2001	Montana	5.19	1,687	32,500
2002	Montana	5.33	1,728	32,429
2003	Montana	5.54	1,803	32,537
2004	Montana	5.74	1,878	32,712
2005	Montana	5.84	1,925	32,976
1997	Nebraska	5.18	3,617	69,777
98–05[1]	Nebraska	5.82	33,214	570,364
2006	Nebraska	6.42	4,886	76,120
1998	Nebraska	5.25	3,656	69,623
1999	Nebraska	5.32	3,707	69,685
2000	Nebraska	5.33	3,724	69,848
2001	Nebraska	5.72	4,015	70,139
2002	Nebraska	6.07	4,295	70,760
2003	Nebraska	6.17	4,445	72,087
2004	Nebraska	6.42	4,707	73,373
2005	Nebraska	6.23	4,665	74,849
1997	Nevada	4.87	3,345	68,688
98–05[1]	Nevada	5.23	34,858	666,506
2006	Nevada	5.81	5,669	97,600
1998	Nevada	4.95	3,531	71,370
1999	Nevada	4.88	3,664	75,092
2000	Nevada	4.71	3,676	78,092
2001	Nevada	4.87	3,976	81,735
2002	Nevada	5.18	4,401	84,972
2003	Nevada	5.55	4,933	88,890
2004	Nevada	5.66	5,185	91,573
2005	Nevada	5.79	5,492	94,782

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	New Hampshire	4.84	2,251	46,532
98–05[1]	New Hampshire	5.73	19,989	349,133
2006	New Hampshire	6.68	2,905	43,491
1998	New Hampshire	4.84	2,190	45,207
1999	New Hampshire	4.95	2,193	44,291
2000	New Hampshire	5.49	2,387	43,498
2001	New Hampshire	5.67	2,452	43,262
2002	New Hampshire	6.01	2,570	42,783
2003	New Hampshire	6.00	2,586	43,079
2004	New Hampshire	6.26	2,709	43,306
2005	New Hampshire	6.64	2,902	43,707
1997	New Jersey	4.75	16,874	355,096
98–05[1]	New Jersey	5.05	139,422	2,759,129
2006	New Jersey	5.69	19,782	347,529
1998	New Jersey	4.57	15,998	350,015
1999	New Jersey	4.63	16,058	346,635
2000	New Jersey	4.78	16,361	342,413
2001	New Jersey	4.89	16,716	342,135
2002	New Jersey	5.10	17,433	341,934
2003	New Jersey	5.39	18,545	344,287
2004	New Jersey	5.49	18,982	345,532
2005	New Jersey	5.58	19,329	346,178
1997	New Mexico	5.93	4,943	83,365
98–05[1]	New Mexico	6.72	43,874	653,296
2006	New Mexico	7.62	6,300	82,702
1998	New Mexico	6.23	5,133	82,363
1999	New Mexico	6.26	5,115	81,739
2000	New Mexico	6.13	4,970	81,019
2001	New Mexico	6.32	5,145	81,417
2002	New Mexico	6.40	5,207	81,380
2003	New Mexico	6.92	5,656	81,732
2004	New Mexico	7.61	6,207	81,542
2005	New Mexico	7.85	6,441	82,104

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	New York	5.85	49,628	848,671
98–05[1]	New York	6.91	434,700	6,294,021
2006	New York	7.92	60,156	759,155
1998	New York	6.09	50,677	832,153
1999	New York	6.16	50,140	813,724
2000	New York	6.52	51,665	792,570
2001	New York	6.84	53,313	779,408
2002	New York	7.05	54,328	771,057
2003	New York	7.20	55,588	772,556
2004	New York	7.90	60,692	768,375
2005	New York	7.63	58,297	764,178
1997	North Carolina	5.54	16,977	306,744
98–05[1]	North Carolina	5.78	152,304	2,634,515
2006	North Carolina	5.78	20,433	353,843
1998	North Carolina	5.55	16,880	304,369
1999	North Carolina	5.65	17,361	307,482
2000	North Carolina	5.55	17,361	313,077
2001	North Carolina	5.88	19,010	323,173
2002	North Carolina	5.99	19,921	332,498
2003	North Carolina	6.08	21,018	345,794
2004	North Carolina	5.74	20,210	352,291
2005	North Carolina	5.77	20,543	355,831
1997	North Dakota	4.46	1,164	26,085
98–05[1]	North Dakota	5.65	10,967	194,142
2006	North Dakota	6.71	1,567	23,358
1998	North Dakota	4.65	1,197	25,750
1999	North Dakota	5.05	1,283	25,407
2000	North Dakota	4.95	1,247	25,176
2001	North Dakota	5.25	1,294	24,632
2002	North Dakota	5.83	1,394	23,924
2003	North Dakota	6.46	1,501	23,247
2004	North Dakota	6.67	1,531	22,944
2005	North Dakota	6.59	1,520	23,062

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Ohio	3.91	18,666	476,984
98–05[1]	Ohio	4.30	158,150	3,678,458
2006	Ohio	5.21	23,455	449,969
1998	Ohio	3.96	18,572	468,801
1999	Ohio	4.19	19,341	461,700
2000	Ohio	4.08	18,664	457,789
2001	Ohio	4.18	19,075	456,519
2002	Ohio	4.19	19,182	457,411
2003	Ohio	4.27	19,659	460,850
2004	Ohio	4.56	20,955	459,626
2005	Ohio	4.98	22,702	455,762
1997	Oklahoma	4.05	5,645	139,503
98–05[1]	Oklahoma	4.89	56,401	1,153,433
2006	Oklahoma	5.03	7,625	151,486
1998	Oklahoma	4.22	5,805	137,618
1999	Oklahoma	4.42	6,077	137,568
2000	Oklahoma	4.56	6,393	140,134
2001	Oklahoma	4.67	6,714	143,923
2002	Oklahoma	5.05	7,414	146,740
2003	Oklahoma	5.24	7,769	148,253
2004	Oklahoma	5.43	8,080	148,910
2005	Oklahoma	5.42	8,149	150,287
1997	Oregon	4.76	5,965	125,448
98–05[1]	Oregon	5.42	57,492	1,060,763
2006	Oregon	6.09	8,311	136,467
1998	Oregon	4.86	6,128	126,224
1999	Oregon	4.98	6,387	128,306
2000	Oregon	5.32	6,926	130,278
2001	Oregon	5.44	7,227	132,740
2002	Oregon	5.49	7,370	134,286
2003	Oregon	5.47	7,453	136,281
2004	Oregon	5.75	7,834	136,330
2005	Oregon	5.99	8,167	136,318

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Pennsylvania	4.39	21,156	482,458
98–05[1]	Pennsylvania	5.17	183,569	3,550,561
2006	Pennsylvania	6.38	27,599	432,304
1998	Pennsylvania	4.24	19,920	469,683
1999	Pennsylvania	4.63	21,161	457,259
2000	Pennsylvania	4.83	21,477	444,412
2001	Pennsylvania	4.99	21,885	438,461
2002	Pennsylvania	5.34	23,265	435,470
2003	Pennsylvania	5.59	24,459	437,527
2004	Pennsylvania	5.85	25,438	435,123
2005	Pennsylvania	6.00	25,964	432,626
1997	Rhode Island	6.10	2,559	41,942
98–05[1]	Rhode Island	7.20	21,977	305,287
2006	Rhode Island	7.68	2,982	38,816
1998	Rhode Island	6.24	2,510	40,218
1999	Rhode Island	6.82	2,651	38,894
2000	Rhode Island	6.90	2,614	37,883
2001	Rhode Island	7.14	2,692	37,706
2002	Rhode Island	7.56	2,830	37,420
2003	Rhode Island	7.82	2,930	37,470
2004	Rhode Island	7.81	2,935	37,584
2005	Rhode Island	7.39	2,815	38,112
1997	South Carolina	6.75	10,931	162,070
98–05[1]	South Carolina	7.26	93,047	1,281,591
2006	South Carolina	8.35	13,864	165,975
1998	South Carolina	6.98	10,937	156,804
1999	South Carolina	7.37	11,352	154,086
2000	South Carolina	7.63	11,775	154,257
2001	South Carolina	7.61	11,967	157,208
2002	South Carolina	7.41	11,927	161,039
2003	South Carolina	7.17	11,818	164,939
2004	South Carolina	6.99	11,668	166,818
2005	South Carolina	6.97	11,603	166,440

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	South Dakota	6.72	2,168	32,244
98–05[1]	South Dakota	7.73	19,331	250,231
2006	South Dakota	8.33	2,684	32,208
1998	South Dakota	6.83	2,164	31,701
1999	South Dakota	7.21	2,267	31,455
2000	South Dakota	7.35	2,286	31,121
2001	South Dakota	7.25	2,244	30,934
2002	South Dakota	7.62	2,362	30,985
2003	South Dakota	8.18	2,549	31,157
2004	South Dakota	8.65	2,712	31,352
2005	South Dakota	8.71	2,747	31,526
1997	Tennessee	4.66	10,238	219,822
98–05[1]	Tennessee	4.84	88,103	1,822,206
2006	Tennessee	5.10	11,967	234,712
1998	Tennessee	4.69	10,291	219,381
1999	Tennessee	4.86	10,690	220,118
2000	Tennessee	4.83	10,699	221,405
2001	Tennessee	4.93	11,132	225,628
2002	Tennessee	4.55	10,449	229,677
2003	Tennessee	4.74	11,121	234,810
2004	Tennessee	4.97	11,713	235,754
2005	Tennessee	5.10	12,008	235,433
1997	Texas	3.57	34,399	964,030
98–05[1]	Texas	3.72	304,414	8,193,794
2006	Texas	3.53	39,351	1,115,336
1998	Texas	3.61	34,846	965,938
1999	Texas	3.70	36,079	974,273
2000	Texas	3.69	36,442	987,133
2001	Texas	3.70	37,244	1,006,663
2002	Texas	3.65	37,396	1,025,502
2003	Texas	3.85	40,607	1,054,942
2004	Texas	3.86	41,564	1,078,069
2005	Texas	3.65	40,236	1,101,274

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Utah	4.73	5,327	112,606
98–05[1]	Utah	4.87	51,113	1,049,378
2006	Utah	5.17	7,597	147,001
1998	Utah	4.97	5,710	114,983
1999	Utah	4.92	5,899	119,943
2000	Utah	4.64	5,785	124,723
2001	Utah	4.55	5,922	130,311
2002	Utah	4.74	6,381	134,514
2003	Utah	4.85	6,733	138,808
2004	Utah	5.10	7,221	141,602
2005	Utah	5.16	7,462	144,494
1997	Vermont	5.50	1,241	22,571
98–05[1]	Vermont	6.78	10,901	160,748
2006	Vermont	8.28	1,602	19,342
1998	Vermont	5.67	1,226	21,617
1999	Vermont	6.65	1,391	20,927
2000	Vermont	6.14	1,237	20,157
2001	Vermont	6.48	1,294	19,956
2002	Vermont	6.62	1,307	19,756
2003	Vermont	7.01	1,378	19,649
2004	Vermont	7.78	1,512	19,433
2005	Vermont	8.08	1,556	19,253
1997	Virginia	4.81	13,818	287,181
98–05[1]	Virginia	5.41	123,398	2,279,118
2006	Virginia	5.66	16,968	299,810
1998	Virginia	4.85	13,713	282,561
1999	Virginia	5.01	14,023	279,971
2000	Virginia	5.22	14,444	276,794
2001	Virginia	5.25	14,629	278,567
2002	Virginia	5.57	15,691	281,682
2003	Virginia	5.69	16,422	288,758
2004	Virginia	5.80	16,996	293,291
2005	Virginia	5.88	17,480	297,494

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Washington	5.10	12,001	235,453
98–05[1]	Washington	5.23	99,033	1,892,473
2006	Washington	5.51	13,174	239,087
1998	Washington	5.06	11,799	233,231
1999	Washington	5.00	11,623	232,531
2000	Washington	5.04	11,760	233,363
2001	Washington	5.04	11,881	235,798
2002	Washington	5.24	12,445	237,439
2003	Washington	5.41	13,010	240,285
2004	Washington	5.45	13,086	240,192
2005	Washington	5.60	13,429	239,634
1997	West Virginia	7.92	5,174	65,337
98–05[1]	West Virginia	8.78	43,983	501,056
2006	West Virginia	9.69	6,013	62,075
1998	West Virginia	8.24	5,301	64,329
1999	West Virginia	8.55	5,409	63,287
2000	West Virginia	8.69	5,445	62,642
2001	West Virginia	8.57	5,332	62,227
2002	West Virginia	8.68	5,400	62,205
2003	West Virginia	8.99	5,604	62,340
2004	West Virginia	9.12	5,659	62,021
2005	West Virginia	9.41	5,833	62,005
1997	Wisconsin	6.57	13,705	208,719
98–05[1]	Wisconsin	7.28	118,815	1,631,413
2006	Wisconsin	7.51	15,591	207,672
1998	Wisconsin	6.67	13,708	205,528
1999	Wisconsin	6.87	13,934	202,867
2000	Wisconsin	7.15	14,383	201,142
2001	Wisconsin	7.25	14,574	201,113
2002	Wisconsin	7.32	14,802	202,215
2003	Wisconsin	7.51	15,393	204,984
2004	Wisconsin	7.72	15,955	206,606
2005	Wisconsin	7.76	16,066	206,958

See notes at end of exhibit.

Exhibit A3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)—Continued

Year	State	Percentage of children age 3 through 5	Number of children identified	Number of children
1997	Wyoming	7.96	1,569	19,706
98–05[1]	Wyoming	10.52	15,874	150,895
2006	Wyoming	13.66	2,645	19,365
1998	Wyoming	8.40	1,616	19,244
1999	Wyoming	8.79	1,667	18,975
2000	Wyoming	8.95	1,695	18,934
2001	Wyoming	9.85	1,864	18,925
2002	Wyoming	10.85	2,037	18,768
2003	Wyoming	11.87	2,211	18,634
2004	Wyoming	12.52	2,315	18,497
2005	Wyoming	13.05	2,469	18,918

[1] Throughout this exhibit, "98–05" presents the average of the 1998 through 2005 DANS and NVSS data counts (nationally and by state) and the average percentage for the years 1998 through 2005.

NOTE: National data represent the counts and average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. The total number of children is a population proxy constructed with National Vital Statistics System (NVSS) birth data, including births on Indian reservations. The percentage of all children identified was calculated by dividing the number of 3- through 5-year-olds identified for services under IDEA in a given state (or nationally) in a given year (or range of years) by the total number of 3- through 5-year-olds in the same state (or nationally) in the same year (or range of years) as indicated by the NVSS-constructed population proxy.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997–2005, retrieved January 11, 2008, from http://209.217.72.34/VitalStats/ReportFolders/ReportFolders.aspx. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS).

Exhibit A3.8a. Letter-word identification (WJ III): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	98.2	100.8	98.5	96.8
Standard error	0.78	1.37	0.98	0.98
Confidence interval	3.1	5.4	3.8	3.8
Difference from total preschool	-1.8	0.8	-1.5	-3.2
Standard error	0.78	1.37	0.98	0.98
p value	0.022	0.560	0.126	0.001
BH statistical significance[1]	Y			Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Findings reported in the exhibit are based on a direct assessment of individual students using the Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.8b. Vocabulary (PPVT-III): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	90.1	88.6	89.7	91.1
Standard error	0.59	0.78	0.78	0.88
Confidence interval	2.3	3.1	3.1	3.5
Difference from population	-9.9	-11.4	-10.3	-8.9
Standard error	0.59	0.78	0.78	0.88
p value	$p < .0001$	$p < .001$	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Findings reported in the exhibit are based on a direct assessment of individual students using the Peabody Picture Vocabulary Test-Third Edition (PPVT-III) (Dunn and Dunn 1997). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.8c. Applied problems (WJ III): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	90.3	88.2	91.2	90.6
Standard error	0.98	1.27	1.57	0.98
Confidence interval	3.8	5.0	6.1	3.8
Difference from total preschool	-9.7	-11.8	-8.8	-9.4
Standard error	0.98	1.27	1.57	0.98
p value	$p < .001$	$p < 001$	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Findings reported in the exhibit are based on a direct assessment of individual students using the Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.8d. Preacademic skills (ABAS-II): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	89.5	88.5	90.0	93.5
Standard error	0.98	0.98	0.98	1.47
Confidence interval	3.8	3.8	3.8	5.8
Difference from population	-10.5	-11.5	-10.0	-6.5
Standard error	0.98	0.98	0.98	1.47
p value	$p < .001$	$p < .001$	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Findings reported in the exhibit are based on a direct assessment of individual students using the Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.8e. Academic and social outcomes for preschool-age children identified for services under IDEA, age cohort comparisons

	3-year-olds vs. all others	4-year-olds vs. all others	5-year-olds vs. all others
Letter-word identification (WJ III)			
Mean	3.1	-0.3	-2.8
Standard error	1.54	1.29	1.28
p value	0.043	0.831	0.031
BH statistical significance[1]			
Applied problems (WJ III)			
Mean	-2.7	1.8	0.8
Standard error	1.59	1.76	1.42
p value	0.089	0.305	0.566
BH statistical significance[1]			
Vocabulary (PPVT-III)			
Mean	-1.7	-0.1	1.9
Standard error	0.98	0.98	1.04
p value	0.075	0.885	0.065
BH statistical significance[1]			
Preacademic skills (ABAS-II)			
Mean	-3.1	-1.0	4.2
Standard error	1.31	1.32	1.63
p value	0.017	0.450	0.010
BH statistical significance[1]			

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Measures are: Woodcock-Johnson III (WJ III) Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001); WJ III Applied Problems subtest (Woodcock, McGrew, and Mather 2001); PPVT-III: Peabody Picture Vocabulary Test-Third Edition (Dunn and Dunn 1997); ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.8f. Academic and social outcomes for preschool-age children identified for services under IDEA, age cohort comparisons

	3-year-olds vs. 4-year-olds	3-year-olds vs. 5-year-olds	4-year-olds vs. 5-year-olds
Letter-word identification (WJ III)			
Mean	2.3	4.0	1.7
Standard error	1.69	1.69	1.39
p value	0.173	0.018	0.220
BH statistical significance[1]			
Applied problems (WJ III)			
Mean	-3.0	-2.4	0.6
Standard error	2.02	1.61	1.85
p value	0.138	0.135	0.746
BH statistical significance[1]			
Vocabulary (PPVT-III)			
Mean	-1.1	-2.5	-1.4
Standard error	1.11	1.18	1.18
p value	0.321	0.034	0.235
BH statistical significance[1]			
Preacademic skills (ABAS-II)			
Mean	-1.5	-5.0	-3.5
Standard error	1.39	1.77	1.77
p value	0.279	0.005	0.048
BH statistical significance[1]			

1 BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Measures are: Research version of the Woodcock-Johnson III (WJ III) Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001); Research version of the WJ III Applied Problems subtest (Woodcock, McGrew, and Mather 2001); PPVT-III: Peabody Picture Vocabulary Test-Third Edition (Dunn and Dunn 1997); ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.9a. Social skills (PKBS-2): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	92.8	85.2	93.0	96.5
Standard error	0.88	1.08	1.08	1.37
Confidence interval	3.5	4.2	4.2	5.4
Difference from population	-7.2	-14.8	-7.0	-3.5
Standard error	0.88	1.08	1.08	1.37
p value	$p < .001$	$p < .001$	$p < .001$	0.011
BH statistical significance[1]	Y	Y	Y	

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Social skills were measured by the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.9b. Problem behaviors (PKBS-2): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	98.2	99.2	98.5	97.4
Standard error	0.69	0.78	1.08	0.88
Confidence interval	2.7	3.1	4.2	3.5
Difference from population	-1.8	-0.8	-1.5	-2.6
Standard error	0.69	0.78	1.08	0.88
p value	0.009	0.308	0.164	0.003
BH statistical significance[1]				Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Problem behaviors were measured by the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.9c. Self-care (ABAS-II): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	93.0	91.0	94.0	90.5
Standard error	0.98	0.98	0.98	1.47
Confidence interval	3.8	3.8	3.8	5.8
Difference from population	-7.0	-9.0	-6.0	-9.5
Standard error	0.98	0.98	0.98	1.47
p value	$p < .001$	$p < .001$	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Self-care skills were measured by the Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.9d. Self-direction (ABAS-II): Standard scores, differences from the general population for preschool-age children identified for services under IDEA, by age cohort

	Total	3-year-olds vs. 100	4-year-olds vs. 100	5-year-olds vs. 100
Mean	96.5	93.5	98.0	91.0
Standard error	0.98	0.98	0.98	1.47
Confidence interval	3.8	3.8	3.8	5.8
Difference from population	-3.5	-6.5	-2.0	-9.0
Standard error	0.98	0.98	0.98	1.47
p value	$p < .001$	$p < .001$	0.041	$p < .001$
BH statistical significance[1]	Y	Y		Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Self-direction skills were measured by the Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.9e. Academic and social outcomes for preschool-age children identified for services under IDEA, age cohort comparisons

	3-year-olds vs. all others	4-year-olds vs. all others	5-year-olds vs. all others
Social skills (PKBS-2)			
Mean	-9.4	2.1	7.2
Standard error	1.38	1.39	1.57
p value	$p < .001$	0.123	$p < .001$
BH statistical significance[1]	Y		Y
Problem behaviors (PKBS-2)			
Mean	1.2	0.2	-1.4
Standard error	1.06	1.23	1.11
p value	0.244	0.858	0.205
BH statistical significance[1]			
Self-care (ABAS-II)			
Mean	-1.3	3.3	-2.1
Standard error	1.31	1.32	1.63
p value	0.303	0.013	0.199
BH statistical significance[1]			
Self-direction (ABAS-II)			
Mean	-3.0	1.5	-5.5
Standard error	1.39	1.39	1.77
p value	0.030	0.279	0.002
BH statistical significance[1]			Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Social skills and problem behaviors were measured by the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) (Merrell 2002). Self-care skills and self-direction skills were measured by the Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.9f. Academic and social outcomes for preschool-age children identified for services under IDEA, age cohort comparisons

	3-year-olds vs. 4-year-olds	3-year-olds vs. 5-year-olds	4-year-olds vs. 5-year-olds
Social skills (PKBS-2)			
Mean	-7.8	-11.3	-3.5
Standard error	1.52	1.74	1.74
p value	$p < .001$	$p < .001$	0.045
BH statistical significance[1]	Y	Y	
Problem behavior (PKBS-2)			
Mean	0.7	1.8	1.1
Standard error	1.33	1.18	1.39
p value	0.599	0.127	0.430
BH statistical significance[1]			
Self-care (ABAS-II)			
Mean	-3.0	0.5	3.5
Standard error	1.39	1.77	1.77
p value	0.030	0.777	0.048
BH statistical significance[1]			
Self-direction (ABAS-II)			
Mean	-4.5	2.5	7.0
Standard error	1.39	1.77	1.77
p value	0.001	0.157	p<.001
BH statistical significance[1]	Y		Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Social skills and problem behaviors were measured by the Preschool and Kindergarten Behavior Scales-Second Edition (PKBS-2) (Merrell 2002). Self-care skills and self-direction skills were measured by the Adaptive Behavior Assessment System-Second Edition (ABAS-II) (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.10a. Emerging academic skills of children identified for preschool services under IDEA, by disability category (2005)

	Developmental delay	Speech or language impairments	All others
WJ III Letter-word identification (WJ LW)			
Standard score	93.0	100.2	100.2
Standard error	1.3	0.8	0.4
Confidence interval	2.5	1.6	4.3
WJ III Applied problems (WJAP)			
Standard score	82.7	96.4	87.5
Standard error	1.4	0.7	3.6
Confidence interval	2.7	1.4	7.0
Peabody Picture Vocabulary Test (PPVT-III)			
Standard score	85.2	93.4	89.4
Standard error	1.3	0.6	1.2
Confidence interval	2.5	1.2	2.3
Adaptive Behavior Assessment System II Preacademics (ABAS-II)			
Standard score	84.5	93.0	88.6
Standard error	1.0	1.0	3.5
Confidence interval	2.0	2.0	7.0

NOTE: Data were preliminary at the time of publication (2005). Measures are: WJLW: Research version of the Woodcock-Johnson III (WJ III) Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001); WJAP: Research version of the WJ III Applied Problems subtest (Woodcock, McGrew, and Mather 2001); PPVT-III: Peabody Picture Vocabulary Test-Third Edition (Dunn and Dunn 1997); ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003); PKBS-2: Preschool and Kindergarten Behavior Scales-Second Edition (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.10b. Emerging social skills, problem behavior, self-care, and self-direction scores of children identified for preschool services under IDEA, by disability category (2005)

	Developmental delay	Speech or language impairments	All others
PKBS-2 Social skills			
Standard score	88.2	100.3	84.3
Standard error	1.7	1.1	2.6
Confidence interval	3.3	2.2	5.2
PKBS-2 Problem behaviors			
Standard score	102.9	93.1	102.3
Standard error	1.0	0.7	1.7
Confidence interval	2.0	1.4	3.3
ABAS-II Self-care			
Standard score	88.5	100.0	85.3
Standard error	1.5	1.0	3.5
Confidence interval	2.9	2.0	6.8
ABAS-II Self-direction			
Standard score	91.0	102.5	91.6
Standard error	1.0	1.0	3.5
Confidence interval	2.0	2.0	7.0

NOTE: Data were preliminary at the time of publication (2005). Measures are: ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003); PKBS-2: Preschool and Kindergarten Behavior Scales-Second Edition (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.10c. Differences with the general population across disability categories for emerging academic skills of children identified for preschool services under IDEA

	All others	Developmental delay	Speech or language impairments
WJ III Letter-word identification (WJLW)			
Standard score	0.2	-7.0	0.2
Standard error	0.4	1.3	0.8
p value	0.579	*p* < .001	0.803
BH statistical significance[1]		Y	
WJ III Applied problems (WJAP)			
Standard score	-12.5	-17.3	-3.6
Standard error	3.6	1.4	0.7
p value	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y	Y	Y
Peabody Picture Vocabulary Test (PPVT-III)			
Standard score	-10.6	-14.8	-6.6
Standard error	1.2	1.3	0.6
p value	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y	Y	Y
Adaptive Behavior Assessment System II Preacademics (ABAS-II)			
Standard score	-11.4	-15.5	-7.0
Standard error	3.5	1.0	1.0
p value	0.001	p < .001	*p* < .001
BH statistical significance[1]		Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Measures are: WJLW: Research version of the Woodcock-Johnson III (WJ III) Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001); WJAP: Research version of the WJ III Applied Problems subtest (Woodcock, McGrew, and Mather 2001); PPVT-III: Peabody Picture Vocabulary Test-Third Edition (Dunn and Dunn 1997); ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.10d. Differences with the general population across disability categories for emerging social skills, problem behavior, self-care, and self-direction scores of children identified for preschool services under IDEA

	All others	Developmental delay	Speech or language impairments
PKBS-2 Social skills			
Standard score	-15.7	-11.8	0.3
Standard error	2.6	1.7	1.1
p value	*p* < .001	*p* < .001	0.785
BH statistical significance[1]	Y	Y	
PKBS-2 Problem behaviors			
Standard score	2.3	2.9	-6.9
Standard error	1.7	1.0	0.7
p value	0.175	0.004	p<.001
BH statistical significance[1]			Y
ABAS-II Self-care			
Standard score	-14.7	-11.5	0.0
Standard error	3.5	1.5	1.0
p value	*p* < .001	*p* < .001	1.000
BH statistical significance[1]	Y	Y	
ABAS-II Self-direction			
Standard score	-8.4	-9.0	2.5
Standard error	3.5	1.0	1.0
p value	0.018	*p* < .001	0.012
BH statistical significance[1]		Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Measures are: ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003); PKBS-2: Preschool and Kindergarten Behavior Scales-Second Edition (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.10e. Cross disability category differences for emerging academic skills of children identified for preschool services under IDEA

	Developmental delay vs. all others	Speech or language impairments vs. all others	Developmental delay vs. speech or language impairments
WJ III Letter-word identification (WJLW)			
Standard score	7.2	0.0	-7.2
Standard error	1.35	0.88	1.53
p value	p < .001	0.994	p < .001
BH statistical significance[1]	Y		Y
WJ III Applied problems (WJAP)			
Standard score	4.8	-8.9	-13.7
Standard error	3.85	3.65	1.57
p value	0.211	0.015	*p* < .001
BH statistical significance[1]			Y
Peabody Picture Vocabulary Test (PPVT-III)			
Standard score	4.2	-4.0	-8.2
Standard error	1.75	1.32	1.43
p value	0.015	0.003	*p* < .001
BH statistical significance[1]		Y	Y
Adaptive Behavior Assessment System II Preacademics (ABAS-II)			
Standard score	4.1	-4.4	-8.5
Standard error	3.69	3.69	1.41
p value	0.267	0.232	*p* < .001
BH statistical significance[1]			Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Measures are: WJLW: Research version of the Woodcock-Johnson III (WJ III) Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001); WJAP: Research version of the WJ III Applied Problems subtest (Woodcock, McGrew, and Mather 2001); PPVT-III: Peabody Picture Vocabulary Test-Third Edition (Dunn and Dunn 1997); ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Exhibit A3.10f. Cross disability category differences for emerging social skills, problem behavior, self-care, and self-direction scores of children identified for preschool services under IDEA

	Developmental delay vs. all others	Speech or language impairments vs. all others	Developmental delay vs. speech or language impairments
PKBS-2 Social skills			
Standard score	-3.9	-16.0	-12.1
Standard error	3.13	2.85	2.02
p value	0.209	$p < .001$	$p < .001$
BH statistical significance[1]		Y	Y
PKBS-2 Problem behaviors			
Standard score	-0.6	9.2	9.8
Standard error	1.97	1.84	1.22
p value	0.764	$p < .001$	$p < .001$
BH statistical significance[1]		Y	Y
ABAS-II Self-care			
Standard score	-3.2	-14.7	-11.5
Standard error	3.76	3.59	1.80
p value	0.389	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y
ABAS-II Self-direction			
Standard score	0.6	-10.9	-11.5
Standard error	3.69	3.69	1.41
p value	0.863	0.003	$p < .001$
BH statistical significance[1]		Y	Y

[1] BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Data were preliminary at the time of publication (2005). Measures are: ABAS-II: Adaptive Behavior Assessment System-Second Edition (Harrison and Oakland 2003); PKBS-2: Preschool and Kindergarten Behavior Scales-Second Edition (Merrell 2002). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), direct assessment, 2005.

Appendix A4. School-Age Children Identified for Services Under IDEA

Appendix A4. School-Age Children Identified for Services Under IDEA

In chapter 4, we present data related to questions of identification, declassification, and outcomes of school-age children identified for services under IDEA. This appendix provides supporting information for each exhibit in chapter 4. Exhibits A4.1 through A4.7 provide relevant counts, proportions, and percentages related to identification. Exhibits A4.8 through A4.9 provide percentages, means, and percentages related to declassification from IDEA services. Exhibits A4.10 through A4.14 provide means, standard errors, confidence intervals, *p* values and Benjamini-Hochberg-adjusted BH statistical significance levels related to outcomes from NAEP. Exhibits A4.15 through A4.17 provide percentages and standard errors for NAEP achievement levels and percentages for state accountability test achievement levels. Exhibits A4.18 through A4.19 provide means, standard errors, confidence intervals, *p* values and Benjamini-Hochberg-adjusted BH statistical significance levels related to outcomes from the SEELS and NLTS2. Exhibits A4.20 through A4.26 provide counts and percentages related to school completion.

Exhibit A4.1. National number of school-age children identified for services under IDEA, by age (2005)

Year	Children served under IDEA by age											
	Birth to less than 1	1 to less than 2	2 to less than 3	3 to less than 4	4 to less than 5	5 to less than 6	6 to less than 7	7 to less than 8	8 to less than 9	9 to less than 10	10 to less than 11	11 to less than 12
2005	41,865	94,445	158,404	153,320	245,526	300,082	361,567	411,694	454,033	488,367	504,071	509,464

Year	Children served under IDEA by age										
	12 to less than 13	13 to less than 14	14 to less than 15	15 to less than 16	16 to less than 17	17 to less than 18	18 to less than 19	19 to less than 20	20 to less than 21	21 to less than 22	
2005	514,497	519,873	521,723	519,973	484,682	417,768	209,608	60,306	28,617	13,353	

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1, 2005, and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. School-age children eligible to receive services under IDEA are ages 6 through 21 years. The shaded area represents the data for these children.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2006, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp.

Exhibit A4.2/3. National number and percentage of school-age children identified for services under IDEA and enrollment in selected grade levels, by age group (1997–2005)

	Ages 6–17			Ages 6–9			Ages 10–13			Ages 14–17		
Year	Number of students with disabilities	School enrollment grades 1–12	Percent	Number of students with disabilities	School enrollment grades 1–4	Percent	Number of students with disabilities	School enrollment grades 5–8	Percent	Number of students with disabilities	School enrollment grades 9–12	Percent
1997	5,081,196	41,273,020	12.31	1,691,239	14,547,910	11.63	1,914,456	13,884,950	13.79	1,475,501	12,840,160	11.49
1998	5,208,947	41,749,812	12.48	1,703,932	14,714,371	11.58	1,979,050	14,042,488	14.09	1,525,965	12,992,953	11.74
1999	5,340,850	42,133,185	12.68	1,709,872	14,733,999	11.60	2,040,417	14,221,730	14.35	1,590,561	13,177,456	12.07
2000	5,435,248	42,577,168	12.77	1,689,352	14,673,687	11.51	2,098,728	14,552,347	14.42	1,647,168	13,351,134	12.34
2001	5,517,641	43,006,998	12.83	1,669,628	14,571,179	11.46	2,129,140	14,847,380	14.34	1,718,873	13,588,439	12.65
2002	5,601,337	43,429,487	12.90	1,668,350	14,464,784	11.53	2,133,318	15,045,462	14.18	1,799,669	13,919,241	12.93
2003	5,668,404	43,723,601	12.96	1,687,535	14,400,688	11.72	2,116,871	15,121,555	14.00	1,863,998	14,201,358	13.13
2004	5,722,059	43,965,604	13.01	1,710,233	14,429,227	11.85	2,089,215	15,028,696	13.90	1,922,611	14,507,681	13.25
2005	5,707,712	44,177,425	12.92	1,715,661	14,476,698	11.85	2,047,905	14,897,970	13.75	1,944,146	14,802,757	13.13

NOTE: The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- tthrough 17-year-olds, grades 1–12. The number of children in a given age group identified for services under IDEA (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, Child Count, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org/PartBChildCount.asp; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.4/5. National number of children enrolled in grades 1-12 and number and percentage of 6- through 21-year-olds identified for services under IDEA, by race/ethnicity (1998–2005)

	White			Black			Hispanic			Asian			American Indian		
Year	School enrollment	Number of students with disabilities	Percent	School enrollment	Number of students with disabilities	Percent	School enrollment	Number of students with disabilities	Percent	School enrollment	Number of students with disabilities	Percent	School enrollment	Number of students with disabilities	Percent
1998	25,216,112	3,500,672	13.88	6,704,109	1,111,200	16.57	5,667,290	725,634	12.80	1,586,374	95,322	6.01	469,041	68,911	14.69
1999	25,455,896	3,433,287	13.49	6,855,717	1,111,884	16.22	6,211,416	751,447	12.10	1,645,111	100,392	6.10	529,998	82,287	15.53
2000	25,940,637	3,556,922	13.71	7,146,345	1,165,834	16.31	6,723,708	799,578	11.89	1,765,508	107,812	6.11	537,053	81,226	15.12
2001	25,927,152	3,566,073	13.75	7,253,100	1,193,410	16.45	7,114,295	844,087	11.86	1,832,491	109,655	5.98	548,073	84,703	15.45
2002	25,971,080	3,588,910	13.82	7,360,529	1,212,802	16.48	7,507,466	888,989	11.84	1,888,202	115,295	6.11	567,219	86,500	15.25
2003	25,766,572	3,590,398	13.93	7,398,435	1,233,610	16.67	7,855,395	936,487	11.92	1,935,701	120,593	6.23	574,280	89,803	15.64
2004	25,330,951	3,588,773	14.17	7,403,359	1,251,360	16.90	8,073,464	974,556	12.07	1,958,110	125,351	6.40	565,753	91,327	16.14
2005	25,266,020	3,550,397	14.05	7,461,141	1,243,867	16.67	8,504,615	1,006,257	11.83	2,038,066	129,163	6.34	582,515	91,778	15.76

NOTE: Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. The numbers of children identified in the exhibit are aggregated counts of children ages 6 through 21 identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. The percentages were calculated by dividing the number of 6- through 21-year-olds in a given racial/ethnic category identified for services under IDEA (DANS) by the total number of students enrolled in grades 1 through 12 in the same racial/ethnic category (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved February 22, 2008, from http://www.ideadata.org/docs%5CPartBTrendData%5CB3B.xls; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.6a. National number of students enrolled in grades 1–4 and number and percentage of 6- through 9-year-olds identified for services under IDEA, by disability category (1997–2005)

Child category	Year (enrollment as of October, IDEA data as of December)								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number of children enrolled in public school in grades 1–4	**14,547,910**	**14,696,417**	**14,716,863**	**14,657,309**	**14,576,345**	**14,450,019**	**14,386,420**	**14,414,959**	**14,460,886**
Number of children ages 6–9 identified for services under IDEA	1,691,239	1,703,932	1,709,872	1,689,352	1,669,628	1,668,350	1,687,535	1,710,233	1,715,942
Number of children with:									
Specific learning disabilities	538,700	530,966	515,071	485,546	450,347	435,763	432,707	423,966	410,205
Speech or language impairments	761,374	764,065	768,772	763,160	760,653	764,335	773,584	785,958	790,008
Mental retardation	139,452	137,665	134,246	127,850	118,403	108,779	102,325	96,946	92,983
Emotional disturbance	79,594	81,060	80,514	78,845	74,664	70,006	66,438	65,154	63,492
Hearing impairments	20,830	21,013	20,975	20,413	20,143	20,026	19,939	19,825	19,872
Visual impairments	7,676	7,782	8,006	7,632	7,435	7,265	7,242	7,342	7,382
Orthopedic impairments	23,854	24,107	24,319	24,123	23,566	23,132	21,362	20,383	19,562
Other health impairments	57,951	64,360	70,923	77,981	85,522	92,693	103,471	115,070	123,387
Autism	20,112	26,166	32,134	37,913	44,945	50,455	57,352	65,343	74,410
Traumatic brain injury	2,688	2,806	2,901	2,975	4,170	4,222	4,325	4,308	4,320
Multiple disabilities	34,889	31,648	32,343	34,033	34,204	33,213	32,214	31,290	31,033
Deaf-blindness	337	440	468	359	408	386	420	402	373
Developmental delay	3,783	11,854	19,200	28,522	45,168	58,075	66,156	74,246	78,915

See notes at end of exhibit.

Exhibit A4.6a. National number of students enrolled in grades 1–4 and number and percentage of 6- through 9-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

	Year (enrollment as of October, IDEA data as of December)									
Child category	1997	1998	1999	2000	2001	2002	2003	2004	2005	Relative percent change between 1997 and 2005
Percentage of children ages 6–9 enrolled in school who are identified for services under IDEA	11.6253	11.5942	11.6185	11.5257	11.4544	11.5457	11.7301	11.8643	11.8661	2.07
Percentage of children ages 6–9 identified for services who are served in each disability category										
Percentage of children with:										
Specific learning disabilities	3.7029	3.6129	3.4999	3.3127	3.0896	3.0157	3.0077	2.9412	2.8367	-23.39
Speech or language impairments	5.2336	5.1990	5.2237	5.2067	5.2184	5.2895	5.3772	5.4524	5.4631	4.39
Mental retardation	0.9586	0.9367	0.9122	0.8723	0.8123	0.7528	0.7113	0.6725	0.6430	-32.92
Emotional disturbance	0.5471	0.5516	0.5471	0.5379	0.5122	0.4845	0.4618	0.4520	0.4391	-19.74
Hearing impairments	0.1432	0.1430	0.1425	0.1393	0.1382	0.1386	0.1386	0.1375	0.1374	-4.05
Visual impairments	0.0528	0.0530	0.0544	0.0521	0.0510	0.0503	0.0503	0.0509	0.0510	-3.41
Orthopedic impairments	0.1640	0.1640	0.1652	0.1646	0.1617	0.1601	0.1485	0.1414	0.1353	-17.50
Other health impairments	0.3983	0.4379	0.4819	0.5320	0.5867	0.6415	0.7192	0.7983	0.8532	114.21
Autism	0.1382	0.1780	0.2183	0.2587	0.3083	0.3492	0.3987	0.4533	0.5146	272.36
Traumatic brain injury	0.0185	0.0191	0.0197	0.0203	0.0286	0.0292	0.0301	0.0299	0.0299	61.62
Multiple disabilities	0.2398	0.2153	0.2198	0.2322	0.2347	0.2298	0.2239	0.2171	0.2146	-10.51
Deaf-blindness	0.0023	0.0030	0.0032	0.0024	0.0028	0.0027	0.0029	0.0028	0.0026	13.04
Developmental delay	0.0260	0.0807	0.1305	0.1946	0.3099	0.4019	0.4599	0.5151	0.5457	1998.85

See notes at end of exhibit.

Exhibit A4.6a. National number of students enrolled in grades 1–4 and number and percentage of 6- through 9-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

Child category	Year (enrollment as of October, IDEA data as of December)								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Percentage of children with:									
Specific learning disabilities	31.85	31.16	30.12	28.74	26.97	26.12	25.64	24.79	23.91
Speech or language impairments	45.02	44.84	44.96	45.17	45.56	45.81	45.84	45.96	46.04
Mental retardation	8.25	8.08	7.85	7.57	7.09	6.52	6.06	5.67	5.42
Emotional disturbance	4.71	4.76	4.71	4.67	4.47	4.20	3.94	3.81	3.70
Hearing impairments	1.23	1.23	1.23	1.21	1.21	1.20	1.18	1.16	1.16
Visual impairments	0.45	0.46	0.47	0.45	0.45	0.44	0.43	0.43	0.43
Orthopedic impairments	1.41	1.41	1.42	1.43	1.41	1.39	1.27	1.19	1.14
Other health impairments	3.43	3.78	4.15	4.62	5.12	5.56	6.13	6.73	7.19
Autism	1.19	1.54	1.88	2.24	2.69	3.02	3.40	3.82	4.34
Traumatic brain injury	0.16	0.16	0.17	0.18	0.25	0.25	0.26	0.25	0.25
Multiple disabilities	2.06	1.86	1.89	2.01	2.05	1.99	1.91	1.83	1.81
Deaf-blindness	0.02	0.03	0.03	0.02	0.02	0.02	0.02	0.02	0.02
Developmental delay	0.22	0.70	1.12	1.69	2.71	3.48	3.92	4.34	4.60

NOTE: State or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 1997, 6 states reported counts under this category, and in 2005, 48 states reported counts under this category. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children in a given age group identified for services under a given IDEA disability category (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD). In a given age group, the relative percentage change from 1997 to 2005 for each disability category was calculated by subtracting the 1997 identification percentages from the 2005 percentage and dividing the difference by the 1997 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved February 15, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved on February 10, 2008, from www.nces.ed.gov/ccd/bat/.

Exhibit A4.6b. National number of students enrolled in grades 5–8 and number and percentage of 10- through 13-year-olds identified for services under IDEA, by disability category (1997–2005)

Child category	Year (enrollment as of October, IDEA data as of December)								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number of children enrolled in public school in grades 5–8	**13,884,950**	**14,026,907**	**14,206,030**	**14,537,188**	**14,832,043**	**15,030,027**	**15,106,418**	**15,013,559**	**14,882,115**
Number of children ages 10-13 identified for services under IDEA	1,914,456	1,979,050	2,040,417	2,098,728	2,129,140	2,133,318	2,116,871	2,089,215	2,048,587
Number of children with:									
Specific learning disabilities	1,135,344	1,166,126	1,192,714	1,207,933	1,201,953	1,171,210	1,131,979	1,092,434	1,052,303
Speech or language impairments	243,570	249,020	254,788	263,801	265,270	273,941	277,176	279,574	280,351
Mental retardation	197,570	201,522	204,492	206,574	205,570	199,245	191,817	180,774	167,584
Emotional disturbance	163,994	168,650	172,759	177,435	180,062	180,390	178,169	172,416	162,496
Hearing impairments	23,103	23,740	23,979	24,120	24,311	24,586	24,553	24,491	24,142
Visual impairments	8,173	8,052	8,239	8,254	8,272	8,598	8,530	8,317	8,190
Orthopedic impairments	21,973	22,395	23,239	24,188	24,912	24,971	22,619	21,527	20,413
Other health impairments	73,408	86,902	101,583	118,627	138,499	159,977	182,189	201,967	217,884
Autism	12,109	15,233	18,898	23,641	31,296	40,439	49,368	57,883	66,267
Traumatic brain injury	3,780	4,209	4,587	5,011	7,237	7,603	7,877	7,899	7,831
Multiple disabilities	31,082	32,775	34,600	38,773	41,292	41,852	42,094	41,453	40,687
Deaf-blindness	349	426	539	371	466	506	500	480	439
Developmental delay	†	†	†	†	†	†	†	†	†

See notes at end of exhibit.

Exhibit A4.6b. National number of students enrolled in grades 5–8 and number and percentage of 10- through 13-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

Child category	Year (enrollment as of October, IDEA data as of December) 1997	1998	1999	2000	2001	2002	2003	2004	2005	Relative percent change between 1997 and 2005
Percentage of children ages 10–13 enrolled in school who are identified for services under IDEA	13.7880	14.1091	14.3630	14.4370	14.3550	14.1937	14.0131	13.9155	13.7654	-0.16
Percentage of children ages 10–13 identified for services who are served in each disability category										
Children with:										
Specific learning disabilities	8.1768	8.3135	8.3958	8.3093	8.1038	7.7925	7.4934	7.2763	7.0709	-13.52
Speech or language impairments	1.7542	1.7753	1.7935	1.8147	1.7885	1.8226	1.8348	1.8621	1.8838	7.39
Mental retardation	1.4229	1.4367	1.4395	1.4210	1.3860	1.3256	1.2698	1.2041	1.1261	-20.86
Emotional disturbance	1.1811	1.2023	1.2161	1.2206	1.2140	1.2002	1.1794	1.1484	1.0919	-7.55
Hearing impairments	0.1664	0.1692	0.1688	0.1659	0.1639	0.1636	0.1625	0.1631	0.1622	-2.52
Visual impairments	0.0589	0.0574	0.0580	0.0568	0.0558	0.0572	0.0565	0.0554	0.0550	-6.62
Orthopedic impairments	0.1583	0.1597	0.1636	0.1664	0.1680	0.1661	0.1497	0.1434	0.1372	-13.33
Other health impairments	0.5287	0.6195	0.7151	0.8160	0.9338	1.0644	1.2060	1.3452	1.4641	176.92
Autism	0.0872	0.1086	0.1330	0.1626	0.2110	0.2691	0.3268	0.3855	0.4453	410.67
Traumatic brain injury	0.0272	0.0300	0.0323	0.0345	0.0488	0.0506	0.0521	0.0526	0.0526	93.38
Multiple disabilities	0.2239	0.2337	0.2436	0.2667	0.2784	0.2785	0.2786	0.2761	0.2734	22.11
Deaf-blindness	0.0025	0.0030	0.0038	0.0026	0.0031	0.0034	0.0033	0.0032	0.0029	16.00
Developmental delay	†	†	†	†	†	†	†	†	†	†

See notes at end of exhibit.

Exhibit A4.6b. National number of students enrolled in grades 5–8 and number and percentage of 10- through 13-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

	Year (enrollment as of October, IDEA data as of December)								
Child category	1997	1998	1999	2000	2001	2002	2003	2004	2005
Percentage of children with:									
Specific learning disabilities	59.30	58.92	58.45	57.56	56.45	54.90	53.47	52.29	51.37
Speech or language impairments	12.72	12.58	12.49	12.57	12.46	12.84	13.09	13.38	13.69
Mental retardation	10.32	10.18	10.02	9.84	9.66	9.34	9.06	8.65	8.18%
Emotional disturbance	8.57	8.52	8.47	8.45	8.46	8.46	8.42	8.25	7.93
Hearing impairments	1.21	1.20	1.18	1.15	1.14	1.15	1.16	1.17	1.18
Visual impairments	0.43	0.41	0.40	0.39	0.39	0.40	0.40	0.40	0.40
Orthopedic impairments	1.15	1.13	1.14	1.15	1.17	1.17	1.07	1.03	1.00
Other health impairments	3.83	4.39	4.98	5.65	6.50	7.50	8.61	9.67	10.64
Autism	0.63	0.77	0.93	1.13	1.47	1.90	2.33	2.77	3.23
Traumatic brain injury	0.20	0.21	0.22	0.24	0.34	0.36	0.37	0.38	0.38
Multiple disabilities	1.62	1.66	1.70	1.85	1.94	1.96	1.99	1.98	1.99
Deaf-blindness	0.02	0.02	0.03	0.02	0.02	0.02	0.02	0.02	0.02
Developmental delay	†	†	†	†	†	†	†	†	†

† Not applicable to this age group.

NOTE: State or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 1997, 6 states reported counts under this category, and in 2005, 48 states reported counts under this category. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10-through13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children in a given age group identified for services under a given IDEA disability category (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD). In a given age group, the relative percentage change from 1997 to 2005 for each disability category was calculated by subtracting the 1997 identification percentages from the 2005 percentage and dividing the difference by the 1997 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved February 15, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved on February 10, 2008, from www.nces.ed.gov/ccd/bat/.

Exhibit A4.6c. National number of students enrolled in grades 9–12 and number and percentage of 14- through 17-year-olds identified for services under IDEA, by disability category (1997–2005)

Child category	Year (enrollment as of October, IDEA data as of December)								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number of children enrolled in public school in grades 9–12	**12,840,160**	**12,981,206**	**13,165,830**	**13,339,942**	**13,576,984**	**13,907,507**	**14,189,201**	**14,495,524**	**14,788,672**
Number of children ages 14-17 identified for services under IDEA	1,475,501	1,525,965	1,590,561	1,647,168	1,718,873	1,799,669	1,863,998	1,922,611	1,944,388
Number of children with:									
Specific learning disabilities	918,204	948,330	986,411	1,016,498	1,053,080	1,091,454	1,113,260	1,127,882	1,120,810
Speech or language impairments	48,522	50,036	52,374	53,654	53,617	58,445	61,480	65,053	67,318
Mental retardation	188,974	192,222	196,503	199,444	202,332	205,032	207,636	207,777	202,992
Emotional disturbance	184,702	185,996	189,374	191,697	196,821	203,650	210,613	216,294	216,108
Hearing impairments	20,266	20,304	20,701	20,773	21,210	21,810	22,091	22,664	22,803
Visual impairments	7,761	7,768	7,683	7,656	7,635	7,605	7,646	7,897	7,884
Orthopedic impairments	16,805	17,870	18,672	19,351	19,787	20,307	18,779	18,154	17,931
Other health impairments	52,081	61,494	72,788	86,299	104,543	124,653	148,297	173,164	195,312
Autism	7,001	8,865	10,619	12,947	16,221	20,706	25,691	32,915	41,081
Traumatic brain injury	4,073	4,429	4,821	5,173	7,253	7,489	8,104	8,713	9,021
Multiple disabilities	26,711	28,166	30,202	33,333	35,930	38,082	39,929	41,569	42,644
Deaf-blindness	401	485	413	343	444	436	472	529	484
Developmental delay	†	†	†	†	†	†	†	†	†

See notes at end of exhibit.

Exhibit A4.6c. National number of students enrolled in grades 9–12 and number and percentage of 14- through 17-year-olds identified for services under IDEA, by disability classification (1997–2005)—Continued

Child category	Year (enrollment as of October, IDEA data as of December) 1997	1998	1999	2000	2001	2002	2003	2004	2005	Relative percent change between 1997 and 2005
Percentage of children ages 14–17 enrolled in school who are identified for services under IDEA	11.4913	11.7552	12.0810	12.3476	12.6602	12.9403	13.1367	13.2635	13.1478	14.42
Percentage of children ages 14–17 identified for services who are served in each disability category										
Children with:										
Specific learning disabilities	7.1510	7.3054	7.4922	7.6200	7.7564	7.8479	7.8458	7.7809	7.5788	5.98
Speech or language impairments	0.3779	0.3854	0.3978	0.4022	0.3949	0.4202	0.4333	0.4488	0.4552	20.46
Mental retardation	1.4717	1.4808	1.4925	1.4951	1.4903	1.4743	1.4633	1.4334	1.3726	-6.73
Emotional disturbance	1.4385	1.4328	1.4384	1.4370	1.4497	1.4643	1.4843	1.4921	1.4613	1.58
Hearing impairments	0.1578	0.1564	0.1572	0.1557	0.1562	0.1568	0.1557	0.1564	0.1542	-2.28
Visual impairments	0.0604	0.0598	0.0584	0.0574	0.0562	0.0547	0.0539	0.0545	0.0533	-11.75
Orthopedic impairments	0.1309	0.1377	0.1418	0.1451	0.1457	0.1460	0.1323	0.1252	0.1212	-7.41
Other health impairments	0.4056	0.4737	0.5529	0.6469	0.7700	0.8963	1.0451	1.1946	1.3207	225.62
Autism	0.0545	0.0683	0.0807	0.0971	0.1195	0.1489	0.1811	0.2271	0.2778	409.72
Traumatic brain injury	0.0317	0.0341	0.0366	0.0388	0.0534	0.0538	0.0571	0.0601	0.0610	92.43
Multiple disabilities	0.2080	0.2170	0.2294	0.2499	0.2646	0.2738	0.2814	0.2868	0.2884	38.65
Deaf-blindness	0.0031	0.0037	0.0031	0.0026	0.0033	0.0031	0.0033	0.0036	0.0033	6.45
Developmental delay	†	†	†	†	†	†	†	†	†	†

See notes at end of exhibit.

Exhibit A4.6c. National number of students enrolled in grades 9–12 and number and percentage of 14- through 17-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

	Year (enrollment as of October, IDEA data as of December)								
Child category	1997	1998	1999	2000	2001	2002	2003	2004	2005
Percentage of children with:									
Specific learning disabilities	62.23	62.15	62.02	61.71	61.27	60.65	59.72	58.66	57.64
Speech or language impairments	3.29	3.28	3.29	3.26	3.12	3.25	3.30	3.38	3.46
Mental retardation	12.81	12.60	12.35	12.11	11.77	11.39	11.14	10.81	10.44
Emotional disturbance	12.52	12.19	11.91	11.64	11.45	11.32	11.30	11.25	11.11
Hearing impairments	1.37	1.33	1.30	1.26	1.23	1.21	1.19	1.18	1.17
Visual impairments	0.53	0.51	0.48	0.46	0.44	0.42	0.41	0.41	0.41
Orthopedic impairments	1.14	1.17	1.17	1.17	1.15	1.13	1.01	0.94	0.92
Other health impairments	3.53	4.03	4.58	5.24	6.08	6.93	7.96	9.01	10.04
Autism	0.47	0.58	0.67	0.79	0.94	1.15	1.38	1.71	2.11
Traumatic brain injury	0.28	0.29	0.30	0.31	0.42	0.42	0.43	0.45	0.46
Multiple disabilities	1.81	1.85	1.90	2.02	2.09	2.12	2.14	2.16	2.19
Deaf-blindness	0.03	0.03	0.03	0.02	0.03	0.02	0.03	0.03	0.02
Developmental delay	†	†	†	†	†	†	†	†	†

† Not applicable to this age group.

NOTE: State or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 1997, 6 states reported counts under this category, and in 2005, 48 states reported counts under this category. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children in a given age group identified for services under a given IDEA disability category (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD). In a given age group, the relative percentage change from 1997 to 2005 for each disability category was calculated by subtracting the 1997 identification percentages from the 2005 percentage and dividing the difference by the 1997 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved February 15, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved on February 10, 2008, from www.nces.ed.gov/ccd/bat/.

Exhibit A4.6d. National number of students enrolled in grades 1–12 and number and percentage of 6- through 17-year-olds identified for services under IDEA, by disability category (1997–2005)

Child category	Year (enrollment as of October, IDEA data as of December)								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number of children enrolled in public school in grades 1–12	**41,273,020**	**41,704,530**	**42,088,723**	**42,534,439**	**42,985,372**	**43,387,553**	**43,682,039**	**43,924,042**	**44,131,673**
Number of children ages 6-17 identified for services under IDEA	5,081,196	5,208,947	5,340,850	5,435,248	5,517,641	5,601,337	5,668,404	5,722,059	5,708,917
Number of children with:									
Specific learning disabilities	2,592,248	2,645,422	2,694,196	2,709,977	2,705,380	2,698,427	2,677,946	2,644,282	2,583,318
Speech or language impairments	1,053,466	1,063,121	1,075,934	1,080,615	1,079,540	1,096,721	1,112,240	1,130,585	1,137,677
Mental retardation	525,996	531,409	535,241	533,868	526,305	513,056	501,778	485,497	463,559
Emotional disturbance	428,290	435,706	442,647	447,977	451,547	454,046	455,220	453,864	442,096
Hearing impairments	64,199	65,057	65,655	65,306	65,664	66,422	66,583	66,980	66,817
Visual impairments	23,610	23,602	23,928	23,542	23,342	23,468	23,418	23,556	23,456
Orthopedic impairments	62,632	64,372	66,230	67,662	68,265	68,410	62,760	60,064	57,906
Other health impairments	183,440	212,756	245,294	282,907	328,564	377,323	433,957	490,201	536,583
Autism	39,222	50,264	61,651	74,501	92,462	111,600	132,411	156,141	181,758
Traumatic brain injury	10,541	11,444	12,309	13,159	18,660	19,314	20,306	20,920	21,172
Multiple disabilities	92,682	92,589	97,145	106,139	111,426	113,147	114,237	114,312	114,364
Deaf-blindness	1,087	1,351	1,420	1,073	1,318	1,328	1,392	1,411	1,296
Developmental delay	3,783	11,854	19,200	28,522	45,168	58,075	66,156	74,246	78,915

See notes at end of exhibit.

Exhibit A4.6d. National number of students enrolled in grades 1–12 and number and percentage of 6- through 17-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

Child category	Year (enrollment as of October, IDEA data as of December) 1997	1998	1999	2000	2001	2002	2003	2004	2005	Relative percent change between 1997 and 2005
Percentage of children ages 6–17 enrolled in school who are identified for services under IDEA	12.3112	12.4902	12.6895	12.7785	12.8361	12.9100	12.9765	13.0272	12.9361	5.08
Percentage of children ages 6–17 identified for services who are served in each disability category										
Children with:										
Specific learning disabilities	6.2807	6.3432	6.4012	6.3713	6.2937	6.2194	6.1305	6.0201	5.8537	-6.80
Speech or language impairments	2.5524	2.5492	2.5563	2.5406	2.5114	2.5277	2.5462	2.5740	2.5779	1.00
Mental retardation	1.2744	1.2742	1.2717	1.2551	1.2244	1.1825	1.1487	1.1053	1.0504	-17.58
Emotional disturbance	1.0377	1.0447	1.0517	1.0532	1.0505	1.0465	1.0421	1.0333	1.0018	-3.46
Hearing impairments	0.1555	0.1560	0.1560	0.1535	0.1528	0.1531	0.1524	0.1525	0.1514	-2.64
Visual impairments	0.0572	0.0566	0.0569	0.0553	0.0543	0.0541	0.0536	0.0536	0.0532	-6.99
Orthopedic impairments	0.1518	0.1544	0.1574	0.1591	0.1588	0.1577	0.1437	0.1367	0.1312	-13.57
Other health impairments	0.4445	0.5102	0.5828	0.6651	0.7644	0.8697	0.9934	1.1160	1.2159	173.54
Autism	0.0950	0.1205	0.1465	0.1752	0.2151	0.2572	0.3031	0.3555	0.4119	333.58
Traumatic brain injury	0.0255	0.0274	0.0292	0.0309	0.0434	0.0445	0.0465	0.0476	0.0480	88.24
Multiple disabilities	0.2246	0.2220	0.2308	0.2495	0.2592	0.2608	0.2615	0.2602	0.2591	15.36
Deaf-blindness	0.0026	0.0032	0.0034	0.0025	0.0031	0.0031	0.0032	0.0032	0.0029	11.54
Developmental delay	0.0092	0.0284	0.0456	0.0671	0.1051	0.1339	0.1514	0.1690	0.1788	1843.48

See notes at end of exhibit.

Exhibit A4.6d. National number of students enrolled in grades 1–12 and number and percentage of 6- through 17-year-olds identified for services under IDEA, by disability category (1997–2005)—Continued

	Year (enrollment as of October, IDEA data as of December)								
Child category	1997	1998	1999	2000	2001	2002	2003	2004	2005
Percentage of children with:									
Specific learning disabilities	51.02	50.79	50.45	49.86	49.03	48.17	47.24	46.21	45.25
Speech or language impairments	20.73	20.41	20.15	19.88	19.57	19.58	19.62	19.76	19.93
Mental retardation	10.35	10.20	10.02	9.82	9.54	9.16	8.85	8.48	8.12
Emotional disturbance	8.43	8.36	8.29	8.24	8.18	8.11	8.03	7.93	7.74
Hearing impairments	1.26	1.25	1.23	1.20	1.19	1.19	1.17	1.17	1.17
Visual impairments	0.46	0.45	0.45	0.43	0.42	0.42	0.41	0.41	0.41
Orthopedic impairments	1.23	1.24	1.24	1.24	1.24	1.22	1.11	1.05	1.01
Other health impairments	3.61	4.08	4.59	5.21	5.95	6.74	7.66	8.57	9.40
Autism	0.77	0.96	1.15	1.37	1.68	1.99	2.34	2.73	3.18
Traumatic brain injury	0.21	0.22	0.23	0.24	0.34	0.34	0.36	0.37	0.37
Multiple disabilities	1.82	1.78	1.82	1.95	2.02	2.02	2.02	2.00	2.00
Deaf-blindness	0.02	0.03	0.03	0.02	0.02	0.02	0.02	0.02	0.02
Developmental delay	0.07	0.23	0.36	0.52	0.82	1.04	1.17	1.30	1.38

NOTE: State or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category. In 1997, 6 states reported counts under this category, and in 2005, 48 states reported counts under this category. The numbers of children identified in the exhibit are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. To compute the percentages, the ages of children with disabilities, including children in BIE schools, were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children in a given age group identified for services under a given IDEA disability category (DANS) was then divided by the total number of children enrolled in the corresponding grade level (CCD). In a given age group, the relative percentage change from 1997 to 2005 for each disability category was calculated by subtracting the 1997 identification percentages from the 2005 percentage and dividing the difference by the 1997 percentage (multiplying the result by 100).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997-2005, retrieved February 15, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved on February 10, 2008, from www.nces.ed.gov/ccd/bat/

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Average for 50 states and DC	12.29	5,073,276	41,273,020
98–04[1]	Average for 50 states and DC	12.80	38,443,983	300,306,698
2005	Average for 50 states and DC	12.92	5,700,635	44,131,673
1998	Average for 50 states and DC	12.49	5,208,947	41,704,530
1999	Average for 50 states and DC	12.66	5,328,807	42,088,723
2000	Average for 50 states and DC	12.76	5,427,478	42,534,439
2001	Average for 50 states and DC	12.82	5,509,669	42,985,372
2002	Average for 50 states and DC	12.89	5,593,646	43,387,553
2003	Average for 50 states and DC	12.96	5,660,755	43,682,039
2004	Average for 50 states and DC	13.01	5,714,681	43,924,042
1997	Alabama	12.58	85,639	680,995
98–04[1]	Alabama	12.44	586,823	4,718,279
2005	Alabama	11.67	79,172	678,578
1998	Alabama	12.76	86,721	679,584
1999	Alabama	12.93	87,156	674,064
2000	Alabama	12.92	87,115	674,044
2001	Alabama	12.47	83,857	672,426
2002	Alabama	12.15	81,932	674,152
2003	Alabama	11.90	80,048	672,827
2004	Alabama	11.92	79,994	671,182
1997	Alaska	12.76	15,273	119,691
98–04[1]	Alaska	12.56	107,859	858,875
2005	Alaska	12.49	15,164	121,440
1998	Alaska	12.34	15,237	123,518
1999	Alaska	12.31	15,202	123,464
2000	Alaska	12.55	15,368	122,469
2001	Alaska	12.75	15,636	122,605
2002	Alaska	12.75	15,673	122,904
2003	Alaska	12.52	15,341	122,575
2004	Alaska	12.69	15,402	121,340

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Arizona	9.73	72,013	740,214
98–04[1]	Arizona	10.37	613,264	5,911,867
2005	Arizona	10.51	105,200	1,000,752
1998	Arizona	9.89	76,005	768,537
1999	Arizona	10.28	80,197	780,436
2000	Arizona	10.35	83,305	804,559
2001	Arizona	10.39	86,788	835,586
2002	Arizona	10.52	89,829	853,801
2003	Arizona	10.41	95,877	920,714
2004	Arizona	10.68	101,263	948,234
1997	Arkansas	11.13	46,335	416,360
98–04[1]	Arkansas	12.37	358,402	2,898,066
2005	Arkansas	12.75	54,185	425,018
1998	Arkansas	11.51	47,768	415,024
1999	Arkansas	11.89	49,220	413,975
2000	Arkansas	12.15	50,117	412,602
2001	Arkansas	12.54	51,684	412,135
2002	Arkansas	12.79	52,724	412,287
2003	Arkansas	12.84	53,242	414,546
2004	Arkansas	12.85	53,647	417,497
1997	California	10.13	523,862	5,169,962
98–04[1]	California	10.20	3,993,810	39,152,169
2005	California	10.05	583,293	5,801,532
1998	California	10.24	542,168	5,293,555
1999	California	10.29	556,887	5,410,775
2000	California	10.21	562,945	5,512,592
2001	California	10.22	573,818	5,613,839
2002	California	10.20	583,986	5,724,081
2003	California	10.17	588,168	5,784,387
2004	California	10.08	585,838	5,812,940

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Colorado	10.02	62,327	621,883
98–04[1]	Colorado	10.12	470,696	4,652,511
2005	Colorado	9.87	68,817	697,217
1998	Colorado	10.09	63,958	633,961
1999	Colorado	10.19	65,567	643,613
2000	Colorado	10.23	67,306	658,092
2001	Colorado	10.13	67,811	669,684
2002	Colorado	10.09	68,402	677,622
2003	Colorado	10.09	68,814	681,787
2004	Colorado	10.01	68,838	687,752
2005	Colorado	10.09	63,958	633,961
1997	Connecticut	13.72	66,056	481,405
98–04[1]	Connecticut	12.34	442,304	3,585,095
2005	Connecticut	11.57	60,301	521,079
1998	Connecticut	13.37	65,774	492,142
1999	Connecticut	12.75	63,934	501,282
2000	Connecticut	12.41	63,317	510,125
2001	Connecticut	12.18	63,053	517,771
2002	Connecticut	12.14	62,817	517,649
2003	Connecticut	11.87	62,103	523,070
2004	Connecticut	11.72	61,306	523,056
2005	Connecticut	13.37	65,774	492,142
1997	Delaware	13.39	13,837	103,349
98–04[1]	Delaware	13.88	104,058	749,777
2005	Delaware	14.32	15,996	111,746
1998	Delaware	13.33	13,944	104,635
1999	Delaware	13.52	14,106	104,341
2000	Delaware	13.61	14,469	106,279
2001	Delaware	13.72	14,730	107,342
2002	Delaware	14.13	15,248	107,916
2003	Delaware	14.30	15,599	109,122
2004	Delaware	14.49	15,962	110,142
2005	Delaware	13.33	13,944	104,635

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	District of Columbia	10.97	6,731	61,366
98–04[1]	District of Columbia	16.85	69,529	412,690
2005	District of Columbia	17.43	10,442	59,911
1998	District of Columbia	12.56	7,150	56,929
1999	District of Columbia	12.94	7,995	61,780
2000	District of Columbia	17.12	9,436	55,111
2001	District of Columbia	20.02	10,975	54,821
2002	District of Columbia	17.82	10,758	60,385
2003	District of Columbia	18.06	11,291	62,534
2004	District of Columbia	19.51	11,924	61,130
1997	Florida	14.21	293,488	2,065,159
98–04[1]	Florida	14.55	2,295,617	15,776,458
2005	Florida	14.24	345,275	2,424,459
1998	Florida	14.36	302,970	2,109,194
1999	Florida	14.50	312,174	2,152,660
2000	Florida	14.58	321,286	2,203,889
2001	Florida	14.59	330,500	2,265,046
2002	Florida	14.69	338,566	2,305,437
2003	Florida	14.66	344,034	2,346,054
2004	Florida	14.46	346,087	2,394,178
1997	Georgia	10.43	128,897	1,235,542
98–04[1]	Georgia	11.62	1,077,576	9,274,624
2005	Georgia	11.90	170,308	1,431,431
1998	Georgia	10.80	135,848	1,258,225
1999	Georgia	11.19	143,357	1,281,044
2000	Georgia	11.49	149,542	1,301,729
2001	Georgia	11.68	155,005	1,326,704
2002	Georgia	11.88	160,022	1,346,495
2003	Georgia	12.06	164,850	1,367,276
2004	Georgia	12.13	168,952	1,393,151

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Hawaii	9.42	16,368	173,701
98–04[1]	Hawaii	11.90	141,228	1,187,320
2005	Hawaii	11.34	18,929	166,989
1998	Hawaii	10.58	18,222	172,276
1999	Hawaii	11.93	20,312	170,319
2000	Hawaii	12.58	21,311	169,370
2001	Hawaii	12.31	20,842	169,349
2002	Hawaii	12.18	20,615	169,324
2003	Hawaii	11.99	20,220	168,579
2004	Hawaii	11.72	19,706	168,103
1997	Idaho	9.79	21,997	224,795
98–04[1]	Idaho	10.60	169,154	1,596,164
2005	Idaho	10.01	23,936	239,211
1998	Idaho	10.27	23,125	225,281
1999	Idaho	10.84	24,501	225,938
2000	Idaho	10.90	24,606	225,835
2001	Idaho	10.80	24,437	226,234
2002	Idaho	10.68	24,364	228,122
2003	Idaho	10.48	24,204	230,858
2004	Idaho	10.23	23,917	233,896
1997	Illinois	13.20	235,523	1,783,744
98–04[1]	Illinois	14.06	1,819,818	12,947,810
2005	Illinois	14.43	272,995	1,891,388
1998	Illinois	13.52	242,968	1,797,395
1999	Illinois	13.69	248,487	1,815,422
2000	Illinois	13.98	256,742	1,836,275
2001	Illinois	14.17	263,662	1,860,827
2002	Illinois	14.19	265,702	1,872,358
2003	Illinois	14.32	269,673	1,883,049
2004	Illinois	14.48	272,584	1,882,484

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Indiana	13.64	123,227	903,759
98–04[1]	Indiana	15.02	966,554	6,434,701
2005	Indiana	15.80	149,947	949,054
1998	Indiana	13.94	126,364	906,557
1999	Indiana	14.38	130,656	908,498
2000	Indiana	14.82	134,622	908,247
2001	Indiana	15.11	138,307	915,438
2002	Indiana	15.46	142,854	924,149
2003	Indiana	15.64	145,650	931,573
2004	Indiana	15.75	148,101	940,239
1997	Iowa	13.56	60,443	445,663
98–04[1]	Iowa	14.42	444,097	3,079,446
2005	Iowa	14.30	62,801	439,221
1998	Iowa	13.85	61,806	446,113
1999	Iowa	14.08	62,720	445,476
2000	Iowa	14.27	63,186	442,950
2001	Iowa	14.56	64,100	440,182
2002	Iowa	14.81	64,270	433,833
2003	Iowa	14.72	64,085	435,394
2004	Iowa	14.68	63,930	435,498
1997	Kansas	11.13	47,581	427,608
98–04[1]	Kansas	12.13	359,675	2,965,541
2005	Kansas	12.89	53,521	415,344
1998	Kansas	11.43	48,986	428,718
1999	Kansas	11.72	50,079	427,298
2000	Kansas	11.94	50,802	425,615
2001	Kansas	12.02	50,982	424,006
2002	Kansas	12.39	52,385	422,734
2003	Kansas	12.66	53,119	419,497
2004	Kansas	12.77	53,322	417,673

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Kentucky	11.51	67,806	589,112
98–04[1]	Kentucky	13.17	535,186	4,065,225
2005	Kentucky	14.31	83,927	586,381
1998	Kentucky	11.93	69,436	581,901
1999	Kentucky	12.52	72,352	577,984
2000	Kentucky	12.63	74,888	593,147
2001	Kentucky	13.41	77,152	575,233
2002	Kentucky	13.59	78,387	576,765
2003	Kentucky	13.89	80,254	577,827
2004	Kentucky	14.20	82,717	582,368
1997	Louisiana	11.68	79,703	682,253
98–04[1]	Louisiana	12.66	584,234	4,615,275
2005	Louisiana	12.97	74,977	578,261
1998	Louisiana	11.91	80,548	676,100
1999	Louisiana	12.18	81,881	672,232
2000	Louisiana	12.46	82,856	664,779
2001	Louisiana	12.72	83,932	659,744
2002	Louisiana	13.01	84,701	651,099
2003	Louisiana	13.14	85,156	647,893
2004	Louisiana	13.24	85,160	643,428
1997	Maine	14.72	28,537	193,815
98–04[1]	Maine	16.20	213,551	1,318,361
2005	Maine	17.08	30,712	179,838
1998	Maine	15.08	29,033	192,484
1999	Maine	15.44	29,558	191,489
2000	Maine	15.85	30,142	190,153
2001	Maine	16.38	30,793	187,986
2002	Maine	16.69	31,143	186,615
2003	Maine	16.96	31,584	186,248
2004	Maine	17.07	31,298	183,386

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Maryland	12.95	95,399	736,889
98–04[1]	Maryland	12.57	682,279	5,427,724
2005	Maryland	12.09	94,156	778,943
1998	Maryland	12.93	97,820	756,680
1999	Maryland	12.81	97,873	764,289
2000	Maryland	12.70	97,891	770,940
2001	Maryland	12.56	97,603	777,201
2002	Maryland	12.42	97,388	784,109
2003	Maryland	12.41	97,701	787,162
2004	Maryland	12.19	96,003	787,343
1997	Massachusetts	16.45	140,249	852,841
98–04[1]	Massachusetts	15.64	966,466	6,178,415
2005	Massachusetts	15.98	140,465	879,050
1998	Massachusetts	16.71	144,993	867,486
1999	Massachusetts	16.17	141,912	877,768
2000	Massachusetts	15.76	139,444	884,565
2001	Massachusetts	14.65	129,711	885,576
2002	Massachusetts	15.11	134,567	890,862
2003	Massachusetts	15.37	136,537	888,222
2004	Massachusetts	15.76	139,302	883,936
1997	Michigan	11.74	171,143	1,457,304
98–04[1]	Michigan	12.62	1,355,463	10,742,019
2005	Michigan	13.39	207,217	1,547,451
1998	Michigan	12.15	178,896	1,472,912
1999	Michigan	12.44	183,949	1,478,850
2000	Michigan	12.39	190,870	1,540,035
2001	Michigan	12.52	194,485	1,552,932
2002	Michigan	12.51	197,990	1,582,807
2003	Michigan	13.02	203,106	1,560,463
2004	Michigan	13.27	206,167	1,554,020

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Minnesota	11.33	88,656	782,550
98–04[1]	Minnesota	12.06	658,484	5,460,044
2005	Minnesota	12.59	96,609	767,680
1998	Minnesota	11.50	90,460	786,316
1999	Minnesota	11.72	92,104	785,848
2000	Minnesota	11.91	93,592	786,077
2001	Minnesota	12.07	94,410	782,385
2002	Minnesota	12.26	95,413	778,097
2003	Minnesota	12.46	96,306	772,648
2004	Minnesota	12.52	96,199	768,673
1997	Mississippi	12.23	54,798	447,988
98–04[1]	Mississippi	12.20	377,947	3,097,493
2005	Mississippi	12.90	56,782	440,341
1998	Mississippi	11.84	52,771	445,902
1999	Mississippi	11.83	52,759	445,867
2000	Mississippi	11.86	52,640	443,941
2001	Mississippi	11.90	52,606	442,132
2002	Mississippi	12.23	53,783	439,882
2003	Mississippi	12.73	55,949	439,395
2004	Mississippi	13.04	57,439	440,374
1997	Missouri	14.00	113,736	812,707
98–04[1]	Missouri	14.60	841,958	5,768,386
2005	Missouri	14.56	121,092	831,636
1998	Missouri	14.13	115,846	819,644
1999	Missouri	14.36	118,040	821,965
2000	Missouri	14.54	119,442	821,734
2001	Missouri	14.92	122,521	821,090
2002	Missouri	14.88	123,404	829,081
2003	Missouri	14.73	121,848	827,353
2004	Missouri	14.61	120,857	827,519

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Montana	10.80	16,196	149,956
98–04[1]	Montana	11.77	116,683	991,331
2005	Montana	12.31	16,496	134,039
1998	Montana	10.98	16,271	148,257
1999	Montana	11.34	16,601	146,371
2000	Montana	11.68	16,806	143,919
2001	Montana	11.85	16,731	141,144
2002	Montana	12.01	16,715	139,124
2003	Montana	12.25	16,811	137,195
2004	Montana	12.38	16,748	135,321
1997	Nebraska	13.51	36,030	266,731
98–04[1]	Nebraska	14.42	263,358	1,826,192
2005	Nebraska	14.92	38,526	258,295
1998	Nebraska	14.05	37,289	265,400
1999	Nebraska	14.04	36,943	263,054
2000	Nebraska	14.18	37,014	261,089
2001	Nebraska	14.45	37,532	259,833
2002	Nebraska	14.48	37,572	259,471
2003	Nebraska	14.71	38,073	258,903
2004	Nebraska	15.07	38,935	258,442
1997	Nevada	10.15	27,425	270,261
98–04[1]	Nevada	10.68	243,653	2,280,446
2005	Nevada	10.75	40,704	378,596
1998	Nevada	10.12	28,772	284,237
1999	Nevada	10.38	30,905	297,694
2000	Nevada	10.66	33,206	311,652
2001	Nevada	10.67	34,957	327,636
2002	Nevada	10.86	36,827	339,018
2003	Nevada	10.97	38,778	353,437
2004	Nevada	10.96	40,208	366,772

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	New Hampshire	12.26	23,351	190,507
98–04[1]	New Hampshire	13.42	183,141	1,364,290
2005	New Hampshire	14.26	27,411	192,270
1998	New Hampshire	12.34	23,878	193,581
1999	New Hampshire	12.76	24,932	195,395
2000	New Hampshire	13.34	26,222	196,553
2001	New Hampshire	13.54	26,399	195,027
2002	New Hampshire	13.81	26,986	195,370
2003	New Hampshire	14.01	27,261	194,656
2004	New Hampshire	14.18	27,463	193,708
1997	New Jersey	17.04	180,004	1,056,371
98–04[1]	New Jersey	17.54	1,406,159	8,019,047
2005	New Jersey	18.01	218,719	1,214,239
1998	New Jersey	17.26	184,217	1,067,586
1999	New Jersey	17.30	188,920	1,091,839
2000	New Jersey	17.49	194,880	1,114,581
2001	New Jersey	17.48	202,000	1,155,821
2002	New Jersey	17.58	207,689	1,181,285
2003	New Jersey	17.77	212,265	1,194,379
2004	New Jersey	17.81	216,188	1,213,556
1997	New Mexico	14.30	43,347	303,196
98–04[1]	New Mexico	14.93	309,893	2,076,365
2005	New Mexico	13.98	41,308	295,548
1998	New Mexico	14.80	44,713	302,062
1999	New Mexico	15.02	44,888	298,811
2000	New Mexico	15.23	44,962	295,151
2001	New Mexico	15.19	44,769	294,664
2002	New Mexico	15.07	44,305	294,067
2003	New Mexico	14.76	43,600	295,454
2004	New Mexico	14.40	42,656	296,156

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	New York	14.14	348,925	2,467,906
98–04[1]	New York	14.55	2,547,202	17,506,834
2005	New York	14.75	365,399	2,478,126
1998	New York	14.43	357,815	2,479,614
1999	New York	14.43	360,438	2,498,297
2000	New York	14.66	366,571	2,500,499
2001	New York	14.56	365,131	2,507,312
2002	New York	14.48	364,167	2,515,084
2003	New York	14.56	364,287	2,502,148
2004	New York	14.73	368,793	2,503,880
1997	North Carolina	12.24	137,700	1,124,735
98–04[1]	North Carolina	13.08	1,101,352	8,419,638
2005	North Carolina	12.75	164,479	1,289,760
1998	North Carolina	12.52	143,261	1,144,526
1999	North Carolina	12.90	150,403	1,165,572
2000	North Carolina	12.71	150,403	1,183,821
2001	North Carolina	13.44	161,850	1,204,198
2002	North Carolina	13.47	164,441	1,220,801
2003	North Carolina	13.39	165,910	1,239,187
2004	North Carolina	13.09	165,084	1,261,533
1997	North Dakota	10.11	11,072	109,486
98–04[1]	North Dakota	11.85	82,277	694,235
2005	North Dakota	12.90	11,698	90,652
1998	North Dakota	10.64	11,312	106,336
1999	North Dakota	11.13	11,636	104,544
2000	North Dakota	11.54	11,694	101,354
2001	North Dakota	11.84	11,627	98,191
2002	North Dakota	12.27	11,828	96,439
2003	North Dakota	12.47	11,795	94,590
2004	North Dakota	13.35	12,385	92,781

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Ohio	11.65	195,921	1,681,100
98–04[1]	Ohio	12.53	1,471,824	11,743,358
2005	Ohio	13.60	227,590	1,674,038
1998	Ohio	11.82	197,994	1,675,734
1999	Ohio	12.15	203,326	1,673,311
2000	Ohio	12.30	206,036	1,675,014
2001	Ohio	12.32	206,344	1,675,553
2002	Ohio	12.79	214,736	1,678,807
2003	Ohio	13.01	219,298	1,685,241
2004	Ohio	13.34	224,090	1,679,698
1997	Oklahoma	12.08	68,106	563,664
98–04[1]	Oklahoma	13.87	536,683	3,869,206
2005	Oklahoma	15.21	83,453	548,852
1998	Oklahoma	12.50	70,491	563,841
1999	Oklahoma	13.03	72,865	559,398
2000	Oklahoma	13.55	74,955	553,268
2001	Oklahoma	13.86	76,821	554,107
2002	Oklahoma	14.47	79,197	547,381
2003	Oklahoma	14.75	80,419	545,292
2004	Oklahoma	15.01	81,935	545,919
1997	Oregon	11.78	58,798	499,090
98–04[1]	Oregon	12.77	454,039	3,556,053
2005	Oregon	12.89	65,778	510,269
1998	Oregon	12.14	60,950	501,954
1999	Oregon	12.73	64,191	504,242
2000	Oregon	12.95	65,385	505,082
2001	Oregon	12.89	65,866	511,079
2002	Oregon	12.96	66,459	512,972
2003	Oregon	12.84	65,391	509,235
2004	Oregon	12.86	65,797	511,489

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Pennsylvania	11.57	191,320	1,653,380
98–04[1]	Pennsylvania	12.95	1,523,806	11,770,229
2005	Pennsylvania	14.68	248,075	1,690,385
1998	Pennsylvania	11.80	195,539	1,657,683
1999	Pennsylvania	12.03	200,077	1,663,052
2000	Pennsylvania	12.41	208,550	1,680,063
2001	Pennsylvania	12.72	215,441	1,693,887
2002	Pennsylvania	13.38	226,229	1,691,071
2003	Pennsylvania	13.89	235,229	1,693,953
2004	Pennsylvania	14.36	242,741	1,690,520
1997	Rhode Island	17.13	23,627	137,924
98–04[1]	Rhode Island	18.67	188,369	1,008,920
2005	Rhode Island	18.59	26,424	142,154
1998	Rhode Island	17.30	24,131	139,477
1999	Rhode Island	18.36	25,856	140,864
2000	Rhode Island	18.79	26,743	142,321
2001	Rhode Island	19.09	27,821	145,710
2002	Rhode Island	19.37	28,539	147,307
2003	Rhode Island	19.03	28,018	147,200
2004	Rhode Island	18.67	27,261	146,041
1997	South Carolina	13.41	80,978	603,826
98–04[1]	South Carolina	14.86	641,988	4,320,640
2005	South Carolina	14.93	93,598	627,135
1998	South Carolina	13.92	84,651	608,252
1999	South Carolina	14.61	88,290	604,176
2000	South Carolina	14.80	90,686	612,794
2001	South Carolina	15.39	94,179	611,857
2002	South Carolina	15.07	94,209	625,007
2003	South Carolina	15.09	94,800	628,106
2004	South Carolina	15.10	95,173	630,448

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	South Dakota	9.63	12,544	130,313
98–04[1]	South Dakota	11.80	96,868	821,259
2005	South Dakota	12.68	14,121	111,325
1998	South Dakota	10.53	12,855	122,132
1999	South Dakota	10.98	13,233	120,567
2000	South Dakota	11.62	13,773	118,489
2001	South Dakota	11.90	13,903	116,827
2002	South Dakota	12.21	14,247	116,672
2003	South Dakota	12.63	14,422	114,204
2004	South Dakota	12.85	14,435	112,368
1997	Tennessee	14.23	112,648	791,439
98–04[1]	Tennessee	13.17	759,189	5,766,462
2005	Tennessee	12.02	102,556	852,932
1998	Tennessee	13.76	110,944	806,123
1999	Tennessee	13.46	110,113	817,957
2000	Tennessee	13.43	108,917	811,052
2001	Tennessee	13.22	109,372	827,058
2002	Tennessee	13.19	108,984	826,056
2003	Tennessee	12.66	105,645	834,500
2004	Tennessee	12.47	105,214	843,716
1997	Texas	12.09	419,071	3,466,578
98–04[1]	Texas	11.81	3,051,955	25,836,242
2005	Texas	11.16	442,879	3,967,303
1998	Texas	12.12	426,247	3,517,990
1999	Texas	12.13	431,984	3,562,742
2000	Texas	12.01	434,697	3,619,631
2001	Texas	11.77	434,839	3,694,371
2002	Texas	11.56	434,666	3,760,793
2003	Texas	11.58	441,530	3,814,099
2004	Texas	11.59	447,992	3,866,616

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Utah	10.88	47,099	432,920
98–04[1]	Utah	10.91	331,834	3,042,824
2005	Utah	10.96	50,671	462,190
1998	Utah	10.91	47,078	431,460
1999	Utah	10.84	46,633	430,274
2000	Utah	10.69	45,775	428,316
2001	Utah	10.73	46,289	431,372
2002	Utah	10.96	47,327	431,980
2003	Utah	11.14	48,574	435,939
2004	Utah	11.06	50,158	453,483
1997	Vermont	10.87	10,436	96,026
98–04[1]	Vermont	12.62	81,277	643,882
2005	Vermont	13.49	11,655	86,388
1998	Vermont	11.35	10,834	95,426
1999	Vermont	12.54	11,890	94,805
2000	Vermont	12.56	11,685	93,062
2001	Vermont	12.95	11,916	92,005
2002	Vermont	12.98	11,770	90,699
2003	Vermont	12.89	11,560	89,718
2004	Vermont	13.18	11,622	88,167
1997	Virginia	12.97	128,415	990,365
98–04[1]	Virginia	13.46	997,085	7,405,435
2005	Virginia	13.45	148,647	1,105,162
1998	Virginia	13.29	133,264	1,003,046
1999	Virginia	13.40	137,000	1,022,047
2000	Virginia	13.40	140,827	1,050,633
2001	Virginia	13.44	142,865	1,063,351
2002	Virginia	13.53	145,940	1,078,396
2003	Virginia	13.61	148,138	1,088,822
2004	Virginia	13.56	149,051	1,099,140

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Washington	10.31	93,941	911,642
98–04[1]	Washington	11.01	718,313	6,523,437
2005	Washington	11.12	105,287	946,606
1998	Washington	10.58	97,441	920,829
1999	Washington	10.73	99,636	928,881
2000	Washington	11.00	102,151	928,956
2001	Washington	11.14	103,950	933,043
2002	Washington	11.19	104,688	935,529
2003	Washington	11.19	105,083	939,334
2004	Washington	11.25	105,364	936,865
1997	West Virginia	15.04	41,136	273,446
98–04[1]	West Virginia	16.52	298,163	1,805,273
2005	West Virginia	16.55	41,429	250,295
1998	West Virginia	15.65	42,142	269,283
1999	West Virginia	16.13	42,539	263,785
2000	West Virginia	16.47	42,641	258,840
2001	West Virginia	16.67	42,660	255,925
2002	West Virginia	16.89	42,874	253,894
2003	West Virginia	17.00	42,893	252,349
2004	West Virginia	16.89	42,414	251,197
1997	Wisconsin	11.81	94,646	801,221
98–04[1]	Wisconsin	13.07	727,055	5,562,840
2005	Wisconsin	13.63	106,823	783,574
1998	Wisconsin	12.14	97,058	799,800
1999	Wisconsin	12.71	101,476	798,439
2000	Wisconsin	13.11	104,781	799,218
2001	Wisconsin	13.35	106,163	795,334
2002	Wisconsin	13.25	105,648	797,469
2003	Wisconsin	13.30	105,580	793,991
2004	Wisconsin	13.66	106,349	778,589

See notes at end of exhibit.

Exhibit A4.7a. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

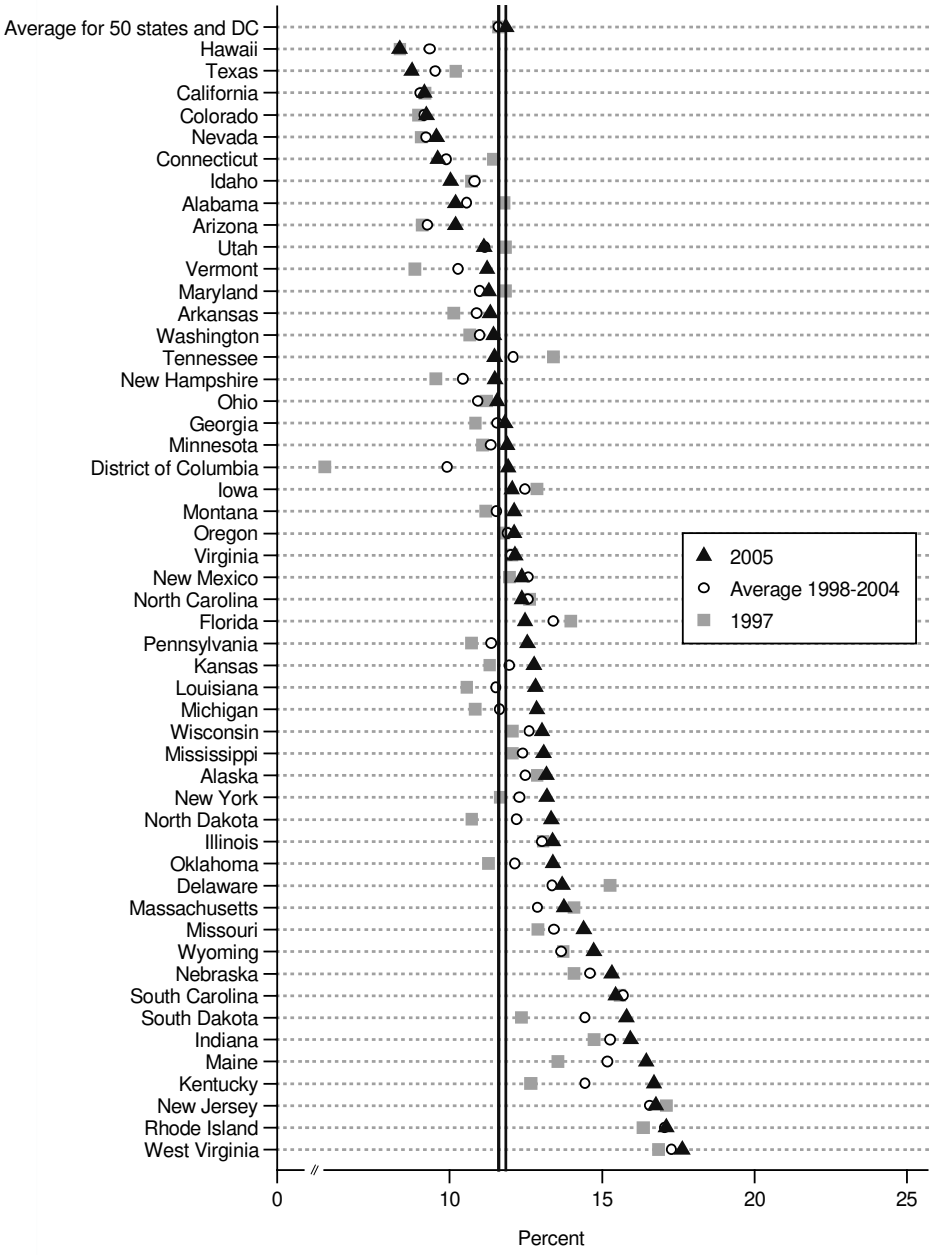
Year	State	Percentage of children age 6 through 17	Number of children identified	Number of children
1997	Wyoming	12.09	10,916	90,282
98–04[1]	Wyoming	13.11	75,785	577,925
2005	Wyoming	13.78	10,690	77,589
1998	Wyoming	12.36	10,983	88,832
1999	Wyoming	12.86	11,054	85,929
2000	Wyoming	12.96	10,878	83,927
2001	Wyoming	13.26	10,844	81,793
2002	Wyoming	13.30	10,680	80,295
2003	Wyoming	13.45	10,636	79,054
2004	Wyoming	13.71	10,710	78,095

[1] Throughout this exhibit, "98–04" presents the average of the 1998 through 2004 DANS and CCD data counts (nationally and by state) and the average percentage for the years 1998 through 2004

NOTE: National data represent the counts and average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004, and 2005)



NOTE: States are ordered by the percentage of 6- through 9-year-olds in grades 1–4 identified for services in 2005. Vertical lines represent the average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Average for 50 states and DC	11.61	1,688,453	14,547,910
98–04[1]	Average for 50 states and DC	11.60	11,823,216	101,898,332
2005	Average for 50 states and DC	11.85	1,713,627	14,460,886
1998	Average for 50 states and DC	11.59	1,703,932	14,696,417
1999	Average for 50 states and DC	11.59	1,705,408	14,716,863
2000	Average for 50 states and DC	11.51	1,686,864	14,657,309
2001	Average for 50 states and DC	11.44	1,667,189	14,576,345
2002	Average for 50 states and DC	11.53	1,666,202	14,450,019
2003	Average for 50 states and DC	11.72	1,685,400	14,386,420
2004	Average for 50 states and DC	11.85	1,708,221	14,414,959
1997	Alabama	11.78	28,349	240,635
98–04[1]	Alabama	10.57	172,897	1,636,125
2005	Alabama	10.18	23,402	229,838
1998	Alabama	11.34	27,554	243,043
1999	Alabama	11.16	26,878	240,765
2000	Alabama	10.83	25,728	237,568
2001	Alabama	10.12	23,666	233,787
2002	Alabama	10.01	22,912	228,847
2003	Alabama	10.04	22,766	226,751
2004	Alabama	10.38	23,393	225,364
1997	Alaska	12.87	5,437	42,238
98–04[1]	Alaska	12.48	35,234	282,389
2005	Alaska	13.17	5,080	38,587
1998	Alaska	12.45	5,325	42,768
1999	Alaska	12.12	5,126	42,287
2000	Alaska	12.04	4,932	40,949
2001	Alaska	12.22	4,856	39,747
2002	Alaska	12.61	4,944	39,203
2003	Alaska	12.67	4,944	39,026
2004	Alaska	13.30	5,107	38,409

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Arizona	9.10	24,624	270,621
98–04[1]	Arizona	9.28	191,090	2,059,381
2005	Arizona	10.19	33,097	324,725
1998	Arizona	8.96	25,257	281,805
1999	Arizona	9.09	25,914	285,110
2000	Arizona	8.90	25,867	290,791
2001	Arizona	8.90	26,244	294,848
2002	Arizona	9.42	27,080	287,352
2003	Arizona	9.58	29,296	305,858
2004	Arizona	10.02	31,432	313,617
1997	Arkansas	10.13	14,385	141,951
98–04[1]	Arkansas	10.87	105,792	973,068
2005	Arkansas	11.32	16,244	143,500
1998	Arkansas	10.35	14,758	142,617
1999	Arkansas	10.59	14,934	140,995
2000	Arkansas	10.65	14,831	139,316
2001	Arkansas	10.89	14,941	137,163
2002	Arkansas	11.11	15,105	135,999
2003	Arkansas	11.19	15,398	137,569
2004	Arkansas	11.35	15,825	139,409
1997	California	9.18	173,624	1,891,602
98–04[1]	California	9.03	1,227,532	13,601,026
2005	California	9.17	173,411	1,891,866
1998	California	9.18	176,738	1,925,178
1999	California	9.17	178,572	1,948,002
2000	California	8.99	175,266	1,948,889
2001	California	8.88	173,237	1,950,556
2002	California	8.89	174,172	1,959,948
2003	California	9.03	175,744	1,946,718
2004	California	9.04	173,803	1,921,735

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Colorado	8.98	19,416	216,205
98–04[1]	Colorado	9.16	144,181	1,574,254
2005	Colorado	9.23	21,552	233,550
1998	Colorado	9.08	20,033	220,559
1999	Colorado	9.18	20,469	223,063
2000	Colorado	9.19	20,668	224,893
2001	Colorado	9.01	20,369	226,130
2002	Colorado	9.04	20,404	225,787
2003	Colorado	9.31	20,989	225,495
2004	Colorado	9.31	21,249	228,327
1997	Connecticut	11.43	20,297	177,592
98–04[1]	Connecticut	9.88	121,651	1,231,158
2005	Connecticut	9.61	16,371	170,319
1998	Connecticut	10.98	19,649	179,008
1999	Connecticut	10.34	18,506	179,036
2000	Connecticut	9.69	17,207	177,600
2001	Connecticut	9.39	16,640	177,230
2002	Connecticut	9.54	16,581	173,830
2003	Connecticut	9.61	16,626	172,970
2004	Connecticut	9.59	16,442	171,484
1997	Delaware	15.26	5,343	35,020
98–04[1]	Delaware	13.36	33,608	251,550
2005	Delaware	13.69	4,998	36,507
1998	Delaware	14.56	5,170	35,515
1999	Delaware	13.52	4,876	36,074
2000	Delaware	13.13	4,766	36,304
2001	Delaware	12.59	4,589	36,437
2002	Delaware	12.99	4,654	35,835
2003	Delaware	13.14	4,700	35,758
2004	Delaware	13.62	4,853	35,627

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	District of Columbia	5.90	1,576	26,729
98–04[1]	District of Columbia	9.79	16,446	168,029
2005	District of Columbia	11.91	2,420	20,313
1998	District of Columbia	7.62	1,949	25,574
1999	District of Columbia	7.22	1,954	27,069
2000	District of Columbia	10.33	2,492	24,135
2001	District of Columbia	12.07	2,764	22,908
2002	District of Columbia	10.46	2,488	23,787
2003	District of Columbia	8.95	2,064	23,058
2004	District of Columbia	12.72	2,735	21,498
1997	Florida	13.97	102,946	736,864
98–04[1]	Florida	13.39	717,463	5,357,332
2005	Florida	12.47	101,027	809,934
1998	Florida	13.89	103,595	745,844
1999	Florida	13.76	103,294	750,741
2000	Florida	13.41	101,700	758,530
2001	Florida	13.27	101,521	765,159
2002	Florida	13.41	102,554	764,699
2003	Florida	13.32	102,733	771,444
2004	Florida	12.74	102,066	800,915
1997	Georgia	10.85	48,791	449,539
98–04[1]	Georgia	11.56	374,515	3,239,706
2005	Georgia	11.81	57,601	487,610
1998	Georgia	11.05	50,505	457,030
1999	Georgia	11.21	51,732	461,535
2000	Georgia	11.35	52,375	461,357
2001	Georgia	11.45	52,959	462,728
2002	Georgia	11.63	53,681	461,607
2003	Georgia	12.02	55,754	464,038
2004	Georgia	12.20	57,509	471,411

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Hawaii	8.37	5,311	63,464
98–04[1]	Hawaii	9.35	38,781	414,758
2005	Hawaii	8.35	4,671	55,936
1998	Hawaii	9.11	5,728	62,857
1999	Hawaii	10.01	6,149	61,448
2000	Hawaii	10.19	6,116	60,032
2001	Hawaii	9.61	5,628	58,592
2002	Hawaii	8.97	5,213	58,150
2003	Hawaii	8.86	5,046	56,986
2004	Hawaii	8.65	4,901	56,693
1997	Idaho	10.71	7,940	74,157
98–04[1]	Idaho	10.80	56,433	522,315
2005	Idaho	10.03	8,014	79,933
1998	Idaho	11.19	8,334	74,483
1999	Idaho	11.50	8,579	74,580
2000	Idaho	11.18	8,291	74,161
2001	Idaho	10.86	7,966	73,344
2002	Idaho	10.49	7,768	74,090
2003	Idaho	10.30	7,722	74,970
2004	Idaho	10.14	7,773	76,687
1997	Illinois	13.07	81,766	625,563
98–04[1]	Illinois	13.02	580,599	4,457,988
2005	Illinois	13.37	82,507	617,146
1998	Illinois	13.01	83,361	640,952
1999	Illinois	12.88	83,063	644,748
2000	Illinois	12.98	83,478	643,030
2001	Illinois	13.04	83,570	640,983
2002	Illinois	12.96	82,264	634,650
2003	Illinois	13.04	82,267	630,908
2004	Illinois	13.26	82,596	622,717

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Indiana	14.74	46,347	314,397
98–04[1]	Indiana	15.27	336,749	2,205,408
2005	Indiana	15.93	50,293	315,775
1998	Indiana	14.73	46,804	317,710
1999	Indiana	15.01	47,660	317,479
2000	Indiana	15.10	47,554	314,939
2001	Indiana	15.09	47,542	315,162
2002	Indiana	15.49	48,499	313,121
2003	Indiana	15.62	48,798	312,438
2004	Indiana	15.86	49,892	314,559
1997	Iowa	12.86	18,353	142,767
98–04[1]	Iowa	12.48	120,932	969,389
2005	Iowa	12.04	16,498	137,064
1998	Iowa	12.82	18,442	143,841
1999	Iowa	12.61	18,127	143,731
2000	Iowa	12.39	17,492	141,164
2001	Iowa	12.48	17,137	137,268
2002	Iowa	12.33	16,561	134,270
2003	Iowa	12.36	16,592	134,242
2004	Iowa	12.29	16,581	134,873
1997	Kansas	11.31	15,987	141,420
98–04[1]	Kansas	11.95	114,545	958,333
2005	Kansas	12.77	17,210	134,744
1998	Kansas	11.47	16,206	141,329
1999	Kansas	11.62	16,274	140,055
2000	Kansas	11.66	16,087	138,000
2001	Kansas	11.70	15,988	136,699
2002	Kansas	12.11	16,311	134,692
2003	Kansas	12.52	16,715	133,513
2004	Kansas	12.66	16,964	134,045

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Kentucky	12.66	25,302	199,803
98–04[1]	Kentucky	14.42	200,010	1,386,724
2005	Kentucky	16.70	32,954	197,327
1998	Kentucky	12.81	25,700	200,673
1999	Kentucky	13.63	26,868	197,123
2000	Kentucky	13.67	27,975	204,717
2001	Kentucky	14.28	28,630	200,469
2002	Kentucky	14.89	28,978	194,597
2003	Kentucky	15.54	30,121	193,803
2004	Kentucky	16.25	31,738	195,342
1997	Louisiana	10.56	25,201	238,615
98–04[1]	Louisiana	11.50	187,865	1,634,314
2005	Louisiana	12.81	26,193	204,547
1998	Louisiana	10.79	25,711	238,224
1999	Louisiana	11.02	26,232	238,037
2000	Louisiana	10.96	26,389	240,815
2001	Louisiana	11.25	26,599	236,442
2002	Louisiana	11.85	27,002	227,786
2003	Louisiana	12.23	27,578	225,531
2004	Louisiana	12.46	28,354	227,479
1997	Maine	13.55	8,997	66,413
98–04[1]	Maine	15.14	63,794	421,484
2005	Maine	16.45	9,176	55,795
1998	Maine	14.04	9,119	64,931
1999	Maine	14.34	9,107	63,492
2000	Maine	14.80	9,105	61,514
2001	Maine	15.14	8,992	59,407
2002	Maine	15.50	8,985	57,978
2003	Maine	16.20	9,295	57,381
2004	Maine	16.19	9,191	56,781

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Maryland	11.82	31,567	266,985
98–04[1]	Maryland	11.00	199,753	1,816,412
2005	Maryland	11.28	27,346	242,414
1998	Maryland	11.64	31,407	269,857
1999	Maryland	11.14	29,836	267,877
2000	Maryland	10.83	28,620	264,203
2001	Maryland	10.68	27,594	258,454
2002	Maryland	10.64	27,205	255,673
2003	Maryland	10.90	27,504	252,422
2004	Maryland	11.13	27,587	247,926
1997	Massachusetts	14.07	44,004	312,754
98–04[1]	Massachusetts	12.89	271,564	2,106,805
2005	Massachusetts	13.75	39,256	285,502
1998	Massachusetts	14.20	44,662	314,540
1999	Massachusetts	13.26	41,282	311,306
2000	Massachusetts	12.66	38,231	301,994
2001	Massachusetts	11.53	34,846	302,182
2002	Massachusetts	12.27	36,392	296,545
2003	Massachusetts	12.90	37,612	291,599
2004	Massachusetts	13.35	38,539	288,639
1997	Michigan	10.84	56,945	525,474
98–04[1]	Michigan	11.63	419,143	3,603,457
2005	Michigan	12.86	62,819	488,446
1998	Michigan	11.12	58,861	529,316
1999	Michigan	11.26	59,306	526,633
2000	Michigan	11.29	59,296	525,168
2001	Michigan	11.43	58,992	516,169
2002	Michigan	11.64	59,606	511,888
2003	Michigan	12.19	60,939	499,783
2004	Michigan	12.57	62,143	494,500

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Minnesota	11.07	28,078	253,583
98–04[1]	Minnesota	11.34	192,391	1,696,018
2005	Minnesota	11.88	27,943	235,293
1998	Minnesota	11.01	27,867	253,175
1999	Minnesota	10.98	27,527	250,717
2000	Minnesota	11.10	27,299	245,945
2001	Minnesota	11.18	26,888	240,578
2002	Minnesota	11.55	27,395	237,171
2003	Minnesota	11.94	28,001	234,430
2004	Minnesota	11.72	27,414	234,002
1997	Mississippi	12.06	19,471	161,520
98–04[1]	Mississippi	12.37	137,646	1,112,398
2005	Mississippi	13.08	19,831	151,658
1998	Mississippi	11.69	19,088	163,230
1999	Mississippi	11.80	19,393	164,327
2000	Mississippi	12.11	19,616	161,987
2001	Mississippi	12.15	19,494	160,463
2002	Mississippi	12.59	19,645	156,088
2003	Mississippi	13.12	20,145	153,501
2004	Mississippi	13.26	20,265	152,802
1997	Missouri	12.89	35,906	278,463
98–04[1]	Missouri	13.40	255,496	1,906,643
2005	Missouri	14.40	38,453	267,001
1998	Missouri	12.87	36,419	282,948
1999	Missouri	12.78	36,007	281,706
2000	Missouri	12.92	35,814	277,192
2001	Missouri	13.30	36,040	270,910
2002	Missouri	13.69	36,478	266,564
2003	Missouri	14.04	36,957	263,206
2004	Missouri	14.31	37,781	264,117

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Montana	11.18	5,383	48,153
98–04[1]	Montana	11.52	35,508	308,367
2005	Montana	12.11	5,038	41,619
1998	Montana	11.18	5,293	47,359
1999	Montana	11.50	5,366	46,659
2000	Montana	11.41	5,157	45,184
2001	Montana	11.29	4,927	43,633
2002	Montana	11.40	4,827	42,336
2003	Montana	11.85	4,956	41,809
2004	Montana	12.04	4,982	41,387
1997	Nebraska	14.07	12,131	86,204
98–04[1]	Nebraska	14.59	84,746	580,742
2005	Nebraska	15.32	12,551	81,921
1998	Nebraska	14.07	12,108	86,044
1999	Nebraska	14.20	12,082	85,087
2000	Nebraska	14.03	11,693	83,373
2001	Nebraska	14.64	12,016	82,093
2002	Nebraska	14.54	11,855	81,519
2003	Nebraska	15.15	12,293	81,153
2004	Nebraska	15.59	12,699	81,473
1997	Nevada	9.07	9,194	101,359
98–04[1]	Nevada	9.24	75,585	818,460
2005	Nevada	9.57	12,446	130,091
1998	Nevada	9.04	9,635	106,531
1999	Nevada	9.08	10,039	110,611
2000	Nevada	9.04	10,290	113,843
2001	Nevada	9.08	10,723	118,088
2002	Nevada	9.28	11,100	119,567
2003	Nevada	9.46	11,630	122,941
2004	Nevada	9.59	12,168	126,879

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	New Hampshire	9.54	6,506	68,172
98–04[1]	New Hampshire	10.41	46,837	449,987
2005	New Hampshire	11.48	6,889	60,020
1998	New Hampshire	9.71	6,604	68,019
1999	New Hampshire	9.81	6,587	67,141
2000	New Hampshire	10.37	6,829	65,838
2001	New Hampshire	10.42	6,681	64,138
2002	New Hampshire	10.39	6,498	62,554
2003	New Hampshire	10.99	6,759	61,528
2004	New Hampshire	11.32	6,879	60,769
1997	New Jersey	17.11	68,019	397,489
98–04[1]	New Jersey	16.56	464,628	2,806,111
2005	New Jersey	16.76	66,634	397,651
1998	New Jersey	16.89	67,581	400,069
1999	New Jersey	16.47	66,343	402,745
2000	New Jersey	16.35	65,622	401,413
2001	New Jersey	16.36	66,028	403,485
2002	New Jersey	16.46	65,947	400,590
2003	New Jersey	16.64	66,247	398,072
2004	New Jersey	16.73	66,860	399,737
1997	New Mexico	11.97	12,449	103,988
98–04[1]	New Mexico	12.58	86,921	690,711
2005	New Mexico	12.37	12,133	98,108
1998	New Mexico	12.51	12,934	103,414
1999	New Mexico	12.66	12,899	101,930
2000	New Mexico	12.77	12,674	99,255
2001	New Mexico	12.50	12,229	97,847
2002	New Mexico	12.55	12,076	96,263
2003	New Mexico	12.57	12,049	95,834
2004	New Mexico	12.54	12,060	96,168

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	New York	11.66	103,356	886,313
98–04[1]	New York	12.27	730,805	5,957,229
2005	New York	13.19	103,977	788,601
1998	New York	11.91	105,756	887,677
1999	New York	11.96	105,649	883,566
2000	New York	12.24	106,540	870,114
2001	New York	12.21	104,156	853,100
2002	New York	12.15	102,251	841,443
2003	New York	12.52	102,086	815,674
2004	New York	12.95	104,367	805,655
1997	North Carolina	12.62	52,232	413,786
98–04[1]	North Carolina	12.57	370,870	2,950,582
2005	North Carolina	12.37	54,190	437,989
1998	North Carolina	12.47	52,442	420,623
1999	North Carolina	12.49	52,883	423,537
2000	North Carolina	12.54	52,883	421,803
2001	North Carolina	12.58	52,992	421,357
2002	North Carolina	12.69	53,065	418,124
2003	North Carolina	12.69	53,256	419,575
2004	North Carolina	12.54	53,349	425,563
1997	North Dakota	10.72	3,678	34,308
98–04[1]	North Dakota	12.15	25,697	211,504
2005	North Dakota	13.33	3,700	27,756
1998	North Dakota	11.33	3,736	32,967
1999	North Dakota	11.69	3,748	32,069
2000	North Dakota	11.64	3,606	30,986
2001	North Dakota	11.81	3,519	29,798
2002	North Dakota	12.41	3,603	29,045
2003	North Dakota	12.59	3,582	28,452
2004	North Dakota	13.85	3,903	28,187

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Ohio	11.20	64,132	572,561
98–04[1]	Ohio	10.92	423,651	3,878,903
2005	Ohio	11.55	61,490	532,400
1998	Ohio	11.05	63,244	572,477
1999	Ohio	11.13	63,473	570,278
2000	Ohio	10.86	61,280	564,508
2001	Ohio	10.43	57,958	555,550
2002	Ohio	10.79	58,786	545,062
2003	Ohio	10.95	58,793	537,059
2004	Ohio	11.26	60,117	533,969
1997	Oklahoma	11.27	21,955	194,821
98–04[1]	Oklahoma	12.13	160,136	1,320,013
2005	Oklahoma	13.39	25,115	187,552
1998	Oklahoma	11.44	22,361	195,488
1999	Oklahoma	11.71	22,607	193,126
2000	Oklahoma	11.91	22,608	189,895
2001	Oklahoma	11.75	22,463	191,135
2002	Oklahoma	12.41	22,768	183,482
2003	Oklahoma	12.72	23,223	182,611
2004	Oklahoma	13.08	24,106	184,276
1997	Oregon	11.76	19,988	169,937
98–04[1]	Oregon	11.89	138,402	1,163,795
2005	Oregon	12.11	20,277	167,414
1998	Oregon	11.78	20,072	170,465
1999	Oregon	12.07	20,355	168,691
2000	Oregon	11.84	19,720	166,529
2001	Oregon	11.69	19,434	166,184
2002	Oregon	11.82	19,461	164,720
2003	Oregon	11.93	19,443	162,916
2004	Oregon	12.12	19,917	164,290

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Pennsylvania	10.71	60,564	565,661
98–04[1]	Pennsylvania	11.35	429,968	3,789,251
2005	Pennsylvania	12.55	64,987	517,682
1998	Pennsylvania	10.67	60,054	563,025
1999	Pennsylvania	10.90	60,785	557,440
2000	Pennsylvania	10.88	59,986	551,367
2001	Pennsylvania	11.14	60,549	543,591
2002	Pennsylvania	11.59	61,622	531,598
2003	Pennsylvania	12.00	62,818	523,687
2004	Pennsylvania	12.37	64,154	518,543
1997	Rhode Island	16.35	8,195	50,135
98–04[1]	Rhode Island	17.05	58,288	341,870
2005	Rhode Island	17.11	7,533	44,023
1998	Rhode Island	16.26	8,193	50,381
1999	Rhode Island	17.17	8,586	50,010
2000	Rhode Island	17.27	8,539	49,453
2001	Rhode Island	17.43	8,551	49,063
2002	Rhode Island	17.36	8,463	48,748
2003	Rhode Island	16.95	8,110	47,835
2004	Rhode Island	16.92	7,846	46,380
1997	South Carolina	15.58	32,697	209,853
98–04[1]	South Carolina	15.69	229,949	1,465,396
2005	South Carolina	15.45	32,000	207,163
1998	South Carolina	15.83	33,423	211,161
1999	South Carolina	16.15	33,782	209,209
2000	South Carolina	15.58	33,215	213,212
2001	South Carolina	15.93	33,038	207,438
2002	South Carolina	15.45	32,252	208,752
2003	South Carolina	15.43	32,003	207,443
2004	South Carolina	15.49	32,236	208,181

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	South Dakota	12.36	5,121	41,417
98–04[1]	South Dakota	14.41	37,285	258,745
2005	South Dakota	15.79	5,593	35,430
1998	South Dakota	13.21	5,147	38,962
1999	South Dakota	13.62	5,220	38,339
2000	South Dakota	14.13	5,297	37,491
2001	South Dakota	14.47	5,306	36,676
2002	South Dakota	14.73	5,358	36,388
2003	South Dakota	15.31	5,449	35,589
2004	South Dakota	15.60	5,508	35,300
1997	Tennessee	13.40	38,331	286,050
98–04[1]	Tennessee	12.10	243,446	2,012,455
2005	Tennessee	11.47	32,990	287,615
1998	Tennessee	12.58	37,000	294,017
1999	Tennessee	12.51	36,804	294,280
2000	Tennessee	12.27	35,563	289,960
2001	Tennessee	12.19	35,183	288,592
2002	Tennessee	11.98	33,758	281,731
2003	Tennessee	11.58	32,514	280,684
2004	Tennessee	11.52	32,624	283,191
1997	Texas	10.20	124,203	1,217,176
98–04[1]	Texas	9.51	853,842	8,978,225
2005	Texas	8.75	120,289	1,374,455
1998	Texas	10.00	123,745	1,237,543
1999	Texas	9.88	123,867	1,253,155
2000	Texas	9.75	123,554	1,267,914
2001	Texas	9.41	120,912	1,285,191
2002	Texas	9.12	117,930	1,293,469
2003	Texas	9.24	121,031	1,309,831
2004	Texas	9.23	122,803	1,331,122

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Utah	11.83	16,832	142,288
98–04[1]	Utah	11.15	114,485	1,026,824
2005	Utah	11.12	17,994	161,892
1998	Utah	11.58	16,582	143,233
1999	Utah	11.28	16,196	143,555
2000	Utah	10.82	15,516	143,372
2001	Utah	10.68	15,586	145,920
2002	Utah	11.06	16,110	145,645
2003	Utah	11.27	16,770	148,864
2004	Utah	11.35	17,725	156,235
1997	Vermont	8.85	2,847	32,172
98–04[1]	Vermont	10.26	20,533	200,178
2005	Vermont	11.23	2,909	25,905
1998	Vermont	9.32	2,929	31,420
1999	Vermont	10.70	3,261	30,472
2000	Vermont	10.18	2,992	29,398
2001	Vermont	10.40	2,936	28,242
2002	Vermont	10.51	2,881	27,425
2003	Vermont	10.27	2,762	26,891
2004	Vermont	10.53	2,772	26,330
1997	Virginia	12.04	42,255	350,915
98–04[1]	Virginia	12.01	300,623	2,503,025
2005	Virginia	12.15	43,437	357,511
1998	Virginia	12.19	43,432	356,428
1999	Virginia	12.05	43,388	360,090
2000	Virginia	11.90	43,018	361,649
2001	Virginia	11.83	42,347	358,128
2002	Virginia	11.87	42,294	356,361
2003	Virginia	12.10	42,932	354,703
2004	Virginia	12.15	43,212	355,666

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Washington	10.65	32,799	308,095
98–04[1]	Washington	10.98	232,818	2,119,765
2005	Washington	11.44	34,321	300,145
1998	Washington	10.73	33,407	311,321
1999	Washington	10.78	33,471	310,621
2000	Washington	10.85	33,140	305,403
2001	Washington	10.93	33,032	302,235
2002	Washington	11.03	32,797	297,261
2003	Washington	11.20	33,154	296,049
2004	Washington	11.39	33,817	296,875
1997	West Virginia	16.85	14,964	88,797
98–04[1]	West Virginia	17.27	102,398	592,842
2005	West Virginia	17.63	14,239	80,785
1998	West Virginia	17.05	15,131	88,766
1999	West Virginia	17.18	15,044	87,581
2000	West Virginia	17.24	14,822	85,968
2001	West Virginia	17.04	14,453	84,831
2002	West Virginia	17.21	14,253	82,832
2003	West Virginia	17.54	14,314	81,604
2004	West Virginia	17.70	14,381	81,260
1997	Wisconsin	12.05	30,847	256,103
98–04[1]	Wisconsin	12.61	215,576	1,709,973
2005	Wisconsin	13.03	30,903	237,219
1998	Wisconsin	12.35	31,454	254,720
1999	Wisconsin	12.57	31,713	252,234
2000	Wisconsin	12.75	31,665	248,432
2001	Wisconsin	12.86	31,066	241,512
2002	Wisconsin	12.49	30,019	240,421
2003	Wisconsin	12.40	29,537	238,185
2004	Wisconsin	12.85	30,122	234,469

See notes at end of exhibit.

Exhibit A4.7b. Percentage of 6- through 9-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

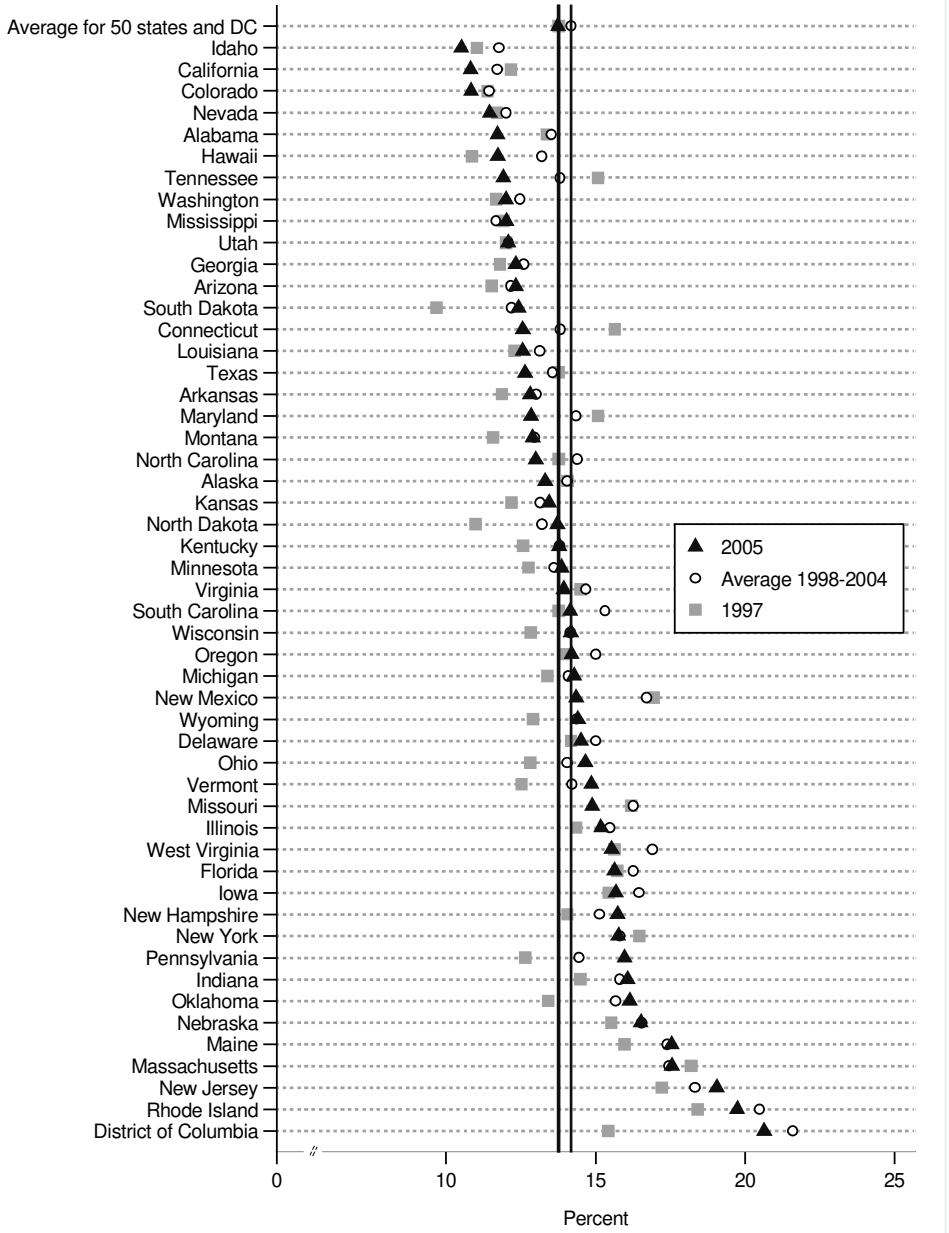
Year	State	Percentage of children age 6 through 9	Number of children identified	Number of children
1997	Wyoming	13.72	3,812	27,783
98–04[1]	Wyoming	13.63	24,109	176,915
2005	Wyoming	14.73	3,625	24,609
1998	Wyoming	12.55	3,427	27,300
1999	Wyoming	13.57	3,595	26,501
2000	Wyoming	13.43	3,460	25,756
2001	Wyoming	13.81	3,412	24,703
2002	Wyoming	13.66	3,351	24,526
2003	Wyoming	14.08	3,383	24,033
2004	Wyoming	14.45	3,481	24,096

[1] Throughout this exhibit, "98–04" presents the average of the 1998 through 2004 DANS and CCD data counts (nationally and by state) and the average percentage for the years 1998 through 2005.

NOTE: National data represent the counts and average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5-8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997 2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004, and 2005)



NOTE: States are ordered by the percentage of 10- through 13-year-olds in grades 5–8 identified for services in 2005. Vertical lines represent the average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Average for 50 states and DC	13.77	1,911,244	13,884,950
98–04[1]	Average for 50 states and DC	14.18	14,565,866	102,752,172
2005	Average for 50 states and DC	13.74	2,045,254	14,882,115
1998	Average for 50 states and DC	14.11	1,979,050	14,026,907
1999	Average for 50 states and DC	14.33	2,035,641	14,206,030
2000	Average for 50 states and DC	14.41	2,095,435	14,537,188
2001	Average for 50 states and DC	14.33	2,125,723	14,832,043
2002	Average for 50 states and DC	14.17	2,129,996	15,030,027
2003	Average for 50 states and DC	13.99	2,113,725	15,106,418
2004	Average for 50 states and DC	13.90	2,086,296	15,013,559
1997	Alabama	13.36	31,019	232,212
98–04[1]	Alabama	13.51	223,055	1,651,062
2005	Alabama	11.72	27,706	236,326
1998	Alabama	14.14	32,650	230,911
1999	Alabama	14.48	33,489	231,254
2000	Alabama	14.53	34,169	235,118
2001	Alabama	13.89	32,917	237,029
2002	Alabama	13.14	31,421	239,146
2003	Alabama	12.39	29,761	240,169
2004	Alabama	12.07	28,648	237,435
1997	Alaska	14.06	5,762	40,979
98–04[1]	Alaska	14.04	42,085	299,716
2005	Alaska	13.31	5,429	40,790
1998	Alaska	13.61	5,766	42,356
1999	Alaska	13.85	5,872	42,387
2000	Alaska	14.47	6,164	42,606
2001	Alaska	14.64	6,352	43,397
2002	Alaska	14.36	6,278	43,717
2003	Alaska	13.73	5,948	43,311
2004	Alaska	13.60	5,705	41,942

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Arizona	11.52	29,004	251,829
98–04[1]	Arizona	12.16	244,013	2,007,007
2005	Arizona	12.34	39,639	321,126
1998	Arizona	11.81	30,919	261,865
1999	Arizona	12.21	32,549	266,513
2000	Arizona	12.33	34,120	276,835
2001	Arizona	12.09	35,158	290,818
2002	Arizona	12.36	35,769	289,465
2003	Arizona	12.05	37,059	307,584
2004	Arizona	12.25	38,439	313,927
1997	Arkansas	11.86	16,724	140,960
98–04[1]	Arkansas	13.02	129,928	997,600
2005	Arkansas	12.81	18,356	143,281
1998	Arkansas	12.45	17,420	139,900
1999	Arkansas	12.90	18,071	140,087
2000	Arkansas	13.08	18,545	141,775
2001	Arkansas	13.34	19,145	143,554
2002	Arkansas	13.25	19,152	144,572
2003	Arkansas	13.15	18,966	144,265
2004	Arkansas	12.99	18,629	143,447
1997	California	12.17	206,846	1,699,431
98–04[1]	California	11.69	1,544,603	13,217,901
2005	California	10.82	211,644	1,956,589
1998	California	12.26	213,369	1,741,093
1999	California	12.20	217,945	1,786,995
2000	California	11.98	222,345	1,855,751
2001	California	11.82	226,630	1,917,988
2002	California	11.55	226,103	1,957,079
2003	California	11.21	222,387	1,983,151
2004	California	10.92	215,824	1,975,844

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Colorado	11.38	24,287	213,419
98–04[1]	Colorado	11.43	182,288	1,595,162
2005	Colorado	10.83	25,320	233,716
1998	Colorado	11.47	24,802	216,266
1999	Colorado	11.65	25,584	219,568
2000	Colorado	11.74	26,455	225,257
2001	Colorado	11.70	26,965	230,565
2002	Colorado	11.40	26,722	234,438
2003	Colorado	11.08	26,038	234,924
2004	Colorado	10.99	25,722	234,144
1997	Connecticut	15.65	25,503	162,941
98–04[1]	Connecticut	13.81	170,627	1,235,940
2005	Connecticut	12.57	22,041	175,406
1998	Connecticut	15.40	25,839	167,817
1999	Connecticut	14.48	24,934	172,166
2000	Connecticut	14.17	25,050	176,791
2001	Connecticut	13.74	24,772	180,330
2002	Connecticut	13.39	24,081	179,794
2003	Connecticut	12.90	23,305	180,691
2004	Connecticut	12.70	22,646	178,351
1997	Delaware	14.18	4,984	35,141
98–04[1]	Delaware	15.00	38,982	259,843
2005	Delaware	14.51	5,650	38,941
1998	Delaware	14.22	5,092	35,813
1999	Delaware	14.87	5,309	35,705
2000	Delaware	15.25	5,505	36,100
2001	Delaware	15.39	5,641	36,648
2002	Delaware	15.31	5,810	37,960
2003	Delaware	15.16	5,851	38,594
2004	Delaware	14.80	5,774	39,023

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	District of Columbia	15.43	2,891	18,741
98–04[1]	District of Columbia	21.60	29,726	137,642
2005	District of Columbia	20.64	4,298	20,829
1998	District of Columbia	16.73	2,915	17,423
1999	District of Columbia	18.07	3,409	18,862
2000	District of Columbia	24.41	4,198	17,195
2001	District of Columbia	26.72	4,911	18,383
2002	District of Columbia	22.07	4,684	21,224
2003	District of Columbia	20.59	4,663	22,648
2004	District of Columbia	22.58	4,946	21,907
1997	Florida	15.73	112,374	714,534
98–04[1]	Florida	16.26	891,869	5,484,191
2005	Florida	15.64	127,159	812,896
1998	Florida	16.08	117,340	729,741
1999	Florida	16.38	122,162	746,016
2000	Florida	16.56	127,579	770,440
2001	Florida	16.51	131,528	796,823
2002	Florida	16.32	132,217	810,088
2003	Florida	16.06	131,580	819,358
2004	Florida	15.95	129,463	811,725
1997	Georgia	11.80	49,620	420,574
98–04[1]	Georgia	12.61	408,654	3,241,949
2005	Georgia	12.33	60,534	490,806
1998	Georgia	12.27	52,691	429,290
1999	Georgia	12.60	55,531	440,777
2000	Georgia	12.76	58,092	455,418
2001	Georgia	12.81	60,022	468,537
2002	Georgia	12.71	60,684	477,437
2003	Georgia	12.60	60,946	483,808
2004	Georgia	12.47	60,688	486,682

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Hawaii	10.87	6,172	56,789
98–04[1]	Hawaii	13.21	52,995	401,282
2005	Hawaii	11.73	6,546	55,795
1998	Hawaii	12.14	6,810	56,081
1999	Hawaii	13.65	7,683	56,306
2000	Hawaii	14.16	8,113	57,307
2001	Hawaii	13.86	8,058	58,144
2002	Hawaii	13.52	7,877	58,252
2003	Hawaii	12.77	7,416	58,074
2004	Hawaii	12.32	7,038	57,118
1997	Idaho	11.03	8,276	75,059
98–04[1]	Idaho	11.75	63,668	541,709
2005	Idaho	10.51	8,421	80,125
1998	Idaho	11.66	8,707	74,680
1999	Idaho	12.31	9,237	75,044
2000	Idaho	12.14	9,341	76,978
2001	Idaho	12.00	9,336	77,792
2002	Idaho	11.78	9,267	78,677
2003	Idaho	11.46	9,072	79,192
2004	Idaho	10.98	8,708	79,346
1997	Illinois	14.35	86,101	600,052
98–04[1]	Illinois	15.48	679,867	4,393,041
2005	Illinois	15.18	97,643	643,044
1998	Illinois	15.04	89,943	597,938
1999	Illinois	15.32	92,947	606,734
2000	Illinois	15.68	97,188	619,999
2001	Illinois	15.74	99,858	634,448
2002	Illinois	15.58	100,061	642,359
2003	Illinois	15.56	100,412	645,472
2004	Illinois	15.39	99,458	646,091

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Indiana	14.49	43,116	297,508
98–04[1]	Indiana	15.82	348,403	2,202,681
2005	Indiana	16.07	51,847	322,672
1998	Indiana	14.96	44,789	299,361
1999	Indiana	15.37	46,687	303,737
2000	Indiana	15.97	49,418	309,476
2001	Indiana	16.04	50,978	317,745
2002	Indiana	16.14	52,037	322,421
2003	Indiana	16.15	52,593	325,603
2004	Indiana	16.00	51,901	324,338
1997	Iowa	15.44	22,757	147,368
98–04[1]	Iowa	16.45	169,633	1,030,926
2005	Iowa	15.68	22,708	144,835
1998	Iowa	15.99	23,421	146,438
1999	Iowa	16.34	23,889	146,239
2000	Iowa	16.64	24,411	146,713
2001	Iowa	16.67	24,849	149,058
2002	Iowa	16.89	24,898	147,416
2003	Iowa	16.42	24,390	148,587
2004	Iowa	16.23	23,775	146,475
1997	Kansas	12.18	17,789	146,006
98–04[1]	Kansas	13.14	131,769	1,003,201
2005	Kansas	13.44	18,581	138,251
1998	Kansas	12.61	18,322	145,295
1999	Kansas	12.84	18,497	144,114
2000	Kansas	13.10	18,838	143,831
2001	Kansas	13.21	18,991	143,737
2002	Kansas	13.43	19,298	143,708
2003	Kansas	13.36	19,027	142,425
2004	Kansas	13.42	18,796	140,091

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Kentucky	12.57	24,781	197,216
98–04[1]	Kentucky	13.80	190,291	1,378,607
2005	Kentucky	13.79	27,315	198,079
1998	Kentucky	13.37	25,780	192,857
1999	Kentucky	13.76	26,687	193,942
2000	Kentucky	13.85	27,231	196,614
2001	Kentucky	14.15	27,651	195,489
2002	Kentucky	13.84	27,642	199,689
2003	Kentucky	13.78	27,615	200,425
2004	Kentucky	13.87	27,685	199,591
1997	Louisiana	12.29	28,953	235,672
98–04[1]	Louisiana	13.13	210,975	1,607,346
2005	Louisiana	12.57	25,306	201,270
1998	Louisiana	12.58	29,244	232,483
1999	Louisiana	13.05	29,876	228,913
2000	Louisiana	13.38	30,683	229,311
2001	Louisiana	13.44	30,885	229,766
2002	Louisiana	13.33	30,705	230,411
2003	Louisiana	13.05	30,155	231,043
2004	Louisiana	13.05	29,427	225,419
1997	Maine	15.96	10,988	68,859
98–04[1]	Maine	17.38	81,558	469,174
2005	Maine	17.54	10,880	62,036
1998	Maine	16.39	11,250	68,636
1999	Maine	16.89	11,506	68,137
2000	Maine	17.23	11,692	67,857
2001	Maine	17.70	11,947	67,512
2002	Maine	17.90	11,948	66,764
2003	Maine	17.81	11,792	66,208
2004	Maine	17.83	11,423	64,060

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Maryland	15.08	37,375	247,909
98–04[1]	Maryland	14.34	268,653	1,873,552
2005	Maryland	12.84	34,041	265,080
1998	Maryland	15.17	38,732	255,289
1999	Maryland	15.03	39,074	260,012
2000	Maryland	14.88	39,555	265,894
2001	Maryland	14.47	39,345	271,940
2002	Maryland	14.05	38,621	274,930
2003	Maryland	13.72	37,612	274,214
2004	Maryland	13.17	35,714	271,273
1997	Massachusetts	18.20	52,344	287,568
98–04[1]	Massachusetts	17.45	373,168	2,138,857
2005	Massachusetts	17.55	52,135	297,037
1998	Massachusetts	18.60	54,926	295,253
1999	Massachusetts	18.26	55,002	301,288
2000	Massachusetts	17.75	55,035	309,996
2001	Massachusetts	16.68	51,650	309,750
2002	Massachusetts	16.88	52,717	312,378
2003	Massachusetts	16.81	51,822	308,294
2004	Massachusetts	17.23	52,016	301,898
1997	Michigan	13.38	65,637	490,427
98–04[1]	Michigan	14.08	520,015	3,694,508
2005	Michigan	14.28	74,316	520,363
1998	Michigan	13.85	68,510	494,729
1999	Michigan	14.19	70,643	497,964
2000	Michigan	14.12	74,579	528,141
2001	Michigan	14.13	76,258	539,604
2002	Michigan	13.91	77,016	553,767
2003	Michigan	14.14	77,204	545,979
2004	Michigan	14.19	75,805	534,324

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Minnesota	12.76	33,570	263,071
98–04[1]	Minnesota	13.59	248,458	1,827,638
2005	Minnesota	13.87	34,801	250,901
1998	Minnesota	13.23	34,857	263,405
1999	Minnesota	13.53	35,364	261,460
2000	Minnesota	13.64	35,937	263,558
2001	Minnesota	13.68	36,027	263,451
2002	Minnesota	13.62	35,656	261,736
2003	Minnesota	13.68	35,487	259,413
2004	Minnesota	13.80	35,130	254,615
1997	Mississippi	11.91	18,247	153,167
98–04[1]	Mississippi	11.67	126,850	1,086,888
2005	Mississippi	12.02	18,802	156,491
1998	Mississippi	11.55	17,535	151,857
1999	Mississippi	11.43	17,394	152,198
2000	Mississippi	11.32	17,414	153,783
2001	Mississippi	11.34	17,610	155,308
2002	Mississippi	11.67	18,309	156,862
2003	Mississippi	12.04	19,090	158,561
2004	Mississippi	12.32	19,498	158,319
1997	Missouri	12.89	35,906	278,463
98–04[1]	Missouri	13.40	255,496	1,906,643
2005	Missouri	14.40	38,453	267,001
1998	Missouri	16.44	45,490	276,706
1999	Missouri	16.69	46,315	277,452
2000	Missouri	16.85	47,037	279,186
2001	Missouri	17.01	48,364	284,370
2002	Missouri	16.26	47,360	291,255
2003	Missouri	15.55	45,192	290,681
2004	Missouri	15.02	43,057	286,620

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Montana	11.58	5,966	51,515
98–04[1]	Montana	12.94	43,906	339,210
2005	Montana	12.90	5,787	44,858
1998	Montana	11.83	5,980	50,550
1999	Montana	12.37	6,152	49,747
2000	Montana	13.10	6,443	49,170
2001	Montana	13.35	6,457	48,360
2002	Montana	13.30	6,390	48,061
2003	Montana	13.41	6,340	47,294
2004	Montana	13.35	6,144	46,028
1997	Nebraska	15.52	13,899	89,530
98–04[1]	Nebraska	16.54	100,954	610,303
2005	Nebraska	16.51	13,997	84,783
1998	Nebraska	16.37	14,402	87,970
1999	Nebraska	16.43	14,246	86,720
2000	Nebraska	16.74	14,561	87,003
2001	Nebraska	16.64	14,527	87,298
2002	Nebraska	16.61	14,558	87,663
2003	Nebraska	16.45	14,413	87,625
2004	Nebraska	16.56	14,247	86,024
1997	Nevada	11.70	10,656	91,101
98–04[1]	Nevada	12.02	95,572	795,462
2005	Nevada	11.46	15,148	132,130
1998	Nevada	11.69	11,211	95,939
1999	Nevada	12.09	12,227	101,117
2000	Nevada	12.34	13,302	107,843
2001	Nevada	12.18	14,033	115,225
2002	Nevada	11.99	14,499	120,913
2003	Nevada	11.92	15,004	125,846
2004	Nevada	11.90	15,296	128,579

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	New Hampshire	14.05	9,278	66,034
98–04[1]	New Hampshire	15.12	72,144	477,123
2005	New Hampshire	15.74	10,255	65,138
1998	New Hampshire	14.16	9,574	67,638
1999	New Hampshire	14.81	10,126	68,386
2000	New Hampshire	15.17	10,534	69,461
2001	New Hampshire	15.27	10,478	68,603
2002	New Hampshire	15.41	10,607	68,828
2003	New Hampshire	15.43	10,465	67,803
2004	New Hampshire	15.60	10,360	66,404
1997	New Jersey	17.22	60,716	352,555
98–04[1]	New Jersey	18.35	507,986	2,768,295
2005	New Jersey	19.05	77,982	409,274
1998	New Jersey	17.68	63,577	359,572
1999	New Jersey	17.91	67,408	376,463
2000	New Jersey	18.30	71,473	390,613
2001	New Jersey	18.47	74,411	402,930
2002	New Jersey	18.56	76,401	411,586
2003	New Jersey	18.64	77,056	413,397
2004	New Jersey	18.77	77,660	413,734
1997	New Mexico	16.94	17,465	103,128
98–04[1]	New Mexico	16.71	118,940	711,859
2005	New Mexico	14.35	14,387	100,234
1998	New Mexico	17.33	17,742	102,380
1999	New Mexico	17.43	17,602	100,978
2000	New Mexico	17.50	17,581	100,469
2001	New Mexico	17.22	17,498	101,593
2002	New Mexico	16.62	16,964	102,067
2003	New Mexico	15.80	16,206	102,586
2004	New Mexico	15.08	15,347	101,786

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	New York	16.47	132,642	805,375
98–04[1]	New York	15.81	941,901	5,957,463
2005	New York	15.76	132,065	838,121
1998	New York	16.53	135,164	817,468
1999	New York	16.23	135,312	833,556
2000	New York	16.12	136,767	848,364
2001	New York	15.63	134,952	863,555
2002	New York	15.31	133,360	871,248
2003	New York	15.30	132,460	865,996
2004	New York	15.62	133,886	857,276
1997	North Carolina	13.77	52,496	381,302
98–04[1]	North Carolina	14.39	421,273	2,928,116
2005	North Carolina	13.00	57,018	438,453
1998	North Carolina	14.25	55,548	389,920
1999	North Carolina	14.71	58,952	400,835
2000	North Carolina	14.25	58,952	413,850
2001	North Carolina	15.04	63,692	423,443
2002	North Carolina	14.68	63,231	430,690
2003	North Carolina	14.26	61,792	433,422
2004	North Carolina	13.56	59,106	435,956
1997	North Dakota	10.99	4,060	36,936
98–04[1]	North Dakota	13.18	30,525	231,684
2005	North Dakota	13.72	4,149	30,251
1998	North Dakota	11.90	4,207	35,368
1999	North Dakota	12.43	4,311	34,692
2000	North Dakota	13.09	4,397	33,588
2001	North Dakota	13.35	4,380	32,800
2002	North Dakota	13.59	4,385	32,258
2003	North Dakota	13.75	4,369	31,775
2004	North Dakota	14.35	4,476	31,203

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Ohio	12.82	71,854	560,674
98–04[1]	Ohio	14.04	562,103	4,002,797
2005	Ohio	14.65	82,491	563,286
1998	Ohio	13.15	73,917	562,119
1999	Ohio	13.61	76,630	562,929
2000	Ohio	13.97	79,492	569,103
2001	Ohio	14.04	80,798	575,650
2002	Ohio	14.41	83,471	579,255
2003	Ohio	14.51	84,305	580,956
2004	Ohio	14.58	83,490	572,785
1997	Oklahoma	13.42	25,613	190,914
98–04[1]	Oklahoma	15.67	205,938	1,314,124
2005	Oklahoma	16.14	29,791	184,617
1998	Oklahoma	14.21	26,823	188,711
1999	Oklahoma	15.05	28,116	186,885
2000	Oklahoma	15.74	29,385	186,664
2001	Oklahoma	16.08	30,201	187,848
2002	Oklahoma	16.31	30,913	189,543
2003	Oklahoma	16.20	30,455	188,029
2004	Oklahoma	16.12	30,045	186,444
1997	Oregon	13.93	23,619	169,594
98–04[1]	Oregon	15.00	181,446	1,209,958
2005	Oregon	14.20	24,233	170,670
1998	Oregon	14.65	24,783	169,217
1999	Oregon	15.48	26,291	169,821
2000	Oregon	15.72	27,098	172,371
2001	Oregon	15.31	26,917	175,778
2002	Oregon	15.00	26,531	176,891
2003	Oregon	14.50	25,213	173,944
2004	Oregon	14.32	24,613	171,936

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Pennsylvania	12.65	69,896	552,650
98–04[1]	Pennsylvania	14.46	584,907	4,045,190
2005	Pennsylvania	15.97	91,341	571,846
1998	Pennsylvania	13.11	73,310	559,258
1999	Pennsylvania	13.63	76,942	564,440
2000	Pennsylvania	14.11	81,550	578,044
2001	Pennsylvania	14.36	84,216	586,598
2002	Pennsylvania	14.98	88,039	587,563
2003	Pennsylvania	15.32	90,052	587,642
2004	Pennsylvania	15.61	90,798	581,645
1997	Rhode Island	18.41	8,543	46,416
98–04[1]	Rhode Island	20.50	71,555	349,022
2005	Rhode Island	19.74	9,590	48,579
1998	Rhode Island	19.25	9,045	46,983
1999	Rhode Island	20.40	9,813	48,103
2000	Rhode Island	21.09	10,389	49,252
2001	Rhode Island	20.94	10,762	51,384
2002	Rhode Island	21.07	10,934	51,898
2003	Rhode Island	20.69	10,593	51,199
2004	Rhode Island	19.96	10,019	50,203
1997	South Carolina	13.77	28,561	207,381
98–04[1]	South Carolina	15.32	232,774	1,519,898
2005	South Carolina	14.15	30,625	216,458
1998	South Carolina	14.67	30,848	210,349
1999	South Carolina	15.43	32,688	211,912
2000	South Carolina	15.87	34,179	215,397
2001	South Carolina	16.35	35,135	214,944
2002	South Carolina	15.47	34,380	222,293
2003	South Carolina	15.03	33,391	222,208
2004	South Carolina	14.43	32,153	222,795

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	South Dakota	9.67	4,310	44,596
98–04[1]	South Dakota	12.16	33,965	279,344
2005	South Dakota	12.42	4,645	37,413
1998	South Dakota	10.66	4,437	41,624
1999	South Dakota	11.36	4,637	40,828
2000	South Dakota	12.23	4,926	40,280
2001	South Dakota	12.50	4,960	39,672
2002	South Dakota	12.73	5,051	39,686
2003	South Dakota	12.86	5,029	39,093
2004	South Dakota	12.91	4,925	38,161
1997	Tennessee	15.08	40,076	265,730
98–04[1]	Tennessee	13.80	273,712	1,984,009
2005	Tennessee	11.91	34,308	287,965
1998	Tennessee	14.80	40,143	271,234
1999	Tennessee	14.69	39,931	271,868
2000	Tennessee	14.25	39,899	280,054
2001	Tennessee	13.88	39,972	288,074
2002	Tennessee	13.66	39,618	290,054
2003	Tennessee	12.86	37,606	292,411
2004	Tennessee	12.59	36,543	290,314
1997	Texas	13.75	163,653	1,189,986
98–04[1]	Texas	13.55	1,195,311	8,820,819
2005	Texas	12.64	168,881	1,335,793
1998	Texas	13.97	168,104	1,203,289
1999	Texas	14.05	170,565	1,213,657
2000	Texas	14.00	172,869	1,235,145
2001	Texas	13.60	171,648	1,261,947
2002	Texas	13.18	169,693	1,287,166
2003	Texas	13.08	170,707	1,305,101
2004	Texas	13.06	171,725	1,314,514

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Utah	12.01	16,986	141,405
98–04[1]	Utah	12.09	121,386	1,003,810
2005	Utah	12.07	18,041	149,512
1998	Utah	12.07	16,941	140,370
1999	Utah	12.15	17,040	140,269
2000	Utah	11.97	16,897	141,223
2001	Utah	11.98	17,179	143,431
2002	Utah	12.09	17,471	144,496
2003	Utah	12.25	17,759	144,935
2004	Utah	12.14	18,099	149,086
1997	Vermont	8.85	2,847	32,172
98–04[1]	Vermont	10.26	20,533	200,178
2005	Vermont	11.23	2,909	25,905
1998	Vermont	13.20	4,288	32,484
1999	Vermont	14.28	4,631	32,420
2000	Vermont	14.23	4,559	32,040
2001	Vermont	14.41	4,607	31,976
2002	Vermont	14.29	4,498	31,467
2003	Vermont	14.37	4,417	30,736
2004	Vermont	14.68	4,351	29,642
1997	Virginia	14.50	48,717	335,919
98–04[1]	Virginia	14.66	373,083	2,545,377
2005	Virginia	13.94	52,216	374,614
1998	Virginia	14.85	50,196	337,991
1999	Virginia	14.98	51,713	345,200
2000	Virginia	14.94	53,769	359,836
2001	Virginia	14.74	54,295	368,326
2002	Virginia	14.61	54,993	376,315
2003	Virginia	14.39	54,564	379,287
2004	Virginia	14.15	53,553	378,422

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Washington	11.68	35,841	306,803
98–04[1]	Washington	12.47	274,916	2,204,951
2005	Washington	12.00	37,678	313,958
1998	Washington	12.16	37,369	307,405
1999	Washington	12.42	38,421	309,296
2000	Washington	12.76	39,941	313,150
2001	Washington	12.81	40,705	317,865
2002	Washington	12.58	40,353	320,661
2003	Washington	12.34	39,627	321,184
2004	Washington	12.21	38,500	315,390
1997	West Virginia	15.63	14,168	90,637
98–04[1]	West Virginia	16.91	104,458	617,910
2005	West Virginia	15.54	13,339	85,833
1998	West Virginia	16.64	14,825	89,104
1999	West Virginia	17.18	15,143	88,155
2000	West Virginia	17.40	15,298	87,900
2001	West Virginia	17.28	15,245	88,237
2002	West Virginia	17.10	15,182	88,781
2003	West Virginia	16.66	14,726	88,370
2004	West Virginia	16.07	14,039	87,363
1997	Wisconsin	12.83	34,265	267,046
98–04[1]	Wisconsin	14.16	262,502	1,853,867
2005	Wisconsin	14.18	36,192	255,179
1998	Wisconsin	13.28	35,354	266,241
1999	Wisconsin	13.95	36,959	264,891
2000	Wisconsin	14.41	38,328	266,050
2001	Wisconsin	14.53	38,677	266,265
2002	Wisconsin	14.25	38,129	267,520
2003	Wisconsin	14.26	37,880	265,587
2004	Wisconsin	14.45	37,175	257,313

See notes at end of exhibit.

Exhibit A4.7c. Percentage of 10- through 13-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

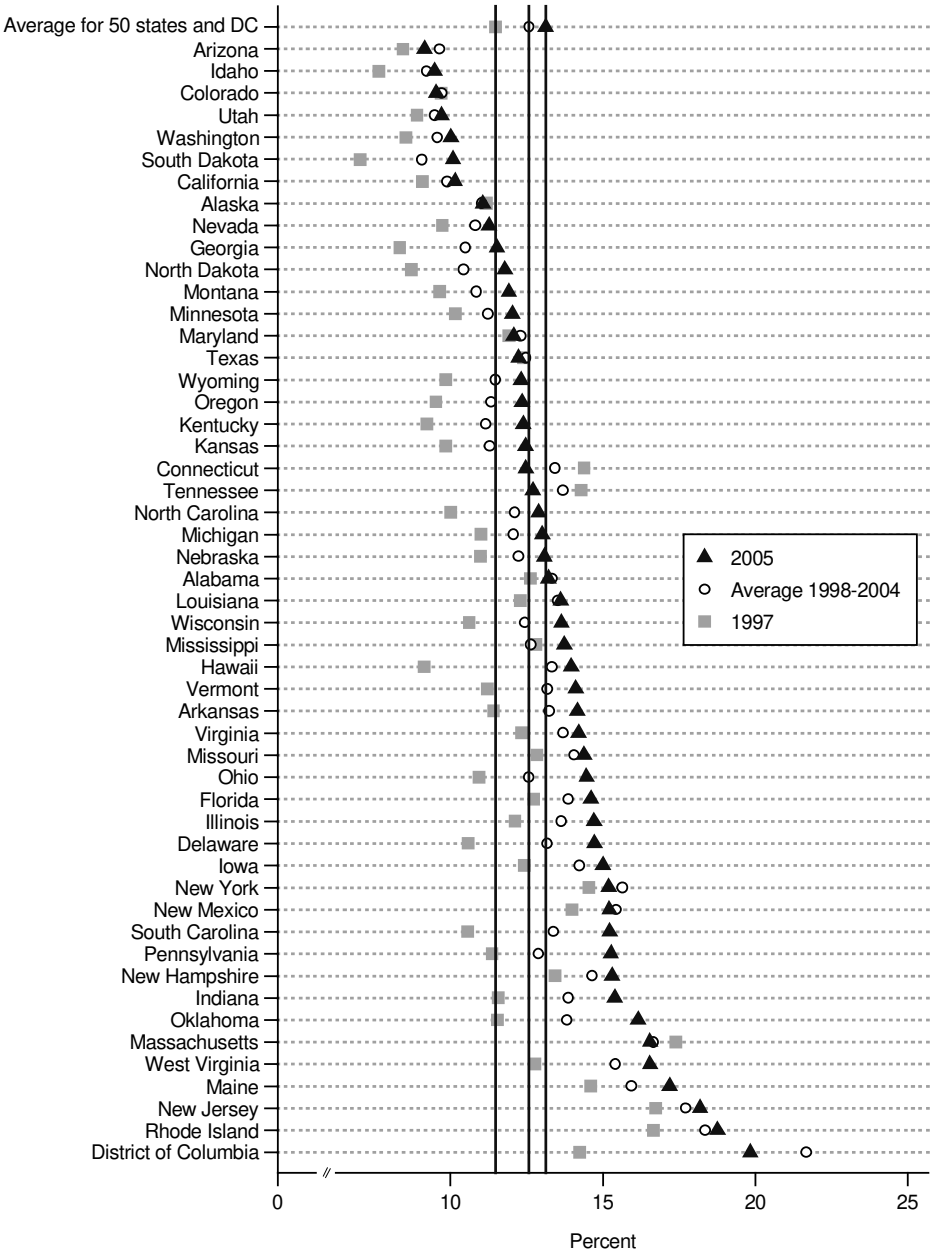
Year	State	Percentage of children age 10 through 13	Number of children identified	Number of children
1997	Wyoming	12.90	4,013	31,111
98–04[1]	Wyoming	14.36	28,310	197,123
2005	Wyoming	14.41	3,712	25,766
1998	Wyoming	13.70	4,143	30,240
1999	Wyoming	14.24	4,129	28,992
2000	Wyoming	14.63	4,152	28,388
2001	Wyoming	14.72	4,130	28,055
2002	Wyoming	14.55	4,012	27,579
2003	Wyoming	14.32	3,913	27,318
2004	Wyoming	14.43	3,831	26,551

[1] Throughout this exhibit, "98–04" presents the average of the 1998 through 2004 DANS and CCD data counts (nationally and by state) and the average percentage for the years 1998 through 2005.

NOTE: National data represent the counts and average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997 2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004, and 2005)



NOTE: States are ordered by the percentage of 14- through 17-year-olds in grades 9–12 identified for services in 2005. Vertical lines represent the average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5–8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Average for 50 states and DC	11.48	1,473,579	12,840,160
98–04[1]	Average for 50 states and DC	12.60	12,054,901	95,656,194
2005	Average for 50 states and DC	13.13	1,941,754	14,788,672
1998	Average for 50 states and DC	11.76	1,525,965	12,981,206
1999	Average for 50 states and DC	12.06	1,587,758	13,165,830
2000	Average for 50 states and DC	12.33	1,645,179	13,339,942
2001	Average for 50 states and DC	12.65	1,716,757	13,576,984
2002	Average for 50 states and DC	12.92	1,797,448	13,907,507
2003	Average for 50 states and DC	13.12	1,861,630	14,189,201
2004	Average for 50 states and DC	13.25	1,920,164	14,495,524
1997	Alabama	12.62	26,271	208,148
98–04[1]	Alabama	13.34	190,871	1,431,092
2005	Alabama	13.21	28,064	212,414
1998	Alabama	12.90	26,517	205,630
1999	Alabama	13.26	26,789	202,045
2000	Alabama	13.52	27,218	201,358
2001	Alabama	13.53	27,274	201,610
2002	Alabama	13.39	27,599	206,159
2003	Alabama	13.37	27,521	205,907
2004	Alabama	13.41	27,953	208,383
1997	Alaska	11.17	4,074	36,474
98–04[1]	Alaska	11.03	30,540	276,770
2005	Alaska	11.07	4,655	42,063
1998	Alaska	10.80	4,146	38,394
1999	Alaska	10.84	4,204	38,790
2000	Alaska	10.98	4,272	38,914
2001	Alaska	11.22	4,428	39,461
2002	Alaska	11.13	4,451	39,984
2003	Alaska	11.06	4,449	40,238
2004	Alaska	11.20	4,590	40,989

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Arizona	8.44	18,385	217,764
98–04[1]	Arizona	9.65	178,161	1,845,479
2005	Arizona	9.15	32,464	354,901
1998	Arizona	8.82	19,829	224,867
1999	Arizona	9.50	21,734	228,813
2000	Arizona	9.84	23,318	236,933
2001	Arizona	10.16	25,386	249,920
2002	Arizona	9.74	26,980	276,984
2003	Arizona	9.61	29,522	307,272
2004	Arizona	9.79	31,392	320,690
1997	Arkansas	11.41	15,226	133,449
98–04[1]	Arkansas	13.23	122,682	927,398
2005	Arkansas	14.17	19,585	138,237
1998	Arkansas	11.77	15,590	132,507
1999	Arkansas	12.20	16,215	132,893
2000	Arkansas	12.73	16,741	131,511
2001	Arkansas	13.39	17,598	131,418
2002	Arkansas	14.02	18,467	131,716
2003	Arkansas	14.23	18,878	132,712
2004	Arkansas	14.26	19,193	134,641
1997	California	9.08	143,392	1,578,929
98–04[1]	California	9.91	1,221,675	12,333,242
2005	California	10.15	198,238	1,953,077
1998	California	9.34	152,061	1,627,284
1999	California	9.57	160,370	1,675,778
2000	California	9.68	165,334	1,707,952
2001	California	9.97	173,951	1,745,295
2002	California	10.17	183,711	1,807,054
2003	California	10.25	190,037	1,854,518
2004	California	10.24	196,211	1,915,361

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Colorado	9.69	18,624	192,259
98–04[1]	Colorado	9.73	144,227	1,483,095
2005	Colorado	9.54	21,945	229,951
1998	Colorado	9.70	19,123	197,136
1999	Colorado	9.71	19,514	200,982
2000	Colorado	9.71	20,183	207,942
2001	Colorado	9.61	20,477	212,989
2002	Colorado	9.79	21,276	217,397
2003	Colorado	9.84	21,787	221,368
2004	Colorado	9.71	21,867	225,281
2005	Colorado	9.70	19,123	197,136
1997	Connecticut	14.38	20,256	140,872
98–04[1]	Connecticut	13.42	150,026	1,117,997
2005	Connecticut	12.48	21,889	175,354
1998	Connecticut	13.96	20,286	145,317
1999	Connecticut	13.66	20,494	150,080
2000	Connecticut	13.52	21,060	155,734
2001	Connecticut	13.51	21,641	160,211
2002	Connecticut	13.51	22,155	164,025
2003	Connecticut	13.09	22,172	169,409
2004	Connecticut	12.83	22,218	173,221
1997	Delaware	10.58	3,510	33,188
98–04[1]	Delaware	13.20	31,468	238,384
2005	Delaware	14.73	5,348	36,298
1998	Delaware	11.06	3,682	33,307
1999	Delaware	12.04	3,921	32,562
2000	Delaware	12.39	4,198	33,875
2001	Delaware	13.14	4,500	34,257
2002	Delaware	14.02	4,784	34,121
2003	Delaware	14.52	5,048	34,770
2004	Delaware	15.03	5,335	35,492

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	District of Columbia	14.24	2,264	15,896
98–04[1]	District of Columbia	21.83	23,357	107,019
2005	District of Columbia	19.84	3,724	18,769
1998	District of Columbia	16.41	2,286	13,932
1999	District of Columbia	16.61	2,632	15,849
2000	District of Columbia	19.93	2,746	13,781
2001	District of Columbia	24.39	3,300	13,530
2002	District of Columbia	23.33	3,586	15,374
2003	District of Columbia	27.12	4,564	16,828
2004	District of Columbia	23.94	4,243	17,725
1997	Florida	12.74	78,168	613,761
98–04[1]	Florida	13.91	686,285	4,934,935
2005	Florida	14.61	117,089	801,629
1998	Florida	12.95	82,035	633,609
1999	Florida	13.22	86,718	655,903
2000	Florida	13.63	92,007	674,919
2001	Florida	13.86	97,451	703,064
2002	Florida	14.21	103,795	730,650
2003	Florida	14.53	109,721	755,252
2004	Florida	14.66	114,558	781,538
1997	Georgia	8.34	30,486	365,429
98–04[1]	Georgia	10.54	294,407	2,792,969
2005	Georgia	11.52	52,173	453,015
1998	Georgia	8.78	32,652	371,905
1999	Georgia	9.53	36,094	378,732
2000	Georgia	10.15	39,075	384,954
2001	Georgia	10.63	42,024	395,439
2002	Georgia	11.21	45,657	407,451
2003	Georgia	11.48	48,150	419,430
2004	Georgia	11.67	50,755	435,058

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Hawaii	9.14	4,885	53,448
98–04[1]	Hawaii	13.32	49,452	371,280
2005	Hawaii	13.96	7,712	55,258
1998	Hawaii	10.66	5,684	53,338
1999	Hawaii	12.33	6,480	52,565
2000	Hawaii	13.61	7,082	52,031
2001	Hawaii	13.60	7,156	52,613
2002	Hawaii	14.22	7,525	52,922
2003	Hawaii	14.50	7,758	53,519
2004	Hawaii	14.31	7,767	54,292
1997	Idaho	7.65	5,781	75,579
98–04[1]	Idaho	9.22	49,053	532,140
2005	Idaho	9.48	7,501	79,153
1998	Idaho	7.99	6,084	76,118
1999	Idaho	8.76	6,685	76,314
2000	Idaho	9.34	6,974	74,696
2001	Idaho	9.50	7,135	75,098
2002	Idaho	9.73	7,329	75,355
2003	Idaho	9.66	7,410	76,696
2004	Idaho	9.55	7,436	77,863
1997	Illinois	12.12	67,656	558,129
98–04[1]	Illinois	13.65	559,352	4,096,781
2005	Illinois	14.71	92,845	631,198
1998	Illinois	12.47	69,664	558,505
1999	Illinois	12.85	72,477	563,940
2000	Illinois	13.27	76,076	573,246
2001	Illinois	13.71	80,234	585,396
2002	Illinois	14.01	83,377	595,349
2003	Illinois	14.34	86,994	606,669
2004	Illinois	14.75	90,530	613,676

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Indiana	11.57	33,764	291,854
98–04[1]	Indiana	13.89	281,402	2,026,612
2005	Indiana	15.39	47,807	310,607
1998	Indiana	12.01	34,771	289,486
1999	Indiana	12.64	36,309	287,282
2000	Indiana	13.27	37,650	283,832
2001	Indiana	14.08	39,787	282,531
2002	Indiana	14.66	42,318	288,607
2003	Indiana	15.08	44,259	293,532
2004	Indiana	15.37	46,308	301,342
1997	Iowa	12.43	19,333	155,528
98–04[1]	Iowa	14.23	153,532	1,079,131
2005	Iowa	15.00	23,595	157,322
1998	Iowa	12.80	19,943	155,834
1999	Iowa	13.31	20,704	155,506
2000	Iowa	13.73	21,283	155,073
2001	Iowa	14.37	22,114	153,856
2002	Iowa	14.99	22,811	152,147
2003	Iowa	15.14	23,103	152,565
2004	Iowa	15.29	23,574	154,150
1997	Kansas	9.85	13,805	140,182
98–04[1]	Kansas	11.29	113,361	1,004,007
2005	Kansas	12.46	17,730	142,349
1998	Kansas	10.18	14,458	142,094
1999	Kansas	10.70	15,308	143,129
2000	Kansas	11.04	15,877	143,784
2001	Kansas	11.15	16,003	143,570
2002	Kansas	11.62	16,776	144,334
2003	Kansas	12.10	17,377	143,559
2004	Kansas	12.24	17,562	143,537

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Kentucky	9.23	17,723	192,093
98–04[1]	Kentucky	11.15	144,885	1,299,894
2005	Kentucky	12.39	23,658	190,975
1998	Kentucky	9.53	17,956	188,371
1999	Kentucky	10.06	18,797	186,919
2000	Kentucky	10.26	19,682	191,816
2001	Kentucky	11.64	20,871	179,275
2002	Kentucky	11.93	21,767	182,479
2003	Kentucky	12.27	22,518	183,599
2004	Kentucky	12.43	23,294	187,435
1997	Louisiana	12.29	25,549	207,966
98–04[1]	Louisiana	13.50	185,394	1,373,615
2005	Louisiana	13.62	23,478	172,444
1998	Louisiana	12.46	25,593	205,393
1999	Louisiana	12.56	25,773	205,282
2000	Louisiana	13.25	25,784	194,653
2001	Louisiana	13.67	26,448	193,536
2002	Louisiana	13.99	26,994	192,902
2003	Louisiana	14.33	27,423	191,319
2004	Louisiana	14.37	27,379	190,530
1997	Maine	14.61	8,552	58,543
98–04[1]	Maine	15.95	68,199	427,703
2005	Maine	17.19	10,656	62,007
1998	Maine	14.71	8,664	58,917
1999	Maine	14.94	8,945	59,860
2000	Maine	15.38	9,345	60,782
2001	Maine	16.14	9,854	61,067
2002	Maine	16.50	10,210	61,873
2003	Maine	16.75	10,497	62,659
2004	Maine	17.08	10,684	62,545

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Maryland	11.92	26,457	221,995
98–04[1]	Maryland	12.31	213,873	1,737,760
2005	Maryland	12.07	32,769	271,449
1998	Maryland	11.96	27,681	231,534
1999	Maryland	12.25	28,963	236,400
2000	Maryland	12.34	29,716	240,843
2001	Maryland	12.42	30,664	246,807
2002	Maryland	12.45	31,562	253,506
2003	Maryland	12.51	32,585	260,526
2004	Maryland	12.20	32,702	268,144
1997	Massachusetts	17.39	43,901	252,519
98–04[1]	Massachusetts	16.65	321,734	1,932,753
2005	Massachusetts	16.55	49,074	296,511
1998	Massachusetts	17.62	45,405	257,693
1999	Massachusetts	17.21	45,628	265,174
2000	Massachusetts	16.94	46,178	272,575
2001	Massachusetts	15.79	43,215	273,644
2002	Massachusetts	16.12	45,458	281,939
2003	Massachusetts	16.34	47,103	288,329
2004	Massachusetts	16.62	48,747	293,399
1997	Michigan	11.00	48,561	441,403
98–04[1]	Michigan	12.09	416,305	3,444,054
2005	Michigan	13.01	70,082	538,642
1998	Michigan	11.48	51,525	448,867
1999	Michigan	11.89	54,000	454,253
2000	Michigan	11.71	56,995	486,726
2001	Michigan	11.92	59,235	497,159
2002	Michigan	11.87	61,368	517,152
2003	Michigan	12.62	64,963	514,701
2004	Michigan	12.99	68,219	525,196

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Minnesota	10.16	27,008	265,896
98–04[1]	Minnesota	11.24	217,635	1,936,388
2005	Minnesota	12.03	33,865	281,486
1998	Minnesota	10.28	27,736	269,736
1999	Minnesota	10.67	29,213	273,671
2000	Minnesota	10.98	30,356	276,574
2001	Minnesota	11.32	31,495	278,356
2002	Minnesota	11.59	32,362	279,190
2003	Minnesota	11.77	32,818	278,805
2004	Minnesota	12.02	33,655	280,056
1997	Mississippi	12.81	17,080	133,301
98–04[1]	Mississippi	12.63	113,451	898,207
2005	Mississippi	13.73	18,149	132,192
1998	Mississippi	12.34	16,148	130,815
1999	Mississippi	12.35	15,972	129,342
2000	Mississippi	12.18	15,610	128,171
2001	Mississippi	12.27	15,502	126,361
2002	Mississippi	12.47	15,829	126,932
2003	Mississippi	13.13	16,714	127,333
2004	Mississippi	13.68	17,676	129,253
1997	Missouri	12.84	33,132	258,082
98–04[1]	Missouri	14.06	263,647	1,875,473
2005	Missouri	14.38	40,626	282,563
1998	Missouri	13.05	33,937	259,990
1999	Missouri	13.59	35,718	262,807
2000	Missouri	13.79	36,591	265,356
2001	Missouri	14.34	38,117	265,810
2002	Missouri	14.59	39,566	271,262
2003	Missouri	14.52	39,699	273,466
2004	Missouri	14.46	40,019	276,782

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Montana	9.64	4,847	50,288
98–04[1]	Montana	10.84	37,269	343,754
2005	Montana	11.92	5,671	47,562
1998	Montana	9.93	4,998	50,348
1999	Montana	10.17	5,083	49,965
2000	Montana	10.50	5,206	49,565
2001	Montana	10.88	5,347	49,151
2002	Montana	11.28	5,498	48,727
2003	Montana	11.47	5,515	48,092
2004	Montana	11.74	5,622	47,906
1997	Nebraska	10.99	10,000	90,997
98–04[1]	Nebraska	12.23	77,658	635,147
2005	Nebraska	13.08	11,978	91,591
1998	Nebraska	11.80	10,779	91,386
1999	Nebraska	11.63	10,615	91,247
2000	Nebraska	11.86	10,760	90,713
2001	Nebraska	12.15	10,989	90,442
2002	Nebraska	12.36	11,159	90,289
2003	Nebraska	12.61	11,367	90,125
2004	Nebraska	13.18	11,989	90,945
1997	Nevada	9.74	7,575	77,801
98–04[1]	Nevada	10.88	72,496	666,524
2005	Nevada	11.27	13,110	116,375
1998	Nevada	9.69	7,926	81,767
1999	Nevada	10.05	8,639	85,966
2000	Nevada	10.69	9,614	89,966
2001	Nevada	10.82	10,201	94,323
2002	Nevada	11.40	11,228	98,538
2003	Nevada	11.60	12,144	104,650
2004	Nevada	11.45	12,744	111,314

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	New Hampshire	13.44	7,567	56,301
98–04[1]	New Hampshire	14.68	64,160	437,180
2005	New Hampshire	15.30	10,267	67,112
1998	New Hampshire	13.29	7,700	57,924
1999	New Hampshire	13.73	8,219	59,868
2000	New Hampshire	14.46	8,859	61,254
2001	New Hampshire	14.84	9,240	62,286
2002	New Hampshire	15.44	9,881	63,988
2003	New Hampshire	15.37	10,037	65,325
2004	New Hampshire	15.37	10,224	66,535
1997	New Jersey	16.74	51,269	306,327
98–04[1]	New Jersey	17.74	433,545	2,444,641
2005	New Jersey	18.19	74,103	407,314
1998	New Jersey	17.23	53,059	307,945
1999	New Jersey	17.65	55,169	312,631
2000	New Jersey	17.92	57,785	322,555
2001	New Jersey	17.62	61,561	349,406
2002	New Jersey	17.70	65,341	369,109
2003	New Jersey	18.01	68,962	382,910
2004	New Jersey	17.91	71,668	400,085
1997	New Mexico	13.98	13,433	96,080
98–04[1]	New Mexico	15.44	104,032	673,795
2005	New Mexico	15.21	14,788	97,206
1998	New Mexico	14.58	14,037	96,268
1999	New Mexico	15.00	14,387	95,903
2000	New Mexico	15.41	14,707	95,427
2001	New Mexico	15.80	15,042	95,224
2002	New Mexico	15.95	15,265	95,737
2003	New Mexico	15.81	15,345	97,034
2004	New Mexico	15.53	15,249	98,202

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	New York	14.55	112,927	776,218
98–04[1]	New York	15.64	874,496	5,592,142
2005	New York	15.19	129,357	851,404
1998	New York	15.09	116,895	774,469
1999	New York	15.30	119,477	781,175
2000	New York	15.76	123,264	782,021
2001	New York	15.94	126,023	790,657
2002	New York	16.02	128,556	802,393
2003	New York	15.81	129,741	820,478
2004	New York	15.52	130,540	840,949
1997	North Carolina	10.00	32,972	329,647
98–04[1]	North Carolina	12.17	309,209	2,540,940
2005	North Carolina	12.89	53,271	413,318
1998	North Carolina	10.56	35,271	333,983
1999	North Carolina	11.30	38,568	341,200
2000	North Carolina	11.08	38,568	348,168
2001	North Carolina	12.57	45,166	359,398
2002	North Carolina	12.94	48,145	371,987
2003	North Carolina	13.17	50,862	386,190
2004	North Carolina	13.16	52,629	400,014
1997	North Dakota	8.72	3,334	38,242
98–04[1]	North Dakota	10.38	26,055	251,047
2005	North Dakota	11.79	3,849	32,645
1998	North Dakota	8.87	3,369	38,001
1999	North Dakota	9.47	3,577	37,783
2000	North Dakota	10.04	3,691	36,780
2001	North Dakota	10.47	3,728	35,593
2002	North Dakota	10.93	3,840	35,136
2003	North Dakota	11.19	3,844	34,363
2004	North Dakota	12.00	4,006	33,391

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Ohio	10.94	59,935	547,865
98–04[1]	Ohio	12.59	486,070	3,861,658
2005	Ohio	14.46	83,609	578,352
1998	Ohio	11.24	60,833	541,138
1999	Ohio	11.71	63,223	540,104
2000	Ohio	12.06	65,264	541,403
2001	Ohio	12.42	67,588	544,353
2002	Ohio	13.07	72,479	554,490
2003	Ohio	13.43	76,200	567,226
2004	Ohio	14.05	80,483	572,944
1997	Oklahoma	11.54	20,538	177,929
98–04[1]	Oklahoma	13.81	170,609	1,235,069
2005	Oklahoma	16.16	28,547	176,683
1998	Oklahoma	11.86	21,307	179,642
1999	Oklahoma	12.34	22,142	179,387
2000	Oklahoma	12.99	22,962	176,709
2001	Oklahoma	13.79	24,157	175,124
2002	Oklahoma	14.63	25,516	174,356
2003	Oklahoma	15.31	26,741	174,652
2004	Oklahoma	15.86	27,784	175,199
1997	Oregon	9.52	15,191	159,559
98–04[1]	Oregon	11.35	134,191	1,182,300
2005	Oregon	12.35	21,268	172,185
1998	Oregon	9.92	16,095	162,272
1999	Oregon	10.59	17,545	165,730
2000	Oregon	11.17	18,567	166,182
2001	Oregon	11.54	19,515	169,117
2002	Oregon	11.94	20,467	171,361
2003	Oregon	12.03	20,735	172,375
2004	Oregon	12.13	21,267	175,263

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Pennsylvania	11.37	60,860	535,069
98–04[1]	Pennsylvania	12.93	508,931	3,935,788
2005	Pennsylvania	15.27	91,747	600,857
1998	Pennsylvania	11.61	62,175	535,400
1999	Pennsylvania	11.52	62,350	541,172
2000	Pennsylvania	12.17	67,014	550,652
2001	Pennsylvania	12.54	70,676	563,698
2002	Pennsylvania	13.39	76,568	571,910
2003	Pennsylvania	14.14	82,359	582,624
2004	Pennsylvania	14.87	87,789	590,332
1997	Rhode Island	16.65	6,889	41,373
98–04[1]	Rhode Island	18.40	58,526	318,028
2005	Rhode Island	18.77	9,301	49,552
1998	Rhode Island	16.37	6,893	42,113
1999	Rhode Island	17.44	7,457	42,751
2000	Rhode Island	17.92	7,815	43,616
2001	Rhode Island	18.80	8,508	45,263
2002	Rhode Island	19.59	9,142	46,661
2003	Rhode Island	19.34	9,315	48,166
2004	Rhode Island	19.00	9,396	49,458
1997	South Carolina	10.57	19,720	186,592
98–04[1]	South Carolina	13.43	179,265	1,335,346
2005	South Carolina	15.22	30,973	203,514
1998	South Carolina	10.91	20,380	186,742
1999	South Carolina	11.92	21,820	183,055
2000	South Carolina	12.65	23,292	184,185
2001	South Carolina	13.73	26,006	189,475
2002	South Carolina	14.22	27,577	193,962
2003	South Carolina	14.82	29,406	198,455
2004	South Carolina	15.43	30,784	199,472

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	South Dakota	7.03	3,113	44,300
98–04[1]	South Dakota	9.05	25,618	283,170
2005	South Dakota	10.09	3,883	38,482
1998	South Dakota	7.87	3,271	41,546
1999	South Dakota	8.16	3,376	41,400
2000	South Dakota	8.72	3,550	40,718
2001	South Dakota	8.99	3,637	40,479
2002	South Dakota	9.45	3,838	40,598
2003	South Dakota	9.98	3,944	39,522
2004	South Dakota	10.29	4,002	38,907
1997	Tennessee	14.29	34,241	239,659
98–04[1]	Tennessee	13.67	242,031	1,769,998
2005	Tennessee	12.71	35,258	277,352
1998	Tennessee	14.03	33,801	240,872
1999	Tennessee	13.26	33,378	251,809
2000	Tennessee	13.88	33,455	241,038
2001	Tennessee	13.67	34,217	250,392
2002	Tennessee	14.00	35,608	254,271
2003	Tennessee	13.59	35,525	261,405
2004	Tennessee	13.34	36,047	270,211
1997	Texas	12.39	131,215	1,059,416
98–04[1]	Texas	12.48	1,002,802	8,037,198
2005	Texas	12.23	153,709	1,257,055
1998	Texas	12.48	134,398	1,077,158
1999	Texas	12.55	137,552	1,095,930
2000	Texas	12.38	138,274	1,116,572
2001	Texas	12.40	142,279	1,147,233
2002	Texas	12.46	147,043	1,180,158
2003	Texas	12.49	149,792	1,199,167
2004	Texas	12.57	153,464	1,220,980

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Utah	8.90	13,281	149,227
98–04[1]	Utah	9.48	95,963	1,012,190
2005	Utah	9.71	14,636	150,786
1998	Utah	9.17	13,555	147,857
1999	Utah	9.15	13,397	146,450
2000	Utah	9.30	13,362	143,721
2001	Utah	9.52	13,524	142,021
2002	Utah	9.69	13,746	141,839
2003	Utah	9.88	14,045	142,140
2004	Utah	9.68	14,334	148,162
1997	Vermont	11.21	3,456	30,836
98–04[1]	Vermont	13.18	29,393	222,939
2005	Vermont	14.11	4,494	31,856
1998	Vermont	11.48	3,617	31,522
1999	Vermont	12.53	3,998	31,913
2000	Vermont	13.07	4,134	31,624
2001	Vermont	13.76	4,373	31,787
2002	Vermont	13.81	4,391	31,807
2003	Vermont	13.65	4,381	32,091
2004	Vermont	13.97	4,499	32,195
1997	Virginia	12.34	37,443	303,531
98–04[1]	Virginia	13.72	323,379	2,357,033
2005	Virginia	14.21	52,994	373,037
1998	Virginia	12.84	39,636	308,627
1999	Virginia	13.23	41,899	316,757
2000	Virginia	13.38	44,040	329,148
2001	Virginia	13.72	46,223	336,897
2002	Virginia	14.07	48,653	345,720
2003	Virginia	14.27	50,642	354,832
2004	Virginia	14.32	52,286	365,052

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Washington	8.53	25,301	296,744
98–04[1]	Washington	9.58	210,579	2,198,721
2005	Washington	10.01	33,288	332,503
1998	Washington	8.83	26,665	302,103
1999	Washington	8.98	27,744	308,964
2000	Washington	9.37	29,070	310,403
2001	Washington	9.65	30,213	312,943
2002	Washington	9.93	31,538	317,607
2003	Washington	10.03	32,302	322,101
2004	Washington	10.18	33,047	324,600
1997	West Virginia	12.77	12,004	94,012
98–04[1]	West Virginia	15.36	91,307	594,521
2005	West Virginia	16.55	13,851	83,677
1998	West Virginia	13.33	12,186	91,413
1999	West Virginia	14.03	12,352	88,049
2000	West Virginia	14.74	12,521	84,972
2001	West Virginia	15.64	12,962	82,857
2002	West Virginia	16.33	13,439	82,281
2003	West Virginia	16.82	13,853	82,375
2004	West Virginia	16.95	13,994	82,574
1997	Wisconsin	10.62	29,534	278,072
98–04[1]	Wisconsin	12.46	248,977	1,999,000
2005	Wisconsin	13.64	39,728	291,176
1998	Wisconsin	10.85	30,250	278,839
1999	Wisconsin	11.66	32,804	281,314
2000	Wisconsin	12.22	34,788	284,736
2001	Wisconsin	12.67	36,420	287,557
2002	Wisconsin	12.95	37,500	289,528
2003	Wisconsin	13.15	38,163	290,219
2004	Wisconsin	13.62	39,052	286,807

See notes at end of exhibit.

Exhibit A4.7d. Percentage of 14- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)—Continued

Year	State	Percentage of children age 14 through 17	Number of children identified	Number of children
1997	Wyoming	9.85	3,091	31,388
98–04[1]	Wyoming	11.46	23,366	203,887
2005	Wyoming	12.32	3,353	27,214
1998	Wyoming	10.91	3,413	31,292
1999	Wyoming	10.94	3,330	30,436
2000	Wyoming	10.97	3,266	29,783
2001	Wyoming	11.37	3,302	29,035
2002	Wyoming	11.77	3,317	28,190
2003	Wyoming	12.06	3,340	27,703
2004	Wyoming	12.38	3,398	27,448

[1] Throughout this exhibit, "98–04" presents the average of the 1998 through 2004 DANS and CCD data counts (nationally and by state) and the average percentage for the years 1998 through 2005.

NOTE: National data represent the counts and average percentages for the 50 states and the District of Columbia. The numbers of children identified are the state counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. To compute the percentages, the ages of children with disabilities were aligned with the grades of the children for their age, as follows: 6- through 9-year-olds, grades 1–4; 10- through 13-year-olds, grades 5-8; 14- through 17-year-olds, grades 9–12; and 6- through 17-year-olds, grades 1–12. The number of children identified for services in a given age group in a given state in a given year (or range of years) (DANS) was then divided by the total number of children enrolled in the corresponding grade level in the same state in the same year (or range of years) (CCD).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997 2005, retrieved December 7, 2007, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 and 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Exhibit A4.8. Percentage of 6- through 12-year-olds identified for IDEA services in December 1999 who were declassified by spring 2002, by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Percent	9	34	2	10	6	5	9	12	3	2	4	#
Standard error	1.5	2.7	1.6	1.8	1.3	1.5	1.7	1.8	0.9	1.7	1.2	†
Confidence interval	2.94	5.29	3.14	3.53	2.55	2.94	3.33	3.53	1.76	3.33	2.35	†

Rounds to zero.

† Not applicable

NOTE: Disability categories are: specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD) deaf-blindness (DB). The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), parent interviews and students' school program survey, 2002. Reported in SEELS (2005).

Exhibit A4.9. Mean WJ-III reading and mathematics scores of 6- to 17-year-old children identified for services under IDEA, by classification status (2002)

	Letter-word identification		Passage comprehension		Calculation		Applied problems	
	Declassified	Not declassified	Declassified	Not declassified	Declassified	Not declassified	Declassified	Not declassified
Standard score	96.26	82.12	92.25	82.59	103.68	90.91	100.96	88.27
Standard error	1.57	0.77	1.46	0.75	1.40	0.71	1.56	0.74
Confidence interval	3.08	1.50	2.87	1.47	2.74	1.38	3.05	1.45

NOTE: Scores reflect students' performance on a research version of the Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001). All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment 2002. Reported in SEELS (2005).

Exhibit A4.10. Mean reading and mathematics scale scores of fourth- and eighth-grade students identified and not identified for services under IDEA (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
Reading, grade 4									
School-age children identified for IDEA services	184.4	0.60	17,230	189.6	0.54	15,156	190.2	0.56	17,685
School-age children not identified for IDEA services	219.8	0.29	174,214	220.2	0.23	153,244	222.8	0.25	178,815
Reading, grade 8									
School-age children identified for IDEA services	224.4	0.61	15,349	226.3	0.49	14,382	226.2	0.54	14,805
School-age children not identified for IDEA services	265.5	0.25	153,488	264.0	0.18	159,800	264.5	0.21	164,500
Mathematics, grade 4									
School-age children identified for IDEA services	214.2	0.40	21,058	218.5	0.41	18,579	220.3	0.39	21,571
School-age children not identified for IDEA services	236.5	0.23	170,381	239.6	0.17	150,321	241.5	0.17	174,529
Mathematics, grade 8									
School-age children identified for IDEA services	241.8	0.60	16,884	244.0	0.47	15,920	245.9	0.69	13,887
School-age children not identified for IDEA services	280.4	0.26	136,604	281.5	0.19	143,280	283.6	0.24	140,413

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11a. Mean reading scale scores of fourth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	184.4	0.60	17,230	189.6	0.54	15,156	190.2	0.56	17,685
Alabama	158.3	3.52	357	165.5	4.04	260	179.2	3.29	315
Alaska	177.1	3.47	390	180.3	2.42	336	181.4	2.84	300
Arizona	177.2	4.04	246	174.2	4.31	240	180.1	3.46	273
Arkansas	164.2	4.27	269	176.5	3.57	203	183.1	3.73	256
California	175.9	2.38	706	174.9	2.48	784	175.1	2.89	742
Colorado	185.3	2.95	323	186.7	2.44	261	193.6	2.83	245
Connecticut	192.0	3.25	303	188.7	3.03	261	189.8	2.88	352
Delaware	204.7	3.50	201	208.9	3.65	135	204.6	2.03	340
District of Columbia	148.0	4.60	231	154.4	2.38	207	161.7	4.73	126
DoDEA	189.2	2.68	291	193.9	3.12	175	202.5	2.90	165
Florida	184.1	2.35	479	197.0	2.34	644	195.3	2.06	616
Georgia	181.4	2.72	554	191.4	3.58	344	201.7	3.04	245
Hawaii	162.1	2.73	328	167.0	2.68	224	170.8	3.35	420
Idaho	175.4	2.59	340	184.4	2.72	210	185.0	2.93	288
Illinois	182.9	3.82	532	189.7	3.42	344	192.5	2.97	510
Indiana	187.8	3.11	378	187.6	2.68	336	192.4	2.22	363
Iowa	180.6	3.01	258	175.7	2.67	320	179.6	3.26	330
Kansas	185.0	2.61	343	187.0	3.33	320	190.8	4.27	240
Kentucky	190.3	4.61	213	199.9	3.23	174	199.6	2.98	170
Louisiana	172.3	3.18	428	179.9	3.11	252	181.1	2.73	352
Maine	195.4	2.08	324	199.6	3.34	297	198.7	2.19	341
Maryland	191.5	3.81	260	197.6	3.28	232	202.2	2.56	190
Massachusetts	199.9	2.16	701	208.1	1.93	533	212.6	2.86	540
Michigan	186.0	4.41	198	194.4	4.36	182	191.0	3.13	350
Minnesota	184.6	2.05	389	195.0	3.58	297	196.3	2.91	324
Mississippi	190.6	3.58	140	179.9	3.02	232	184.5	3.50	204
Missouri	195.8	3.30	329	206.4	3.31	224	193.5	2.84	340
Montana	187.7	3.18	267	192.6	2.91	224	191.4	3.21	279
Nebraska	190.3	3.07	370	194.8	1.99	372	195.8	3.77	270
Nevada	172.2	3.64	276	185.0	3.48	180	190.0	5.29	294
New Hampshire	193.5	2.46	466	197.7	2.09	405	199.0	2.45	490
New Jersey	196.0	2.59	369	187.8	3.37	319	202.3	3.41	350
New Mexico	180.9	3.42	424	174.6	3.49	232	179.6	4.77	264
New York	192.6	2.57	423	191.3	2.03	510	185.7	2.36	423
North Carolina	194.3	2.58	519	188.3	2.51	546	188.2	2.15	684
North Dakota	189.6	2.40	335	202.3	3.19	198	208.4	2.86	150
Ohio	174.0	3.90	356	200.8	3.48	185	197.2	3.20	336
Oklahoma	171.6	3.35	367	180.7	2.19	336	180.2	3.29	306
Oregon	187.9	2.73	350	194.3	3.30	308	179.6	2.88	324
Pennsylvania	179.1	3.09	399	191.5	3.56	385	190.1	3.09	432
Rhode Island	190.1	2.57	531	189.9	2.50	476	189.6	1.98	495
South Carolina	193.4	2.94	333	189.4	3.00	261	182.2	3.01	288
South Dakota	192.2	2.80	340	192.4	2.40	280	201.6	3.11	192
Tennessee	180.1	4.69	370	169.9	6.59	116	202.8	6.22	170
Texas	190.7	3.33	427	197.1	1.99	644	194.5	3.05	600
Utah	178.8	2.41	385	191.8	3.17	261	177.9	3.54	228
Vermont	202.5	2.61	322	194.1	2.74	210	193.9	2.30	392
Virginia	200.6	4.21	223	211.0	3.12	174	208.6	2.92	304
Washington	188.2	2.42	347	190.2	3.05	290	191.6	2.36	273
West Virginia	191.7	3.45	174	189.5	2.52	336	178.1	2.59	416
Wisconsin	181.2	3.04	293	189.3	2.51	243	190.7	3.31	306
Wyoming	184.0	1.98	361	187.8	2.58	252	195.6	2.14	280

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11b. Change in mean reading scale scores for fourth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	5.2	0.80	*p*<.001	Y	0.5	0.78	0.486		5.8	0.82	*p*<.001	Y
Alabama	7.2	5.36	0.178		13.7	5.21	0.009	Y	20.9	4.82	*p*<.001	Y
Alaska	3.2	4.23	0.457		1.1	3.73	0.760		4.3	4.49	0.339	
Arizona	-3.0	5.91	0.612		5.9	5.52	0.282		2.9	5.32	0.580	
Arkansas	12.3	5.56	0.027		6.6	5.16	0.201		18.9	5.67	0.001	Y
California	-0.9	3.44	0.784		0.2	3.81	0.958		-0.7	3.75	0.843	
Colorado	1.4	3.83	0.711		7.0	3.74	0.063		8.4	4.09	0.041	
Connecticut	-3.2	4.45	0.469		1.1	4.19	0.793		-2.1	4.35	0.625	
Delaware	4.2	5.05	0.408		-4.4	4.17	0.295		-0.2	4.05	0.963	
District of Columbia	6.4	5.18	0.216		7.3	5.29	0.169		13.7	6.60	0.038	
DoDEA	4.7	4.11	0.252		8.6	4.26	0.042		13.3	3.95	0.001	Y
Florida	12.8	3.32	*p*<.001	Y	-1.7	3.12	0.585		11.1	3.13	*p*<.001	Y
Georgia	10.0	4.49	0.026		10.3	4.70	0.029		20.3	4.08	*p*<.001	Y
Hawaii	4.9	3.83	0.197		3.7	4.29	0.386		8.7	4.32	0.045	
Idaho	9.0	3.76	0.016		0.6	4.00	0.888		9.6	3.91	0.014	
Illinois	6.8	5.13	0.186		2.8	4.53	0.529		9.6	4.84	0.047	
Indiana	-0.2	4.10	0.967		4.7	3.48	0.175		4.5	3.82	0.234	
Iowa	-4.9	4.02	0.223		3.9	4.21	0.357		-1.0	4.44	0.818	
Kansas	2.0	4.23	0.635		3.9	5.41	0.476		5.9	5.01	0.241	
Kentucky	9.6	5.63	0.088		-0.3	4.40	0.943		9.3	5.49	0.091	
Louisiana	7.6	4.45	0.087		1.2	4.14	0.774		8.8	4.19	0.036	
Maine	4.1	3.93	0.292		-0.8	3.99	0.839		3.3	3.02	0.270	
Maryland	6.1	5.03	0.227		4.6	4.16	0.267		10.7	4.59	0.020	
Massachusetts	8.2	2.90	0.005	Y	4.5	3.45	0.190		12.7	3.58	*p*<.001	Y
Michigan	8.4	6.20	0.176		-3.3	5.36	0.537		5.1	5.41	0.349	
Minnesota	10.3	4.12	0.012	Y	1.3	4.61	0.774		11.7	3.57	0.001	Y
Mississippi	-10.7	4.68	0.022		4.6	4.63	0.318		-6.1	5.01	0.222	
Missouri	10.5	4.67	0.024		-12.9	4.36	0.003	Y	-2.3	4.35	0.591	
Montana	5.0	4.31	0.251		-1.2	4.33	0.773		3.7	4.52	0.412	
Nebraska	4.5	3.66	0.224		1.1	4.27	0.805		5.5	4.86	0.257	
Nevada	12.8	5.04	0.011	Y	5.1	6.33	0.425		17.9	6.42	0.005	Y
New Hampshire	4.2	3.23	0.192		1.2	3.22	0.703		5.4	3.47	0.117	
New Jersey	-8.2	4.25	0.054		14.5	4.79	0.003	Y	6.3	4.28	0.142	
New Mexico	-6.3	4.89	0.195		5.1	5.91	0.392		-1.3	5.87	0.830	
New York	-1.4	3.28	0.674		-5.6	3.11	0.072		-7.0	3.49	0.046	
North Carolina	-6.1	3.60	0.092		-0.1	3.30	0.984		-6.1	3.36	0.067	
North Dakota	12.7	3.99	0.001	Y	6.1	4.28	0.154		18.8	3.74	*p*<.001	Y
Ohio	26.8	5.22	*p*<.001	Y	-3.6	4.73	0.450		23.3	5.04	*p*<.001	Y
Oklahoma	9.0	4.01	0.024		-0.5	3.95	0.903		8.6	4.70	0.068	
Oregon	6.4	4.28	0.135		-14.8	4.38	0.001	Y	-8.3	3.97	0.035	
Pennsylvania	12.3	4.71	0.009	Y	-1.4	4.71	0.766		10.9	4.37	0.012	Y
Rhode Island	-0.2	3.58	0.961		-0.3	3.19	0.923		-0.5	3.24	0.882	
South Carolina	-4.0	4.20	0.343		-7.2	4.25	0.090		-11.2	4.21	0.008	Y
South Dakota	0.2	3.69	0.953		9.2	3.93	0.019		9.4	4.18	0.024	
Tennessee	-10.2	8.09	0.206		32.9	9.07	*p*<.001	Y	22.7	7.79	0.004	Y
Texas	6.4	3.88	0.100		-2.6	3.64	0.478		3.8	4.51	0.400	
Utah	13.0	3.98	0.001	Y	-13.9	4.75	0.003	Y	-0.9	4.28	0.837	
Vermont	-8.4	3.79	0.026		-0.2	3.58	0.955		-8.6	3.48	0.013	Y
Virginia	10.5	5.24	0.046		-2.4	4.27	0.567		8.0	5.12	0.117	
Washington	2.0	3.89	0.615		1.4	3.86	0.724		3.3	3.38	0.326	
West Virginia	-2.2	4.27	0.606		-11.5	3.61	0.002	Y	-13.7	4.31	0.002	Y
Wisconsin	8.2	3.94	0.038		1.3	4.15	0.752		9.5	4.49	0.035	
Wyoming	3.8	3.25	0.241		7.8	3.35	0.020		11.6	2.92	*p*<.001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11c. Mean reading scale scores of fourth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	219.8	0.29	174,214	220.2	0.23	153,244	222.8	0.25	178,815
Alabama	212.5	1.59	3,214	212.5	1.05	2,340	220.2	1.23	3,185
Alaska	217.2	1.73	2,394	215.6	1.54	2,464	219.1	1.09	2,700
Arizona	211.1	1.25	3,851	210.1	1.59	2,760	212.1	1.61	3,627
Arkansas	218.3	1.36	3,096	220.2	1.00	2,697	220.0	1.13	2,944
California	208.4	1.28	8,115	208.9	0.71	10,416	211.4	0.92	9,858
Colorado	227.6	1.25	3,267	227.7	1.15	2,639	226.6	1.18	3,255
Connecticut	232.0	1.04	3,069	229.8	0.99	2,639	232.1	1.26	2,848
Delaware	225.4	0.62	3,155	226.8	0.79	2,565	227.2	0.77	3,060
District of Columbia	192.1	0.83	2,652	194.6	0.96	2,093	198.7	0.84	1,974
DoDEA	227.1	0.49	3,864	228.8	0.63	2,325	231.3	0.51	3,135
Florida	223.4	1.14	3,208	223.4	0.92	3,956	227.6	0.83	4,984
Georgia	217.2	1.28	4,990	216.5	1.28	3,956	220.0	0.99	4,655
Hawaii	212.8	1.31	3,319	213.6	1.00	2,576	217.3	1.04	3,080
Idaho	223.0	0.94	3,056	224.9	0.90	2,790	227.0	0.80	3,312
Illinois	220.6	1.41	4,789	219.1	1.24	3,956	222.6	1.18	4,590
Indiana	224.1	1.07	3,401	222.5	1.20	2,464	226.1	0.94	2,937
Iowa	227.2	1.01	2,968	226.1	0.79	2,880	229.5	0.97	2,670
Kansas	224.5	1.16	2,779	224.2	1.23	2,880	227.4	0.95	2,760
Kentucky	221.0	1.25	3,334	221.4	1.09	2,726	224.5	1.07	3,230
Louisiana	210.6	1.53	2,631	212.8	1.21	2,548	212.2	1.59	2,848
Maine	227.9	0.94	2,622	228.1	0.84	2,403	229.8	0.85	2,759
Maryland	221.0	1.32	3,458	222.1	1.27	2,668	226.5	1.14	3,610
Massachusetts	232.6	1.21	3,975	235.2	0.91	3,567	239.4	1.14	3,960
Michigan	220.6	1.19	3,758	220.3	1.39	2,418	223.2	1.34	3,150
Minnesota	227.4	1.07	3,150	229.3	1.18	2,403	228.4	1.08	3,276
Mississippi	206.3	1.37	3,354	206.7	1.27	2,668	209.9	1.02	3,196
Missouri	225.0	1.11	3,326	222.6	0.98	2,576	224.8	0.89	3,060
Montana	226.5	1.16	2,700	227.6	1.17	2,576	229.8	0.90	2,821
Nebraska	225.3	0.85	2,477	225.3	1.23	2,728	226.6	1.21	2,730
Nevada	210.4	1.20	3,175	208.8	1.20	2,820	212.9	1.13	3,906
New Hampshire	233.4	0.98	2,860	233.1	0.88	2,295	234.3	0.90	3,010
New Jersey	228.4	1.20	3,323	227.9	1.12	2,581	233.4	1.21	3,150
New Mexico	207.2	1.62	2,602	210.0	1.18	2,668	214.4	1.20	3,036
New York	225.3	1.10	4,275	226.6	1.00	4,590	228.7	0.96	4,277
North Carolina	224.6	1.09	4,667	221.8	0.99	3,654	222.6	0.90	5,016
North Dakota	225.9	0.85	2,707	227.3	0.68	2,002	227.7	0.99	2,850
Ohio	225.6	0.94	4,732	223.9	1.31	3,515	228.1	1.10	3,864
Oklahoma	219.4	1.12	2,970	218.9	1.20	2,464	220.8	1.05	3,094
Oregon	221.3	1.41	3,147	219.8	1.45	2,492	219.7	1.34	3,276
Pennsylvania	223.6	1.19	3,230	226.8	1.17	3,115	231.2	0.96	3,168
Rhode Island	221.8	1.26	2,790	222.2	1.28	2,324	224.5	0.98	2,805
South Carolina	217.1	1.29	3,372	215.9	1.31	2,639	217.7	1.18	3,312
South Dakota	225.9	1.06	3,061	226.1	0.55	2,520	225.9	0.95	3,008
Tennessee	215.5	1.59	3,332	216.5	1.26	2,784	216.6	1.23	3,230
Texas	216.7	1.02	5,674	220.6	0.80	8,556	221.5	0.84	9,400
Utah	224.0	0.98	3,466	224.4	1.04	2,639	225.0	1.12	3,572
Vermont	229.1	1.00	2,606	230.9	0.91	1,890	233.5	0.80	2,408
Virginia	224.7	1.50	3,493	226.8	0.86	2,726	228.9	1.11	3,496
Washington	224.6	1.12	3,508	227.2	1.08	2,610	228.2	1.37	3,627
West Virginia	221.0	1.02	2,729	218.3	0.89	2,464	222.0	0.93	2,784
Wisconsin	225.2	0.73	2,958	224.7	0.93	2,457	226.9	1.09	3,094
Wyoming	228.0	0.66	2,414	229.4	0.65	1,548	229.6	0.57	2,520

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11d Change in mean reading scale scores for fourth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	0.4	0.37	0.276		2.6	0.34	*p*<.001	Y	3.0	0.38	*p*<.001	Y
Alabama	0.0	1.91	0.999		7.7	1.62	*p*<.001	Y	7.7	2.01	*p*<.001	Y
Alaska	-1.6	2.32	0.497		3.5	1.88	0.061		2.0	2.05	0.337	
Arizona	-1.0	2.02	0.606		2.1	2.26	0.363		1.0	2.04	0.621	
Arkansas	1.8	1.69	0.274		-0.2	1.51	0.895		1.6	1.77	0.351	
California	0.6	1.46	0.701		2.5	1.16	0.032		3.1	1.57	0.052	
Colorado	0.2	1.70	0.916		-1.2	1.65	0.471		-1.0	1.72	0.559	
Connecticut	-2.3	1.44	0.115		2.4	1.60	0.139		0.1	1.63	0.948	
Delaware	1.4	1.00	0.149		0.4	1.10	0.744		1.8	0.99	0.069	
District of Columbia	2.5	1.27	0.049		4.2	1.28	0.001	Y	6.7	1.18	*p*<.001	Y
DoDEA	1.8	0.80	0.025		2.4	0.81	0.003	Y	4.2	0.71	*p*<.001	Y
Florida	0.0	1.47	0.980		4.2	1.24	0.001	Y	4.2	1.41	0.003	Y
Georgia	-0.7	1.81	0.705		3.4	1.61	0.033		2.8	1.61	0.087	
Hawaii	0.8	1.65	0.611		3.7	1.44	0.011	Y	4.5	1.67	0.007	Y
Idaho	1.8	1.30	0.160		2.1	1.20	0.074		4.0	1.24	0.001	Y
Illinois	-1.5	1.88	0.440		3.5	1.72	0.043		2.0	1.84	0.271	
Indiana	-1.5	1.61	0.337		3.5	1.52	0.020		2.0	1.43	0.164	
Iowa	-1.1	1.28	0.391		3.4	1.25	0.007	Y	2.3	1.40	0.100	
Kansas	-0.3	1.69	0.872		3.2	1.56	0.039		2.9	1.49	0.049	
Kentucky	0.4	1.66	0.810		3.1	1.53	0.045		3.5	1.64	0.035	
Louisiana	2.2	1.95	0.253		-0.6	2.00	0.760		1.6	2.20	0.464	
Maine	0.2	1.26	0.861		1.7	1.19	0.144		2.0	1.27	0.120	
Maryland	1.1	1.84	0.547		4.5	1.71	0.009	Y	5.6	1.75	0.001	Y
Massachusetts	2.6	1.51	0.086		4.3	1.46	0.003	Y	6.9	1.66	*p*<.001	Y
Michigan	-0.3	1.84	0.867		3.0	1.93	0.126		2.7	1.80	0.140	
Minnesota	1.9	1.59	0.237		-0.9	1.60	0.585		1.0	1.52	0.509	
Mississippi	0.4	1.87	0.822		3.2	1.63	0.048		3.7	1.71	0.033	
Missouri	-2.4	1.48	0.106		2.2	1.33	0.103		-0.2	1.42	0.877	
Montana	1.1	1.64	0.511		2.2	1.47	0.135		3.3	1.47	0.025	
Nebraska	0.1	1.50	0.962		1.2	1.73	0.483		1.3	1.48	0.386	
Nevada	-1.5	1.70	0.364		4.1	1.65	0.013	Y	2.6	1.65	0.119	
New Hampshire	-0.3	1.32	0.793		1.3	1.26	0.309		0.9	1.33	0.479	
New Jersey	-0.5	1.64	0.772		5.5	1.65	0.001	Y	5.0	1.70	0.003	Y
New Mexico	2.8	2.00	0.158		4.4	1.68	0.009	Y	7.3	2.01	*p*<.001	Y
New York	1.3	1.48	0.366		2.1	1.38	0.131		3.4	1.45	0.019	
North Carolina	-2.8	1.48	0.061		0.7	1.34	0.593		-2.0	1.42	0.149	
North Dakota	1.4	1.09	0.189		0.4	1.20	0.716		1.9	1.30	0.153	
Ohio	-1.7	1.62	0.302		4.3	1.71	0.013	Y	2.6	1.45	0.074	
Oklahoma	-0.5	1.64	0.758		1.9	1.59	0.221		1.4	1.53	0.346	
Oregon	-1.4	2.02	0.481		-0.2	1.97	0.936		-1.6	1.94	0.415	
Pennsylvania	3.2	1.67	0.055		4.4	1.52	0.004	Y	7.6	1.53	*p*<.001	Y
Rhode Island	0.4	1.80	0.825		2.3	1.61	0.157		2.7	1.59	0.093	
South Carolina	-1.2	1.84	0.502		1.9	1.76	0.288		0.6	1.75	0.717	
South Dakota	0.2	1.19	0.846		-0.2	1.10	0.881		0.1	1.42	0.962	
Tennessee	0.9	2.03	0.645		0.2	1.76	0.929		1.1	2.01	0.587	
Texas	3.9	1.30	0.003	Y	0.9	1.17	0.449		4.7	1.32	*p*<.001	Y
Utah	0.4	1.42	0.754		0.6	1.53	0.702		1.0	1.49	0.489	
Vermont	1.9	1.35	0.170		2.6	1.21	0.031		4.5	1.28	*p*<.001	Y
Virginia	2.1	1.73	0.220		2.0	1.40	0.144		4.2	1.87	0.026	
Washington	2.7	1.55	0.084		0.9	1.74	0.587		3.6	1.77	0.040	
West Virginia	-2.7	1.35	0.044		3.7	1.29	0.004	Y	1.0	1.37	0.467	
Wisconsin	-0.6	1.18	0.635		2.2	1.43	0.118		1.7	1.31	0.200	
Wyoming	1.4	0.93	0.135		0.2	0.87	0.806		1.6	0.87	0.066	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11e. Difference in mean reading scale scores between fourth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003		2005		2007	
	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error
National	35.4	0.66	30.6	0.58	32.7	0.62
Alabama	54.2	3.87	47.0	4.18	41.0	3.51
Alaska	40.1	3.88	35.3	2.87	37.7	3.04
Arizona	33.9	4.23	35.9	4.59	32.0	3.81
Arkansas	54.1	4.48	43.7	3.71	36.9	3.90
California	32.5	2.70	34.0	2.58	36.3	3.04
Colorado	42.3	3.21	41.1	2.69	32.9	3.07
Connecticut	40.1	3.41	41.0	3.19	42.3	3.15
Delaware	20.6	3.56	17.9	3.73	22.6	2.17
District of Columbia	44.1	4.67	40.2	2.57	37.1	4.80
DoDEA	37.9	2.73	34.9	3.18	28.7	2.94
Florida	39.3	2.61	26.4	2.51	32.4	2.22
Georgia	35.8	3.00	25.1	3.80	18.3	3.20
Hawaii	50.7	3.03	46.6	2.86	46.5	3.51
Idaho	47.6	2.76	40.4	2.87	42.0	3.03
Illinois	37.7	4.07	29.4	3.64	30.1	3.19
Indiana	36.2	3.29	34.9	2.93	33.7	2.41
Iowa	46.6	3.17	50.4	2.79	49.9	3.40
Kansas	39.5	2.86	37.3	3.55	36.6	4.37
Kentucky	30.7	4.78	21.5	3.41	24.9	3.17
Louisiana	38.3	3.52	32.9	3.34	31.1	3.16
Maine	32.5	2.28	28.5	3.44	31.1	2.35
Maryland	29.5	4.03	24.5	3.52	24.4	2.80
Massachusetts	32.6	2.48	27.1	2.13	26.8	3.08
Michigan	34.6	4.57	25.9	4.57	32.2	3.41
Minnesota	42.8	2.31	34.3	3.77	32.1	3.11
Mississippi	15.7	3.83	26.8	3.28	25.4	3.65
Missouri	29.2	3.48	16.3	3.45	31.3	2.98
Montana	38.8	3.39	34.9	3.13	38.4	3.33
Nebraska	34.9	3.19	30.5	2.34	30.7	3.96
Nevada	38.2	3.83	23.8	3.69	22.9	5.40
New Hampshire	39.9	2.65	35.3	2.27	35.4	2.61
New Jersey	32.4	2.85	40.1	3.55	31.2	3.62
New Mexico	26.3	3.78	35.4	3.69	34.8	4.92
New York	32.6	2.80	35.3	2.26	43.0	2.54
North Carolina	30.3	2.80	33.6	2.70	34.4	2.33
North Dakota	36.3	2.55	25.0	3.26	19.3	3.03
Ohio	51.6	4.01	23.1	3.72	30.9	3.38
Oklahoma	47.8	3.54	38.2	2.50	40.7	3.45
Oregon	33.3	3.07	25.5	3.60	40.1	3.18
Pennsylvania	44.5	3.31	35.4	3.75	41.2	3.23
Rhode Island	31.7	2.86	32.3	2.81	34.9	2.21
South Carolina	23.7	3.21	26.4	3.28	35.5	3.23
South Dakota	33.7	2.99	33.7	2.46	24.4	3.25
Tennessee	35.4	4.96	46.6	6.71	13.8	6.34
Texas	26.0	3.48	23.5	2.15	26.9	3.16
Utah	45.2	2.60	32.6	3.34	47.1	3.71
Vermont	26.5	2.79	36.8	2.89	39.6	2.43
Virginia	24.1	4.47	15.8	3.23	20.3	3.12
Washington	36.3	2.66	37.0	3.24	36.6	2.73
West Virginia	29.3	3.60	28.8	2.67	43.9	2.75
Wisconsin	44.1	3.12	35.3	2.68	36.3	3.48
Wyoming	44.0	2.09	41.6	2.66	34.0	2.22

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11f. Change in difference in mean reading scale scores between fourth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance
National	-4.8	0.88	*p*<.001	Y	2.1	0.85	0.015		-2.8	0.90	0.002	Y
Alabama	-7.2	5.69	0.205		-6.0	5.46	0.274		-13.2	5.22	0.012	Y
Alaska	-4.7	4.83	0.328		2.4	4.18	0.567		-2.3	4.93	0.637	
Arizona	2.0	6.24	0.754		-3.9	5.97	0.515		-1.9	5.70	0.734	
Arkansas	-10.4	5.81	0.073		-6.8	5.38	0.206		-17.2	5.94	0.004	Y
California	1.5	3.74	0.687		2.3	3.99	0.566		3.8	4.07	0.351	
Colorado	-1.2	4.19	0.767		-8.1	4.08	0.046		-9.4	4.44	0.035	
Connecticut	1.0	4.67	0.838		1.3	4.48	0.776		2.2	4.64	0.631	
Delaware	-2.7	5.15	0.595		4.7	4.32	0.273		2.0	4.17	0.632	
District of Columbia	-3.9	5.33	0.464		-3.1	5.45	0.568		-7.0	6.70	0.295	
DoDEA	-2.9	4.19	0.485		-6.2	4.33	0.151		-9.1	4.01	0.023	
Florida	-12.9	3.63	*p*<.001	Y	5.9	3.36	0.077		-6.9	3.43	0.044	
Georgia	-10.7	4.84	0.027		-6.8	4.97	0.170		-17.5	4.39	*p*<.001	Y
Hawaii	-4.1	4.17	0.325		0.0	4.53	0.992		-4.1	4.63	0.372	
Idaho	-7.2	3.98	0.071		1.6	4.18	0.704		-5.6	4.10	0.171	
Illinois	-8.2	5.46	0.132		0.6	4.84	0.896		-7.6	5.18	0.142	
Indiana	-1.4	4.41	0.756		-1.2	3.79	0.756		-2.6	4.08	0.531	
Iowa	3.8	4.22	0.368		-0.5	4.39	0.912		3.3	4.65	0.475	
Kansas	-2.3	4.56	0.617		-0.6	5.63	0.908		-2.9	5.22	0.575	
Kentucky	-9.2	5.87	0.117		3.4	4.66	0.468		-5.8	5.73	0.309	
Louisiana	-5.4	4.85	0.267		-1.8	4.60	0.695		-7.2	4.73	0.129	
Maine	-3.9	4.13	0.343		2.6	4.17	0.539		-1.4	3.27	0.677	
Maryland	-5.0	5.35	0.354		-0.2	4.50	0.973		-5.1	4.91	0.297	
Massachusetts	-5.6	3.27	0.088		-0.3	3.75	0.943		-5.8	3.95	0.139	
Michigan	-8.7	6.47	0.179		6.3	5.70	0.271		-2.4	5.70	0.671	
Minnesota	-8.5	4.42	0.056		-2.2	4.88	0.652		-10.7	3.88	0.006	Y
Mississippi	11.2	5.04	0.027		-1.4	4.91	0.778		9.8	5.29	0.065	
Missouri	-12.9	4.90	0.008	Y	15.0	4.56	0.001	Y	2.1	4.58	0.643	
Montana	-3.9	4.61	0.401		3.5	4.57	0.450		-0.4	4.75	0.930	
Nebraska	-4.4	3.95	0.268		0.2	4.60	0.973		-4.2	5.08	0.406	
Nevada	-14.3	5.32	0.007	Y	-0.9	6.54	0.887		-15.3	6.62	0.021	
New Hampshire	-4.6	3.49	0.191		0.1	3.46	0.986		-4.5	3.72	0.227	
New Jersey	7.7	4.56	0.090		-9.0	5.07	0.077		-1.2	4.61	0.787	
New Mexico	9.2	5.28	0.083		-0.6	6.15	0.917		8.5	6.20	0.170	
New York	2.7	3.60	0.449		7.7	3.40	0.024		10.4	3.78	0.006	Y
North Carolina	3.3	3.89	0.395		0.8	3.57	0.826		4.1	3.64	0.261	
North Dakota	-11.3	4.14	0.006	Y	-5.7	4.45	0.202		-16.9	3.96	*p*<.001	Y
Ohio	-28.5	5.47	*p*<.001	Y	7.8	5.03	0.119		-20.7	5.25	*p*<.001	Y
Oklahoma	-9.6	4.33	0.027		2.4	4.26	0.569		-7.1	4.94	0.149	
Oregon	-7.8	4.73	0.098		14.6	4.80	0.002	Y	6.8	4.42	0.125	
Pennsylvania	-9.1	5.00	0.068		5.8	4.95	0.240		-3.3	4.63	0.472	
Rhode Island	0.6	4.01	0.887		2.6	3.57	0.468		3.2	3.61	0.382	
South Carolina	2.7	4.59	0.549		9.1	4.61	0.049		11.8	4.56	0.009	Y
South Dakota	0.0	3.88	0.997		-9.4	4.08	0.022		-9.3	4.42	0.034	
Tennessee	11.2	8.35	0.181		-32.8	9.24	*p*<.001	Y	-21.6	8.05	0.007	Y
Texas	-2.5	4.09	0.537		3.5	3.82	0.365		0.9	4.70	0.843	
Utah	-12.6	4.23	0.003	Y	14.5	4.99	0.004	Y	1.9	4.53	0.673	
Vermont	10.3	4.02	0.011	Y	2.8	3.78	0.457		13.1	3.70	*p*<.001	Y
Virginia	-8.3	5.51	0.131		4.5	4.49	0.318		-3.8	5.45	0.480	
Washington	0.7	4.19	0.863		-0.4	4.23	0.921		0.3	3.82	0.936	
West Virginia	-0.5	4.48	0.907		15.2	3.84	*p*<.001	Y	14.7	4.53	0.001	Y
Wisconsin	-8.7	4.11	0.034		0.9	4.39	0.834		-7.8	4.68	0.096	
Wyoming	-2.4	3.38	0.473		-7.6	3.46	0.028		-10.0	3.04	0.001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11g. State mean reading scale score, adjusted national mean reading scale score, and difference between the two for fourth-grade students identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(6) BH significance
National	190.2	0.56						
Alabama	179.2	3.29	190.3	0.57	11.2	3.34	0.001	Y
Alaska	181.4	2.84	190.2	0.56	8.8	2.90	0.002	Y
Arizona	180.1	3.46	190.4	0.57	10.3	3.50	0.003	Y
Arkansas	183.1	3.73	190.2	0.57	7.2	3.78	0.058	
California	175.1	2.89	192.4	0.48	17.3	2.93	$p < .001$	Y
Colorado	193.6	2.83	190.1	0.57	-3.5	2.89	0.223	
Connecticut	189.8	2.88	190.2	0.57	0.3	2.94	0.906	
Delaware	204.6	2.03	190.1	0.56	-14.4	2.10	$p < .001$	Y
District of Columbia	161.7	4.73	190.2	0.56	28.6	4.76	$p < .001$	Y
DoDEA	202.5	2.90	190.2	0.56	-12.4	2.95	$p < .001$	Y
Florida	195.3	2.06	189.9	0.58	-5.4	2.14	0.012	Y
Georgia	201.7	3.04	189.8	0.57	-11.9	3.10	$p < .001$	Y
Hawaii	170.8	3.35	190.2	0.56	19.5	3.40	$p < .001$	Y
Idaho	185.0	2.93	190.2	0.57	5.2	2.98	0.081	
Illinois	192.5	2.97	190.1	0.57	-2.5	3.02	0.416	
Indiana	192.4	2.22	190.1	0.57	-2.2	2.29	0.329	
Iowa	179.6	3.26	190.3	0.57	10.7	3.31	0.001	Y
Kansas	190.8	4.27	190.2	0.57	-0.7	4.31	0.878	
Kentucky	199.6	2.98	190.0	0.57	-9.6	3.04	0.002	Y
Louisiana	181.1	2.73	190.3	0.57	9.2	2.79	0.001	Y
Maine	198.7	2.19	190.1	0.56	-8.6	2.26	$p < .001$	Y
Maryland	202.2	2.56	189.9	0.57	-12.2	2.62	$p < .001$	Y
Massachusetts	212.6	2.86	189.7	0.57	-22.9	2.92	$p < .001$	Y
Michigan	191.0	3.13	190.1	0.57	-0.9	3.18	0.776	
Minnesota	196.3	2.91	190.1	0.57	-6.2	2.97	0.036	
Mississippi	184.5	3.50	190.2	0.57	5.7	3.55	0.105	
Missouri	193.5	2.84	190.1	0.57	-3.4	2.90	0.243	
Montana	191.4	3.21	190.2	0.56	-1.2	3.25	0.707	
Nebraska	195.8	3.77	190.1	0.57	-5.7	3.81	0.134	
Nevada	190.0	5.29	190.2	0.57	0.1	5.32	0.980	
New Hampshire	199.0	2.45	190.1	0.56	-8.8	2.51	$p < .001$	Y
New Jersey	202.3	3.41	189.8	0.57	-12.4	3.46	$p < .001$	Y
New Mexico	179.6	4.77	190.2	0.57	10.6	4.80	0.027	
New York	185.7	2.36	190.5	0.58	4.8	2.43	0.048	
North Carolina	188.2	2.15	190.2	0.58	2.0	2.22	0.360	
North Dakota	208.4	2.86	190.1	0.56	-18.3	2.92	$p < .001$	Y
Ohio	197.2	3.20	189.9	0.57	-7.3	3.25	0.024	
Oklahoma	180.2	3.29	190.3	0.57	10.1	3.34	0.002	Y
Oregon	179.6	2.88	190.3	0.57	10.7	2.94	$p < .001$	Y
Pennsylvania	190.1	3.09	190.2	0.57	0.1	3.14	0.969	
Rhode Island	189.6	1.98	190.2	0.56	0.6	2.06	0.782	
South Carolina	182.2	3.01	190.3	0.57	8.1	3.06	0.008	Y
South Dakota	201.6	3.11	190.1	0.56	-11.4	3.16	$p < .001$	Y
Tennessee	202.8	6.22	189.9	0.56	-12.9	6.25	0.039	
Texas	194.5	3.05	189.8	0.54	-4.8	3.09	0.123	
Utah	177.9	3.54	190.3	0.57	12.4	3.58	0.001	Y
Vermont	193.9	2.30	190.2	0.56	-3.7	2.37	0.114	
Virginia	208.6	2.92	189.7	0.57	-18.9	2.97	$p < .001$	Y
Washington	191.6	2.36	190.1	0.57	-1.4	2.43	0.559	
West Virginia	178.1	2.59	190.2	0.57	12.1	2.65	$p < .001$	Y
Wisconsin	190.7	3.31	190.2	0.57	-0.5	3.36	0.884	
Wyoming	195.6	2.14	190.2	0.56	-5.5	2.21	0.014	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11h. State mean reading scale score, adjusted national mean reading scale score, and difference between the two for fourth-grade students not identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference: Adjusted national mean (col 3)– mean (col 1)	(5) Standard error of difference	(6) *p* value	(6) BH significance
National	222.8	0.25						
Alabama	220.2	1.23	222.9	0.26	2.7	1.26	0.035	
Alaska	219.1	1.09	222.8	0.25	3.7	1.12	0.001	Y
Arizona	212.1	1.61	223.1	0.26	10.9	1.63	*p* < .001	Y
Arkansas	220.0	1.13	222.9	0.26	2.9	1.16	0.013	Y
California	211.4	0.92	224.5	0.26	13.1	0.95	*p* < .001	Y
Colorado	226.6	1.18	222.8	0.26	-3.8	1.21	0.002	Y
Connecticut	232.1	1.26	222.7	0.26	-9.4	1.28	*p* < .001	Y
Delaware	227.2	0.77	222.8	0.25	-4.3	0.81	*p* < .001	Y
District of Columbia	198.7	0.84	222.9	0.25	24.1	0.88	*p* < .001	Y
DoDEA	231.3	0.51	222.8	0.25	-8.4	0.57	*p* < .001	Y
Florida	227.6	0.83	222.6	0.26	-5.1	0.87	*p* < .001	Y
Georgia	220.0	0.99	222.9	0.26	3.0	1.02	0.004	Y
Hawaii	217.3	1.04	222.9	0.25	5.6	1.07	*p* < .001	Y
Idaho	227.0	0.80	222.8	0.25	-4.2	0.84	*p* < .001	Y
Illinois	222.6	1.18	222.8	0.26	0.3	1.21	0.827	
Indiana	226.1	0.94	222.8	0.26	-3.3	0.98	0.001	Y
Iowa	229.5	0.97	222.8	0.26	-6.8	1.00	*p* < .001	Y
Kansas	227.4	0.95	222.8	0.26	-4.6	0.98	*p* < .001	Y
Kentucky	224.5	1.07	222.8	0.26	-1.7	1.10	0.130	
Louisiana	212.2	1.59	223.0	0.26	10.8	1.61	*p* < .001	Y
Maine	229.8	0.85	222.8	0.25	-7.0	0.88	*p* < .001	Y
Maryland	226.5	1.14	222.8	0.26	-3.8	1.17	0.001	Y
Massachusetts	239.4	1.14	222.5	0.26	-16.9	1.17	*p* < .001	Y
Michigan	223.2	1.34	222.8	0.26	-0.4	1.37	0.774	
Minnesota	228.4	1.08	222.7	0.26	-5.7	1.11	*p* < .001	Y
Mississippi	209.9	1.02	223.0	0.26	13.0	1.06	*p* < .001	Y
Missouri	224.8	0.89	222.8	0.26	-2.0	0.93	0.031	
Montana	229.8	0.90	222.8	0.25	-7.0	0.94	*p* < .001	Y
Nebraska	226.6	1.21	222.8	0.26	-3.7	1.24	0.002	Y
Nevada	212.9	1.13	222.9	0.26	10.0	1.16	*p* < .001	Y
New Hampshire	234.3	0.90	222.8	0.25	-11.6	0.94	*p* < .001	Y
New Jersey	233.4	1.21	222.5	0.26	-10.9	1.23	*p* < .001	Y
New Mexico	214.4	1.20	222.9	0.26	8.5	1.23	*p* < .001	Y
New York	228.7	0.96	222.4	0.26	-6.2	0.99	*p* < .001	Y
North Carolina	222.6	0.90	222.8	0.26	0.3	0.94	0.769	
North Dakota	227.7	0.99	222.8	0.25	-4.9	1.02	*p* < .001	Y
Ohio	228.1	1.10	222.6	0.26	-5.5	1.13	*p* < .001	Y
Oklahoma	220.8	1.05	222.9	0.26	2.0	1.08	0.062	
Oregon	219.7	1.34	222.9	0.26	3.2	1.36	0.019	
Pennsylvania	231.2	0.96	222.5	0.26	-8.7	1.00	*p* < .001	Y
Rhode Island	224.5	0.98	222.8	0.25	-1.6	1.01	0.105	
South Carolina	217.7	1.18	222.9	0.26	5.2	1.21	*p* < .001	Y
South Dakota	225.9	0.95	222.8	0.25	-3.1	0.99	0.002	Y
Tennessee	216.6	1.23	223.0	0.26	6.3	1.26	*p* < .001	Y
Texas	221.5	0.84	223.0	0.27	1.5	0.89	0.089	
Utah	225.0	1.12	222.8	0.26	-2.2	1.15	0.058	
Vermont	233.5	0.80	222.8	0.25	-10.7	0.84	*p* < .001	Y
Virginia	228.9	1.11	222.7	0.26	-6.2	1.14	*p* < .001	Y
Washington	228.2	1.37	222.7	0.26	-5.5	1.39	*p* < .001	Y
West Virginia	222.0	0.93	222.8	0.25	0.8	0.96	0.407	
Wisconsin	226.9	1.09	222.8	0.26	-4.2	1.12	*p* < .001	Y
Wyoming	229.6	0.57	222.8	0.25	-6.8	0.62	*p* < .001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11i. State and adjusted national differences between mean reading scale scores of fourth grade students identified and not identified for services under IDEA, and difference, by state (2007)

	(1) State difference between children not identified and children identified	(2) Standard error	(3) Adjusted national difference between children not identified and children identified	(3) Standard error of adjusted national difference	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(7) BH significance
National	32.7	0.62						
Alabama	41.0	3.51	32.5	0.62	-8.5	3.57	0.017	
Alaska	37.7	3.04	32.6	0.62	-5.1	3.11	0.102	
Arizona	32.0	3.81	32.7	0.62	0.7	3.86	0.858	
Arkansas	36.9	3.90	32.6	0.62	-4.3	3.95	0.280	
California	36.3	3.04	32.1	0.54	-4.1	3.08	0.180	
Colorado	32.9	3.07	32.7	0.62	-0.3	3.13	0.933	
Connecticut	42.3	3.15	32.5	0.62	-9.8	3.21	0.002	Y
Delaware	22.6	2.17	32.7	0.62	10.1	2.26	*p* < .001	Y
District of Columbia	37.1	4.80	32.7	0.62	-4.4	4.84	0.360	
DoDEA	28.7	2.94	32.7	0.62	4.0	3.01	0.188	
Florida	32.4	2.22	32.7	0.64	0.3	2.32	0.890	
Georgia	18.3	3.20	33.2	0.63	14.9	3.26	*p* < .001	Y
Hawaii	46.5	3.51	32.6	0.62	-13.9	3.56	*p* < .001	Y
Idaho	42.0	3.03	32.6	0.62	-9.4	3.10	0.002	Y
Illinois	30.1	3.19	32.8	0.63	2.7	3.26	0.403	
Indiana	33.7	2.41	32.6	0.63	-1.1	2.49	0.672	
Iowa	49.9	3.40	32.5	0.62	-17.4	3.46	*p* < .001	Y
Kansas	36.6	4.37	32.6	0.62	-4.0	4.42	0.367	
Kentucky	24.9	3.17	32.8	0.62	7.9	3.23	0.015	Y
Louisiana	31.1	3.16	32.7	0.62	1.6	3.22	0.619	
Maine	31.1	2.35	32.7	0.62	1.6	2.43	0.517	
Maryland	24.4	2.80	32.8	0.63	8.5	2.87	0.003	Y
Massachusetts	26.8	3.08	32.8	0.63	6.0	3.14	0.057	
Michigan	32.2	3.41	32.7	0.63	0.5	3.46	0.882	
Minnesota	32.1	3.11	32.7	0.63	0.6	3.17	0.859	
Mississippi	25.4	3.65	32.7	0.62	7.3	3.70	0.049	
Missouri	31.3	2.98	32.7	0.63	1.4	3.04	0.652	
Montana	38.4	3.33	32.6	0.62	-5.7	3.39	0.091	
Nebraska	30.7	3.96	32.7	0.62	2.0	4.01	0.624	
Nevada	22.9	5.40	32.7	0.62	9.9	5.44	0.070	
New Hampshire	35.4	2.61	32.7	0.62	-2.7	2.68	0.311	
New Jersey	31.2	3.62	32.7	0.63	1.5	3.67	0.676	
New Mexico	34.8	4.92	32.6	0.62	-2.2	4.96	0.664	
New York	43.0	2.54	32.0	0.64	-11.0	2.62	*p* < .001	Y
North Carolina	34.4	2.33	32.6	0.63	-1.8	2.41	0.467	
North Dakota	19.3	3.03	32.7	0.62	13.4	3.09	*p* < .001	Y
Ohio	30.9	3.38	32.7	0.63	1.8	3.44	0.595	
Oklahoma	40.7	3.45	32.6	0.62	-8.1	3.51	0.021	
Oregon	40.1	3.18	32.6	0.62	-7.5	3.24	0.020	
Pennsylvania	41.2	3.23	32.3	0.63	-8.9	3.29	0.007	Y
Rhode Island	34.9	2.21	32.7	0.62	-2.2	2.29	0.336	
South Carolina	35.5	3.23	32.6	0.62	-2.9	3.29	0.378	
South Dakota	24.4	3.25	32.7	0.62	8.3	3.31	0.012	Y
Tennessee	13.8	6.34	33.0	0.62	19.2	6.37	0.003	Y
Texas	26.9	3.16	33.2	0.60	6.3	3.22	0.051	
Utah	47.1	3.71	32.5	0.62	-14.6	3.77	*p* < .001	Y
Vermont	39.6	2.43	32.6	0.62	-7.0	2.51	0.006	Y
Virginia	20.3	3.12	33.0	0.63	12.7	3.18	*p* < .001	Y
Washington	36.6	2.73	32.6	0.63	-4.0	2.80	0.149	
West Virginia	43.9	2.75	32.6	0.62	-11.3	2.82	*p* < .001	Y
Wisconsin	36.3	3.48	32.6	0.62	-3.7	3.54	0.300	
Wyoming	34.0	2.22	32.7	0.62	-1.3	2.30	0.567	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.11j. Mean reading scale scores of fourth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

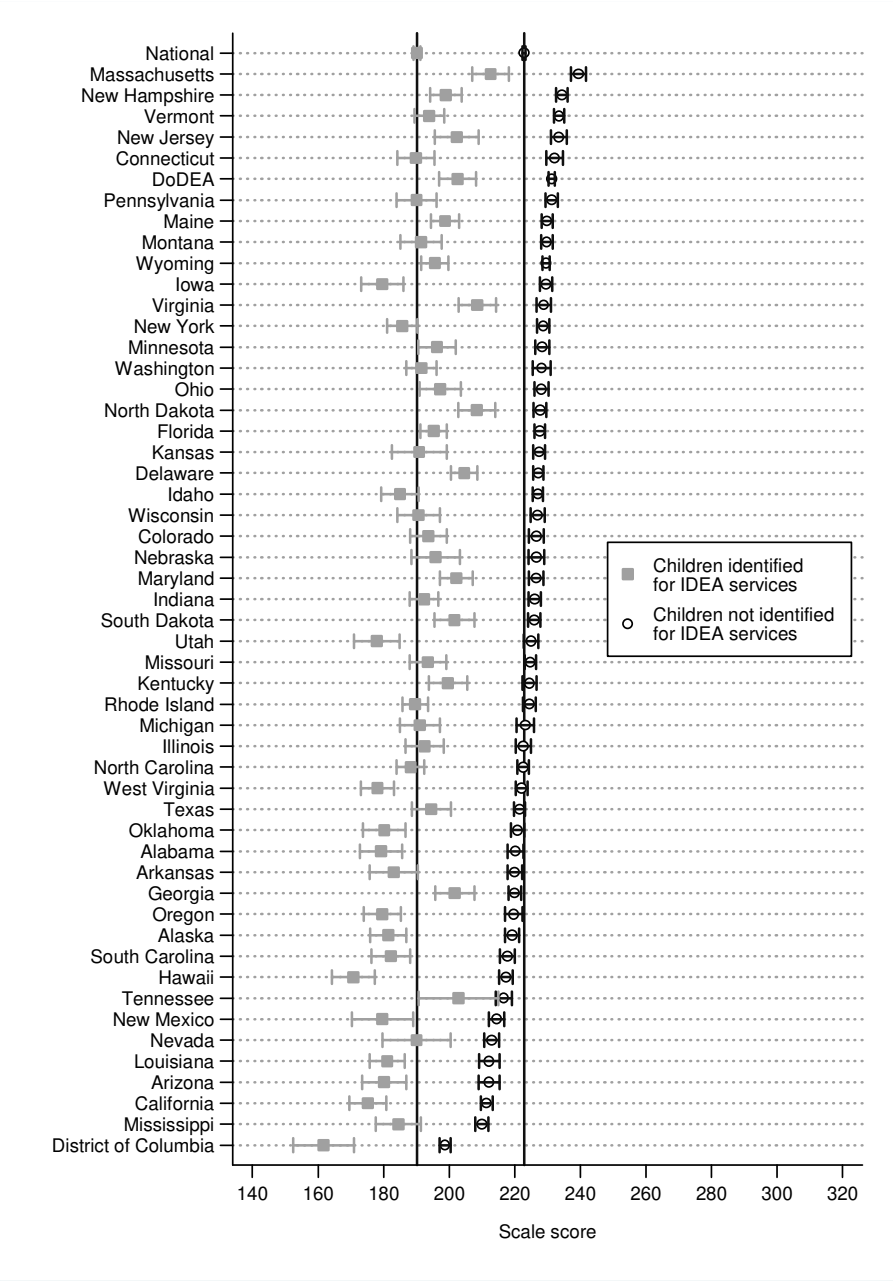


Exhibit reads: The mean reading scale score of fourth-grade students identified for services under IDEA in Massachusetts was 213 in 2007.

NOTE: States are ordered by the mean scores of students identified for IDEA services. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12a. Mean reading scale scores of eighth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	224.4	0.61	15,349	226.3	0.49	14,382	226.2	0.54	14,805
Alabama	205.7	3.24	262	207.4	3.48	253	202.6	2.80	261
Alaska	220.8	3.23	334	226.2	2.54	260	224.5	2.56	270
Arizona	213.6	3.30	227	216.6	2.09	240	218.3	3.93	210
Arkansas	214.4	2.87	264	211.2	2.82	224	218.2	3.61	208
California	207.7	2.48	512	213.5	1.69	714	210.6	2.14	623
Colorado	225.5	2.63	225	230.2	2.61	175	235.4	2.77	203
Connecticut	229.2	2.64	310	230.7	2.88	336	232.1	3.07	308
Delaware	224.5	2.31	218	231.3	3.28	140	238.6	2.20	300
District of Columbia	199.3	2.52	203	199.2	2.65	210	210.1	4.23	126
DoDEA	231.4	2.35	211	236.2	3.42	108	237.1	4.44	85
Florida	222.9	2.63	334	227.6	2.45	492	228.4	2.45	484
Georgia	211.9	3.78	347	225.7	2.72	273	231.0	2.76	190
Hawaii	208.8	2.56	353	208.1	2.55	308	209.5	3.08	348
Idaho	222.7	2.11	246	228.8	2.87	232	225.9	3.28	240
Illinois	233.7	2.13	437	230.6	2.03	462	227.9	2.63	420
Indiana	224.9	2.41	300	230.0	2.73	319	229.7	2.25	319
Iowa	228.5	2.25	331	230.4	1.82	336	227.0	2.55	330
Kansas	232.3	2.41	333	234.9	2.94	252	231.7	2.63	240
Kentucky	229.1	4.41	178	224.8	3.95	145	229.5	2.84	145
Louisiana	218.6	4.41	224	212.3	4.13	200	221.1	2.55	275
Maine	237.6	2.52	359	237.3	2.16	338	240.4	2.36	308
Maryland	227.7	3.05	278	229.0	3.21	216	235.5	3.11	145
Massachusetts	238.9	2.27	515	246.0	2.59	456	245.6	2.39	480
Michigan	228.5	4.81	168	230.0	3.48	182	223.6	3.20	280
Minnesota	230.7	3.12	271	235.6	3.00	260	233.2	2.75	279
Mississippi	216.7	4.27	83	206.3	3.59	140	204.7	4.08	168
Missouri	236.6	2.81	228	230.2	3.05	224	224.7	2.88	300
Montana	238.5	2.92	269	234.4	2.46	243	235.1	2.34	252
Nebraska	231.5	2.15	308	230.3	2.23	319	232.0	2.69	252
Nevada	214.3	1.94	272	214.0	2.52	252	218.4	3.80	196
New Hampshire	237.5	2.15	442	244.1	2.17	400	244.0	2.11	420
New Jersey	230.8	3.14	375	238.7	2.80	364	236.5	2.59	300
New Mexico	222.9	2.41	498	214.3	2.27	280	219.1	3.63	232
New York	226.6	2.58	363	231.8	1.83	405	229.9	2.64	360
North Carolina	236.1	3.29	427	220.8	2.10	492	226.0	3.39	540
North Dakota	233.3	2.26	273	243.0	2.62	225	240.3	2.42	125
Ohio	225.5	3.51	265	231.1	2.87	252	234.9	3.03	320
Oklahoma	217.2	3.05	322	228.3	2.72	286	220.8	2.34	252
Oregon	232.6	2.78	276	224.5	3.13	208	230.7	2.64	252
Pennsylvania	227.2	2.32	367	227.9	3.06	348	234.2	2.69	360
Rhode Island	233.2	1.84	443	230.0	1.76	493	229.2	2.22	435
South Carolina	229.3	3.17	188	223.9	3.39	196	219.3	3.54	240
South Dakota	231.3	2.56	203	228.4	1.98	224	230.0	3.71	180
Tennessee	234.8	3.31	297	215.6	4.52	130	228.3	5.82	150
Texas	223.3	3.39	382	223.1	2.01	680	225.4	2.41	462
Utah	220.8	2.80	224	219.2	2.41	203	216.0	3.64	174
Vermont	245.4	2.02	356	235.8	1.74	345	248.2	2.44	294
Virginia	236.0	2.99	209	239.6	3.39	196	235.7	2.91	240
Washington	222.1	2.94	269	225.1	4.01	224	223.6	3.23	224
West Virginia	223.0	2.73	220	220.9	3.47	286	210.0	2.27	390
Wisconsin	225.5	2.66	268	229.5	2.96	243	220.5	3.10	261
Wyoming	234.5	1.84	331	233.8	2.53	231	232.1	2.83	210

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12b. Change in mean reading scale scores for eighth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	1.9	0.78	0.013		-0.1	0.73	0.882		1.8	0.81	0.024	
Alabama	1.8	4.75	0.709		-4.9	4.46	0.274		-3.1	4.28	0.468	
Alaska	5.4	4.11	0.192		-1.7	3.61	0.642		3.7	4.12	0.371	
Arizona	3.0	3.91	0.439		1.7	4.45	0.703		4.7	5.13	0.358	
Arkansas	-3.2	4.03	0.420		7.0	4.58	0.127		3.8	4.62	0.415	
California	5.9	3.00	0.050		-2.9	2.72	0.281		2.9	3.28	0.369	
Colorado	4.6	3.70	0.210		5.2	3.80	0.169		9.9	3.82	0.010	
Connecticut	1.5	3.91	0.703		1.4	4.21	0.746		2.9	4.05	0.481	
Delaware	6.8	4.01	0.088		7.3	3.95	0.064		14.2	3.19	*p*<.001	Y
District of Columbia	-0.1	3.66	0.982		10.9	5.00	0.029		10.8	4.92	0.028	
DoDEA	4.8	4.16	0.249		0.9	5.61	0.875		5.7	5.03	0.259	
Florida	4.7	3.60	0.189		0.8	3.47	0.817		5.5	3.60	0.124	
Georgia	13.8	4.66	0.003	Y	5.3	3.88	0.168		19.1	4.68	*p*<.001	Y
Hawaii	-0.6	3.61	0.859		1.3	4.00	0.738		0.7	4.00	0.862	
Idaho	6.1	3.56	0.089		-3.0	4.36	0.498		3.1	3.91	0.425	
Illinois	-3.1	2.94	0.292		-2.6	3.33	0.426		-5.7	3.39	0.090	
Indiana	5.1	3.64	0.160		-0.3	3.54	0.933		4.8	3.29	0.144	
Iowa	1.9	2.89	0.512		-3.3	3.13	0.285		-1.4	3.40	0.670	
Kansas	2.6	3.80	0.494		-3.1	3.95	0.431		-0.5	3.57	0.887	
Kentucky	-4.3	5.92	0.467		4.7	4.87	0.332		0.4	5.24	0.937	
Louisiana	-6.3	6.05	0.298		8.8	4.86	0.070		2.5	5.10	0.624	
Maine	-0.3	3.31	0.922		3.1	3.19	0.330		2.8	3.45	0.419	
Maryland	1.3	4.43	0.763		6.5	4.47	0.143		7.9	4.36	0.071	
Massachusetts	7.1	3.44	0.039		-0.4	3.52	0.907		6.7	3.29	0.042	
Michigan	1.5	5.94	0.804		-6.3	4.73	0.180		-4.9	5.78	0.401	
Minnesota	4.8	4.32	0.262		-2.4	4.06	0.557		2.5	4.15	0.554	
Mississippi	-10.4	5.58	0.063		-1.6	5.44	0.766		-12.0	5.91	0.042	
Missouri	-6.4	4.15	0.126		-5.5	4.20	0.188		-11.9	4.02	0.003	Y
Montana	-4.1	3.82	0.284		0.6	3.40	0.853		-3.5	3.75	0.355	
Nebraska	-1.1	3.10	0.714		1.7	3.49	0.632		0.5	3.44	0.877	
Nevada	-0.2	3.18	0.940		4.3	4.56	0.341		4.1	4.27	0.336	
New Hampshire	6.5	3.06	0.033		0.0	3.03	0.993		6.5	3.01	0.031	
New Jersey	7.9	4.21	0.059		-2.3	3.82	0.551		5.7	4.07	0.164	
New Mexico	-8.6	3.31	0.009	Y	4.8	4.28	0.265		-3.8	4.36	0.378	
New York	5.1	3.16	0.105		-1.8	3.22	0.573		3.3	3.69	0.369	
North Carolina	-15.3	3.90	*p*<.001	Y	5.2	3.98	0.191		-10.1	4.73	0.033	
North Dakota	9.7	3.46	0.005	Y	-2.7	3.56	0.448		7.0	3.31	0.035	
Ohio	5.6	4.53	0.220		3.9	4.17	0.351		9.4	4.63	0.042	
Oklahoma	11.1	4.09	0.007	Y	-7.4	3.59	0.038		3.6	3.85	0.345	
Oregon	-8.1	4.19	0.053		6.2	4.10	0.128		-1.8	3.83	0.631	
Pennsylvania	0.7	3.84	0.861		6.2	4.08	0.125		6.9	3.55	0.051	
Rhode Island	-3.2	2.54	0.205		-0.8	2.83	0.775		-4.0	2.88	0.162	
South Carolina	-5.4	4.64	0.245		-4.6	4.90	0.353		-10.0	4.75	0.036	
South Dakota	-2.9	3.24	0.370		1.6	4.21	0.697		-1.3	4.51	0.780	
Tennessee	-19.1	5.61	0.001	Y	12.7	7.37	0.086		-6.5	6.70	0.334	
Texas	-0.2	3.93	0.957		2.3	3.14	0.468		2.1	4.16	0.620	
Utah	-1.6	3.70	0.672		-3.2	4.37	0.457		-4.8	4.59	0.295	
Vermont	-9.6	2.66	*p*<.001	Y	12.4	3.00	*p*<.001	Y	2.9	3.17	0.366	
Virginia	3.6	4.52	0.428		-3.8	4.47	0.390		-0.2	4.17	0.952	
Washington	3.0	4.97	0.547		-1.5	5.15	0.769		1.5	4.37	0.734	
West Virginia	-2.2	4.41	0.625		-10.8	4.14	0.009	Y	-13.0	3.55	*p*<.001	Y
Wisconsin	4.0	3.98	0.317		-9.0	4.28	0.035		-5.0	4.08	0.217	
Wyoming	-0.7	3.13	0.814		-1.7	3.79	0.656		-2.4	3.37	0.472	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12c. Mean reading scale scores of eighth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	265.5	0.25	153,488	264.0	0.18	159,800	264.5	0.21	164,500
Alabama	258.8	1.56	2,622	257.5	1.40	2,300	257.2	0.92	2,900
Alaska	261.7	1.06	2,572	262.6	0.90	2,600	262.8	0.98	2,700
Arizona	259.1	1.27	2,833	258.3	1.02	3,000	257.7	1.13	3,000
Arkansas	263.2	1.35	2,637	262.2	1.05	2,800	261.5	0.91	2,600
California	255.5	1.17	5,689	253.4	0.56	10,200	254.6	0.78	8,900
Colorado	271.6	1.15	2,814	267.5	1.08	2,500	269.0	1.02	2,900
Connecticut	272.0	1.10	2,822	268.6	1.20	2,800	271.6	1.44	2,800
Delaware	268.1	0.72	2,730	267.9	0.59	2,800	267.6	0.60	3,000
District of Columbia	243.3	0.78	2,025	243.0	1.01	2,100	243.0	0.79	2,100
DoDEA	274.9	0.51	3,009	272.9	0.74	1,800	274.8	0.88	1,700
Florida	262.9	1.37	2,567	259.9	1.21	4,100	264.1	1.10	4,400
Georgia	261.9	1.11	4,338	259.5	1.28	3,900	260.2	1.03	3,800
Hawaii	257.6	0.86	2,941	253.7	0.76	2,800	257.5	0.71	2,900
Idaho	268.9	0.92	2,730	267.7	1.12	2,900	268.4	0.89	3,000
Illinois	270.5	0.99	4,373	267.7	1.06	4,200	266.9	0.94	4,200
Indiana	269.8	1.09	2,727	264.9	1.07	2,900	268.4	1.06	2,900
Iowa	272.5	0.87	3,006	272.1	0.86	2,800	273.0	0.85	3,000
Kansas	270.2	1.47	3,031	270.2	1.07	2,800	270.9	0.86	3,000
Kentucky	268.7	1.28	2,971	266.3	1.08	2,900	264.0	0.97	2,900
Louisiana	257.0	1.44	2,491	256.4	1.47	2,500	257.3	1.05	2,500
Maine	272.7	0.97	2,992	275.1	0.92	2,600	273.8	0.73	2,800
Maryland	265.8	1.38	2,524	263.7	1.22	2,700	267.1	1.23	2,900
Massachusetts	278.3	1.07	3,958	277.7	1.01	3,800	277.4	1.04	4,000
Michigan	267.0	1.68	2,793	263.7	1.13	2,600	264.5	1.09	2,800
Minnesota	272.0	1.02	2,713	272.0	1.10	2,600	271.6	0.93	3,100
Mississippi	256.4	1.40	2,765	253.1	1.25	2,800	252.9	1.06	2,800
Missouri	270.4	0.99	2,850	267.7	1.02	2,800	267.8	0.86	3,000
Montana	273.4	0.99	2,693	272.7	0.66	2,700	274.7	0.73	2,800
Nebraska	271.1	0.87	2,569	272.2	0.88	2,900	270.8	0.92	2,800
Nevada	256.7	0.89	2,718	256.9	0.91	2,800	255.0	0.84	2,800
New Hampshire	276.8	0.82	2,944	274.8	1.14	2,500	274.1	0.89	3,000
New Jersey	273.6	1.11	2,882	274.1	1.13	2,800	274.0	1.12	3,000
New Mexico	257.0	0.85	3,317	255.7	1.02	2,800	253.9	0.77	2,900
New York	270.0	1.27	3,633	268.6	0.97	4,500	267.1	1.05	4,000
North Carolina	264.7	0.99	4,269	263.6	0.89	4,100	263.9	0.99	4,500
North Dakota	274.2	0.87	2,726	273.0	0.68	2,500	269.8	0.71	2,500
Ohio	269.8	1.27	3,792	269.5	1.28	3,600	271.4	1.22	4,000
Oklahoma	267.5	0.89	2,931	263.8	1.01	2,600	263.8	0.75	2,800
Oregon	267.8	1.21	2,764	266.9	1.13	2,600	269.1	0.96	2,800
Pennsylvania	269.7	1.25	2,823	272.3	1.21	2,900	272.7	1.23	3,000
Rhode Island	266.6	0.67	2,767	267.5	0.83	2,900	263.7	0.80	2,900
South Carolina	260.4	1.28	2,685	259.8	1.03	2,800	260.9	0.94	3,000
South Dakota	273.1	0.74	2,893	272.1	0.64	2,800	272.1	0.68	3,000
Tennessee	261.0	1.31	2,698	261.6	0.93	2,600	260.9	1.07	3,000
Texas	262.4	0.99	4,780	261.6	0.66	8,500	263.5	0.91	7,700
Utah	268.4	0.77	2,801	265.4	0.74	2,900	265.3	1.01	2,900
Vermont	274.5	0.85	2,737	274.7	0.73	2,300	277.5	0.83	2,100
Virginia	270.5	1.12	2,985	270.3	1.05	2,800	269.7	1.03	3,000
Washington	269.5	0.94	2,690	268.4	1.23	2,800	268.2	0.98	3,200
West Virginia	263.5	0.94	2,442	259.5	1.16	2,600	262.1	1.00	3,000
Wisconsin	271.1	1.32	2,678	270.2	1.07	2,700	268.6	1.09	2,900
Wyoming	271.4	0.47	2,757	272.7	0.73	2,100	270.3	0.68	2,100

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12d. Change in mean reading scale scores for eighth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	-1.5	0.31	*p*<.001	Y	0.5	0.28	0.059		-1.0	0.32	0.002	Y
Alabama	-1.3	2.10	0.537		-0.3	1.68	0.858		-1.6	1.81	0.377	
Alaska	0.9	1.39	0.516		0.2	1.33	0.891		1.1	1.44	0.452	
Arizona	-0.8	1.63	0.644		-0.6	1.52	0.697		-1.3	1.70	0.429	
Arkansas	-1.0	1.71	0.557		-0.7	1.39	0.620		-1.7	1.63	0.297	
California	-2.0	1.30	0.116		1.1	0.96	0.232		-0.9	1.41	0.522	
Colorado	-4.1	1.57	0.008	Y	1.5	1.49	0.312		-2.6	1.54	0.086	
Connecticut	-3.4	1.63	0.037		3.0	1.87	0.114		-0.4	1.81	0.808	
Delaware	-0.2	0.94	0.811		-0.3	0.84	0.701		-0.5	0.94	0.560	
District of Columbia	-0.3	1.28	0.819		0.0	1.28	0.998		-0.3	1.11	0.790	
DoDEA	-2.0	0.89	0.027		1.9	1.15	0.096		-0.1	1.02	0.949	
Florida	-3.0	1.83	0.096		4.2	1.64	0.010		1.2	1.76	0.508	
Georgia	-2.4	1.69	0.158		0.7	1.64	0.659		-1.7	1.51	0.272	
Hawaii	-4.0	1.15	0.001	Y	3.8	1.04	*p*<.001	Y	-0.2	1.12	0.884	
Idaho	-1.2	1.45	0.402		0.7	1.43	0.627		-0.5	1.28	0.686	
Illinois	-2.8	1.45	0.054		-0.9	1.42	0.528		-3.7	1.37	0.007	Y
Indiana	-4.8	1.53	0.002	Y	3.5	1.51	0.020		-1.3	1.52	0.376	
Iowa	-0.4	1.23	0.733		0.9	1.21	0.441		0.5	1.22	0.670	
Kansas	0.0	1.82	0.978		0.7	1.38	0.592		0.7	1.71	0.687	
Kentucky	-2.3	1.68	0.168		-2.4	1.45	0.103		-4.7	1.61	0.004	Y
Louisiana	-0.7	2.06	0.751		0.9	1.81	0.604		0.3	1.78	0.874	
Maine	2.4	1.33	0.071		-1.3	1.17	0.273		1.1	1.21	0.356	
Maryland	-2.2	1.84	0.242		3.4	1.74	0.047		1.3	1.85	0.484	
Massachusetts	-0.6	1.47	0.691		-0.3	1.45	0.833		-0.9	1.49	0.550	
Michigan	-3.4	2.02	0.097		0.9	1.57	0.577		-2.5	2.00	0.214	
Minnesota	0.0	1.50	0.997		-0.4	1.44	0.782		-0.4	1.38	0.776	
Mississippi	-3.2	1.87	0.084		-0.2	1.64	0.902		-3.4	1.75	0.050	
Missouri	-2.6	1.42	0.066		0.1	1.33	0.964		-2.5	1.31	0.052	
Montana	-0.8	1.19	0.525		2.0	0.98	0.043		1.2	1.23	0.316	
Nebraska	1.1	1.24	0.383		-1.4	1.27	0.261		-0.3	1.27	0.785	
Nevada	0.2	1.28	0.894		-1.9	1.24	0.135		-1.7	1.22	0.170	
New Hampshire	-2.0	1.40	0.144		-0.7	1.45	0.649		-2.7	1.21	0.026	
New Jersey	0.5	1.58	0.759		-0.2	1.59	0.924		0.3	1.58	0.833	
New Mexico	-1.3	1.33	0.321		-1.7	1.28	0.181		-3.0	1.15	0.008	Y
New York	-1.4	1.60	0.383		-1.5	1.43	0.304		-2.9	1.65	0.082	
North Carolina	-1.1	1.33	0.394		0.3	1.33	0.809		-0.8	1.40	0.560	
North Dakota	-1.2	1.10	0.272		-3.2	0.98	0.001	Y	-4.4	1.12	*p*<.001	Y
Ohio	-0.3	1.80	0.871		1.9	1.77	0.294		1.6	1.76	0.374	
Oklahoma	-3.7	1.35	0.006	Y	0.0	1.26	0.987		-3.7	1.16	0.001	Y
Oregon	-0.9	1.66	0.591		2.2	1.49	0.135		1.3	1.55	0.391	
Pennsylvania	2.7	1.74	0.127		0.3	1.73	0.841		3.0	1.75	0.087	
Rhode Island	0.8	1.07	0.425		-3.7	1.15	0.001	Y	-2.9	1.04	0.005	Y
South Carolina	-0.7	1.64	0.681		1.1	1.39	0.414		0.5	1.58	0.771	
South Dakota	-1.0	0.98	0.315		0.0	0.94	0.964		-1.0	1.01	0.306	
Tennessee	0.5	1.60	0.748		-0.6	1.41	0.646		-0.1	1.69	0.937	
Texas	-0.8	1.19	0.528		1.8	1.13	0.101		1.1	1.35	0.419	
Utah	-3.0	1.07	0.004	Y	-0.2	1.25	0.898		-3.2	1.27	0.012	
Vermont	0.2	1.12	0.856		2.8	1.11	0.011		3.0	1.19	0.012	
Virginia	-0.2	1.53	0.877		-0.6	1.47	0.672		-0.9	1.52	0.571	
Washington	-1.1	1.55	0.458		-0.1	1.57	0.929		-1.3	1.35	0.341	
West Virginia	-4.0	1.50	0.007	Y	2.6	1.53	0.088		-1.4	1.37	0.309	
Wisconsin	-0.9	1.70	0.610		-1.6	1.53	0.296		-2.5	1.71	0.150	
Wyoming	1.3	0.87	0.124		-2.4	1.00	0.017		-1.0	0.83	0.208	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12e. Difference in mean reading scale scores between eighth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003		2005		2007	
	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error
National	41.1	0.66	37.6	0.53	38.3	0.58
Alabama	53.1	3.59	50.0	3.75	54.6	2.95
Alaska	40.9	3.40	36.4	2.69	38.3	2.75
Arizona	45.5	3.54	41.7	2.32	39.4	4.08
Arkansas	48.8	3.17	51.0	3.01	43.3	3.73
California	47.8	2.75	39.9	1.78	44.0	2.27
Colorado	46.1	2.87	37.3	2.82	33.6	2.95
Connecticut	42.8	2.86	37.9	3.12	39.5	3.39
Delaware	43.6	2.42	36.6	3.33	28.9	2.28
District of Columbia	44.0	2.64	43.8	2.84	33.0	4.30
DoDEA	43.5	2.41	36.7	3.50	37.7	4.53
Florida	40.1	2.97	32.3	2.74	35.7	2.69
Georgia	49.9	3.94	33.8	3.01	29.2	2.95
Hawaii	48.9	2.70	45.5	2.66	48.0	3.16
Idaho	46.2	2.31	38.9	3.08	42.5	3.40
Illinois	36.9	2.35	37.2	2.29	38.9	2.80
Indiana	44.9	2.64	34.9	2.94	38.7	2.49
Iowa	44.0	2.41	41.7	2.01	46.0	2.68
Kansas	37.9	2.83	35.3	3.13	39.1	2.77
Kentucky	39.5	4.59	41.5	4.10	34.4	3.00
Louisiana	38.4	4.64	44.1	4.39	36.2	2.76
Maine	35.1	2.70	37.8	2.34	33.4	2.47
Maryland	38.2	3.35	34.7	3.43	31.6	3.35
Massachusetts	39.4	2.51	31.7	2.78	31.8	2.60
Michigan	38.5	5.09	33.7	3.66	40.9	3.38
Minnesota	41.3	3.28	36.5	3.19	38.5	2.90
Mississippi	39.7	4.49	46.8	3.81	48.3	4.22
Missouri	33.8	2.98	37.5	3.22	43.1	3.01
Montana	34.9	3.09	38.2	2.55	39.6	2.45
Nebraska	39.7	2.32	41.9	2.39	38.8	2.84
Nevada	42.4	2.14	42.8	2.68	36.6	3.90
New Hampshire	39.3	2.30	30.7	2.45	30.1	2.29
New Jersey	42.8	3.33	35.4	3.02	37.5	2.83
New Mexico	34.1	2.56	41.4	2.49	34.9	3.71
New York	43.4	2.88	36.8	2.07	37.2	2.84
North Carolina	28.7	3.44	42.8	2.28	37.9	3.53
North Dakota	40.9	2.42	30.0	2.71	29.5	2.52
Ohio	44.3	3.73	38.5	3.14	36.5	3.26
Oklahoma	50.3	3.18	35.5	2.91	43.0	2.46
Oregon	35.2	3.03	42.4	3.33	38.4	2.81
Pennsylvania	42.5	2.63	44.4	3.29	38.5	2.96
Rhode Island	33.4	1.95	37.5	1.94	34.5	2.36
South Carolina	31.1	3.42	35.9	3.55	41.6	3.66
South Dakota	41.8	2.67	43.7	2.08	42.0	3.78
Tennessee	26.3	3.56	45.9	4.62	32.6	5.92
Texas	39.1	3.53	38.5	2.11	38.1	2.58
Utah	47.7	2.90	46.2	2.52	49.3	3.78
Vermont	29.2	2.19	38.9	1.88	29.3	2.58
Virginia	34.5	3.19	30.7	3.55	33.9	3.08
Washington	47.4	3.09	43.2	4.19	44.6	3.37
West Virginia	40.5	2.89	38.6	3.65	52.1	2.48
Wisconsin	45.5	2.97	40.7	3.15	48.1	3.28
Wyoming	36.8	1.90	38.9	2.63	38.2	2.91

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12f. Change in difference in mean reading scale scores between eighth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance
National	-3.5	0.84	*p*<.001	Y	0.6	0.78	0.417		-2.8	0.87	0.001	Y
Alabama	-3.1	5.19	0.555		4.6	4.77	0.337		1.5	4.64	0.745	
Alaska	-4.5	4.34	0.304		1.9	3.85	0.629		-2.6	4.37	0.551	
Arizona	-3.8	4.23	0.373		-2.3	4.70	0.627		-6.1	5.40	0.262	
Arkansas	2.2	4.37	0.609		-7.7	4.79	0.108		-5.5	4.89	0.265	
California	-7.9	3.27	0.016		4.1	2.89	0.158		-3.8	3.56	0.281	
Colorado	-8.8	4.02	0.029		-3.7	4.08	0.362		-12.5	4.11	0.002	Y
Connecticut	-4.9	4.24	0.249		1.6	4.61	0.731		-3.3	4.44	0.458	
Delaware	-7.1	4.12	0.087		-7.6	4.03	0.058		-14.7	3.32	*p*<.001	Y
District of Columbia	-0.2	3.88	0.957		-10.9	5.16	0.035		-11.1	5.05	0.028	
DoDEA	-6.8	4.25	0.111		1.0	5.72	0.857		-5.7	5.13	0.263	
Florida	-7.8	4.04	0.054		3.4	3.84	0.374		-4.4	4.01	0.276	
Georgia	-16.1	4.96	0.001	Y	-4.6	4.21	0.272		-20.8	4.92	*p*<.001	Y
Hawaii	-3.3	3.79	0.380		2.5	4.14	0.551		-0.9	4.16	0.836	
Idaho	-7.3	3.85	0.058		3.7	4.59	0.426		-3.6	4.11	0.377	
Illinois	0.3	3.28	0.927		1.8	3.62	0.628		2.1	3.65	0.574	
Indiana	-10.0	3.95	0.012		3.8	3.85	0.324		-6.2	3.63	0.089	
Iowa	-2.3	3.14	0.462		4.3	3.36	0.202		2.0	3.61	0.586	
Kansas	-2.7	4.22	0.530		3.8	4.18	0.357		1.2	3.96	0.763	
Kentucky	2.0	6.16	0.746		-7.1	5.08	0.163		-5.1	5.49	0.353	
Louisiana	5.6	6.39	0.377		-7.9	5.18	0.129		-2.2	5.40	0.681	
Maine	2.7	3.57	0.445		-4.4	3.40	0.196		-1.7	3.65	0.648	
Maryland	-3.5	4.80	0.467		-3.1	4.79	0.519		-6.6	4.74	0.165	
Massachusetts	-7.7	3.74	0.040		0.1	3.81	0.978		-7.6	3.62	0.036	
Michigan	-4.8	6.27	0.441		7.2	4.98	0.148		2.4	6.11	0.698	
Minnesota	-4.8	4.58	0.290		2.0	4.31	0.645		-2.9	4.38	0.515	
Mississippi	7.1	5.89	0.225		1.4	5.68	0.803		8.6	6.16	0.165	
Missouri	3.7	4.38	0.393		5.6	4.40	0.204		9.3	4.23	0.027	
Montana	3.3	4.00	0.404		1.4	3.54	0.700		4.7	3.94	0.233	
Nebraska	2.2	3.33	0.507		-3.1	3.71	0.405		-0.9	3.67	0.811	
Nevada	0.4	3.43	0.905		-6.2	4.73	0.190		-5.8	4.44	0.193	
New Hampshire	-8.6	3.36	0.011		-0.6	3.36	0.851		-9.2	3.25	0.005	Y
New Jersey	-7.5	4.49	0.097		2.1	4.13	0.607		-5.3	4.37	0.222	
New Mexico	7.3	3.57	0.041		-6.5	4.47	0.146		0.8	4.51	0.858	
New York	-6.5	3.55	0.065		0.3	3.52	0.921		-6.2	4.04	0.126	
North Carolina	14.1	4.12	0.001	Y	-4.9	4.20	0.245		9.3	4.93	0.060	
North Dakota	-10.9	3.63	0.003	Y	-0.5	3.70	0.890		-11.4	3.49	0.001	Y
Ohio	-5.9	4.88	0.230		-2.0	4.53	0.655		-7.9	4.96	0.112	
Oklahoma	-14.8	4.31	0.001	Y	7.4	3.81	0.051		-7.3	4.02	0.068	
Oregon	7.2	4.50	0.110		-4.0	4.36	0.356		3.2	4.13	0.443	
Pennsylvania	2.0	4.22	0.638		-5.9	4.43	0.183		-3.9	3.96	0.323	
Rhode Island	4.1	2.75	0.140		-2.9	3.05	0.336		1.1	3.06	0.713	
South Carolina	4.7	4.92	0.337		5.7	5.10	0.264		10.4	5.01	0.038	
South Dakota	1.9	3.38	0.571		-1.7	4.31	0.696		0.2	4.62	0.960	
Tennessee	19.6	5.83	0.001	Y	-13.3	7.51	0.076		6.3	6.91	0.359	
Texas	-0.5	4.11	0.896		-0.4	3.33	0.897		-1.0	4.37	0.824	
Utah	-1.5	3.85	0.704		3.1	4.54	0.497		1.6	4.77	0.733	
Vermont	9.8	2.89	0.001	Y	-9.6	3.19	0.003	Y	0.1	3.38	0.967	
Virginia	-3.8	4.78	0.423		3.2	4.70	0.494		-0.6	4.44	0.891	
Washington	-4.1	5.21	0.426		1.4	5.38	0.799		-2.8	4.57	0.545	
West Virginia	-1.8	4.66	0.692		13.4	4.42	0.002	Y	11.6	3.81	0.002	Y
Wisconsin	-4.9	4.33	0.262		7.4	4.55	0.103		2.6	4.42	0.562	
Wyoming	2.1	3.25	0.522		-0.7	3.92	0.860		1.4	3.47	0.690	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12g. State mean reading scale score, adjusted national mean reading scale score, and difference between the two for eighth-grade students identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(6) BH significance
National	226.2	0.54						
Alabama	202.6	2.80	226.6	0.54	24.0	2.85	$p < .001$	Y
Alaska	224.5	2.56	226.2	0.54	1.8	2.62	0.504	
Arizona	218.3	3.93	226.4	0.54	8.1	3.96	0.041	
Arkansas	218.2	3.61	226.3	0.54	8.1	3.65	0.026	
California	210.6	2.14	228.6	0.53	18.0	2.20	$p < .001$	Y
Colorado	235.4	2.77	226.1	0.54	-9.3	2.82	0.001	Y
Connecticut	232.1	3.07	226.2	0.54	-5.9	3.12	0.058	
Delaware	238.6	2.20	226.2	0.54	-12.4	2.26	$p < .001$	Y
District of Columbia	210.1	4.23	226.3	0.54	16.2	4.27	$p < .001$	Y
DoDEA	237.1	4.44	226.2	0.54	-10.8	4.47	0.015	
Florida	228.4	2.45	226.1	0.55	-2.3	2.52	0.367	
Georgia	231.0	2.76	226.1	0.55	-4.9	2.81	0.079	
Hawaii	209.5	3.08	226.3	0.54	16.8	3.13	$p < .001$	Y
Idaho	225.9	3.28	226.2	0.54	0.4	3.33	0.909	
Illinois	227.9	2.63	226.2	0.55	-1.8	2.69	0.514	
Indiana	229.7	2.25	226.2	0.55	-3.6	2.32	0.123	
Iowa	227.0	2.55	226.2	0.54	-0.8	2.60	0.758	
Kansas	231.7	2.63	226.2	0.54	-5.6	2.69	0.038	
Kentucky	229.5	2.84	226.2	0.54	-3.4	2.89	0.246	
Louisiana	221.1	2.55	226.3	0.55	5.2	2.61	0.047	
Maine	240.4	2.36	226.2	0.54	-14.2	2.42	$p < .001$	Y
Maryland	235.5	3.11	226.1	0.55	-9.5	3.16	0.003	Y
Massachusetts	245.6	2.39	225.8	0.55	-19.7	2.45	$p < .001$	Y
Michigan	223.6	3.20	226.3	0.55	2.7	3.25	0.407	
Minnesota	233.2	2.75	226.1	0.55	-7.1	2.80	0.011	Y
Mississippi	204.7	4.08	226.5	0.54	21.8	4.12	$p < .001$	Y
Missouri	224.7	2.88	226.3	0.55	1.6	2.93	0.595	
Montana	235.1	2.34	226.2	0.54	-8.9	2.40	$p < .001$	Y
Nebraska	232.0	2.69	226.2	0.54	-5.8	2.74	0.035	
Nevada	218.4	3.80	226.3	0.54	7.9	3.84	0.039	
New Hampshire	244.0	2.11	226.2	0.54	-17.9	2.18	$p < .001$	Y
New Jersey	236.5	2.59	225.9	0.55	-10.5	2.65	$p < .001$	Y
New Mexico	219.1	3.63	226.3	0.54	7.2	3.67	0.049	
New York	229.9	2.64	226.0	0.55	-4.0	2.70	0.143	
North Carolina	226.0	3.39	226.2	0.55	0.2	3.43	0.947	
North Dakota	240.3	2.42	226.2	0.54	-14.1	2.48	$p < .001$	Y
Ohio	234.9	3.03	225.9	0.55	-9.0	3.07	0.003	Y
Oklahoma	220.8	2.34	226.3	0.54	5.5	2.40	0.022	
Oregon	230.7	2.64	226.2	0.54	-4.5	2.70	0.092	
Pennsylvania	234.2	2.69	225.9	0.55	-8.2	2.75	0.003	Y
Rhode Island	229.2	2.22	226.2	0.54	-2.9	2.28	0.198	
South Carolina	219.3	3.54	226.3	0.54	7.0	3.58	0.051	
South Dakota	230.0	3.71	226.2	0.54	-3.8	3.75	0.309	
Tennessee	228.3	5.82	226.2	0.54	-2.1	5.85	0.718	
Texas	225.4	2.41	226.3	0.54	1.0	2.47	0.698	
Utah	216.0	3.64	226.3	0.54	10.4	3.68	0.005	Y
Vermont	248.2	2.44	226.2	0.54	-22.0	2.50	$p < .001$	Y
Virginia	235.7	2.91	226.0	0.55	-9.7	2.96	0.001	Y
Washington	223.6	3.23	226.3	0.55	2.7	3.27	0.414	
West Virginia	210.0	2.27	226.3	0.54	16.3	2.33	$p < .001$	Y
Wisconsin	220.5	3.10	226.3	0.55	5.8	3.14	0.063	
Wyoming	232.1	2.83	226.2	0.54	-5.9	2.88	0.041	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12h. State mean reading scale score, adjusted national mean reading scale score, and difference between the two for eighth-grade students not identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference: adjusted national mean (col 3)– mean (col 1)	(5) Standard error of difference	(6) *p* value	(6) BH signifi-cance
National	264.5	0.21						
Alabama	257.2	0.92	264.6	0.21	7.4	0.94	p<.001	Y
Alaska	262.8	0.98	264.5	0.21	1.7	1.00	0.085	
Arizona	257.7	1.13	264.7	0.21	6.9	1.14	p<.001	Y
Arkansas	261.5	0.91	264.5	0.21	3.0	0.93	0.001	Y
California	254.6	0.78	266.0	0.21	11.4	0.80	p<.001	Y
Colorado	269.0	1.02	264.4	0.21	-4.6	1.05	p<.001	Y
Connecticut	271.6	1.44	264.4	0.21	-7.2	1.45	p<.001	Y
Delaware	267.6	0.60	264.5	0.21	-3.1	0.63	p<.001	Y
District of Columbia	243.0	0.79	264.5	0.21	21.5	0.82	p<.001	Y
DoDEA	274.8	0.88	264.5	0.00	-10.3	0.88	p<.001	Y
Florida	264.1	1.10	264.5	0.21	0.4	1.12	0.699	
Georgia	260.2	1.03	264.6	0.21	4.4	1.05	p<.001	Y
Hawaii	257.5	0.71	264.5	0.21	7.1	0.74	p<.001	Y
Idaho	268.4	0.89	264.5	0.21	-3.9	0.92	p<.001	Y
Illinois	266.9	0.94	264.4	0.21	-2.5	0.97	0.011	
Indiana	268.4	1.06	264.4	0.21	-4.0	1.09	p<.001	Y
Iowa	273.0	0.85	264.4	0.21	-8.6	0.88	p<.001	Y
Kansas	270.9	0.86	264.4	0.21	-6.4	0.89	p<.001	Y
Kentucky	264.0	0.97	264.5	0.21	0.5	0.99	0.591	
Louisiana	257.3	1.05	264.6	0.21	7.3	1.07	p<.001	Y
Maine	273.8	0.73	264.5	0.21	-9.3	0.76	p<.001	Y
Maryland	267.1	1.23	264.5	0.21	-2.7	1.25	0.034	
Massachusetts	277.4	1.04	264.2	0.21	-13.2	1.06	p<.001	Y
Michigan	264.5	1.09	264.5	0.21	0.0	1.11	0.975	
Minnesota	271.6	0.93	264.4	0.21	-7.3	0.96	p<.001	Y
Mississippi	252.9	1.06	264.6	0.21	11.7	1.08	p<.001	Y
Missouri	267.8	0.86	264.4	0.21	-3.4	0.89	p<.001	Y
Montana	274.7	0.73	264.5	0.21	-10.2	0.76	p<.001	Y
Nebraska	270.8	0.92	264.5	0.21	-6.3	0.94	p<.001	Y
Nevada	255.0	0.84	264.6	0.21	9.6	0.86	p<.001	Y
New Hampshire	274.1	0.89	264.5	0.21	-9.7	0.92	p<.001	Y
New Jersey	274.0	1.12	264.2	0.21	-9.7	1.14	p<.001	Y
New Mexico	253.9	0.77	264.6	0.21	10.6	0.80	p<.001	Y
New York	267.1	1.05	264.3	0.21	-2.8	1.07	0.009	
North Carolina	263.9	0.99	264.5	0.21	0.6	1.01	0.557	
North Dakota	269.8	0.71	264.5	0.21	-5.3	0.74	p<.001	Y
Ohio	271.4	1.22	264.2	0.21	-7.2	1.24	p<.001	Y
Oklahoma	263.8	0.75	264.5	0.21	0.7	0.78	0.345	
Oregon	269.1	0.96	264.5	0.21	-4.7	0.99	p<.001	Y
Pennsylvania	272.7	1.23	264.2	0.21	-8.5	1.25	p<.001	Y
Rhode Island	263.7	0.80	264.5	0.21	0.8	0.82	0.330	
South Carolina	260.9	0.94	264.6	0.21	3.7	0.96	p<.001	Y
South Dakota	272.1	0.68	264.5	0.21	-7.6	0.71	p<.001	Y
Tennessee	260.9	1.07	264.6	0.21	3.7	1.09	0.001	Y
Texas	263.5	0.91	264.6	0.21	1.1	0.94	0.230	
Utah	265.3	1.01	264.5	0.21	-0.8	1.03	0.464	
Vermont	277.5	0.83	264.5	0.21	-13.0	0.86	p<.001	Y
Virginia	269.7	1.03	264.4	0.21	-5.3	1.05	p<.001	Y
Washington	268.2	0.98	264.4	0.21	-3.8	1.00	p<.001	Y
West Virginia	262.1	1.00	264.5	0.21	2.4	1.02	0.018	Y
Wisconsin	268.6	1.09	264.4	0.21	-4.2	1.11	p<.001	Y
Wyoming	270.3	0.68	264.5	0.21	-5.8	0.71	p<.001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12i. State and adjusted national differences between mean reading scale scores of eighth grade students identified and not identified for services under IDEA, and difference between the two, by state (2007)

	(1) State difference between children not identified and children identified	(2) Standard error	(3) Adjusted national difference between children not identified and children identified	(3) Standard error of adjusted national difference	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(7) BH significance
National	38.3	0.58						
Alabama	54.6	2.95	38.0	0.58	-16.6	3.00	$p < .001$	Y
Alaska	38.3	2.75	38.3	0.58	0.0	2.81	0.992	
Arizona	39.4	4.08	38.2	0.58	-1.2	4.13	0.780	
Arkansas	43.3	3.73	38.2	0.58	-5.1	3.77	0.175	
California	44.0	2.27	37.4	0.57	-6.6	2.34	0.005	
Colorado	33.6	2.95	38.3	0.58	4.7	3.01	0.115	
Connecticut	39.5	3.39	38.3	0.58	-1.2	3.44	0.722	
Delaware	28.9	2.28	38.3	0.58	9.3	2.35	$p < .001$	Y
District of Columbia	33.0	4.30	38.3	0.58	5.3	4.34	0.220	
DoDEA	37.7	4.53	38.3	0.58	0.5	4.56	0.905	
Florida	35.7	2.69	38.4	0.59	2.7	2.75	0.326	
Georgia	29.2	2.95	38.6	0.59	9.4	3.00	0.002	Y
Hawaii	48.0	3.16	38.2	0.58	-9.8	3.22	0.002	Y
Idaho	42.5	3.40	38.2	0.58	-4.3	3.45	0.214	
Illinois	38.9	2.80	38.2	0.59	-0.7	2.86	0.807	
Indiana	38.7	2.49	38.3	0.59	-0.4	2.56	0.861	
Iowa	46.0	2.68	38.2	0.58	-7.8	2.75	0.005	
Kansas	39.1	2.77	38.3	0.58	-0.9	2.83	0.755	
Kentucky	34.4	3.00	38.3	0.58	3.9	3.06	0.204	
Louisiana	36.2	2.76	38.3	0.58	2.1	2.82	0.457	
Maine	33.4	2.47	38.3	0.58	4.9	2.53	0.053	
Maryland	31.6	3.35	38.4	0.58	6.8	3.40	0.045	
Massachusetts	31.8	2.60	38.4	0.59	6.6	2.67	0.014	Y
Michigan	40.9	3.38	38.2	0.59	-2.7	3.43	0.426	
Minnesota	38.5	2.90	38.3	0.58	-0.2	2.96	0.948	
Mississippi	48.3	4.22	38.2	0.58	-10.1	4.26	0.018	
Missouri	43.1	3.01	38.2	0.59	-4.9	3.06	0.108	
Montana	39.6	2.45	38.3	0.58	-1.3	2.52	0.594	
Nebraska	38.8	2.84	38.3	0.58	-0.5	2.90	0.851	
Nevada	36.6	3.90	38.3	0.58	1.6	3.94	0.679	
New Hampshire	30.1	2.29	38.3	0.58	8.2	2.36	0.001	Y
New Jersey	37.5	2.83	38.3	0.59	0.8	2.89	0.782	
New Mexico	34.9	3.71	38.3	0.58	3.4	3.75	0.363	
New York	37.2	2.84	38.3	0.59	1.1	2.90	0.693	
North Carolina	37.9	3.53	38.3	0.58	0.4	3.58	0.919	
North Dakota	29.5	2.52	38.3	0.58	8.8	2.58	0.001	Y
Ohio	36.5	3.26	38.3	0.59	1.9	3.32	0.570	
Oklahoma	43.0	2.46	38.2	0.58	-4.8	2.53	0.060	
Oregon	38.4	2.81	38.3	0.58	-0.1	2.87	0.958	
Pennsylvania	38.5	2.96	38.3	0.59	-0.3	3.02	0.924	
Rhode Island	34.5	2.36	38.3	0.58	3.7	2.43	0.123	
South Carolina	41.6	3.66	38.2	0.58	-3.3	3.71	0.369	
South Dakota	42.0	3.78	38.3	0.58	-3.8	3.82	0.321	
Tennessee	32.6	5.92	38.4	0.58	5.8	5.95	0.332	
Texas	38.1	2.58	38.3	0.58	0.2	2.64	0.951	
Utah	49.3	3.78	38.2	0.58	-11.1	3.82	0.004	Y
Vermont	29.3	2.58	38.3	0.58	9.0	2.64	0.001	Y
Virginia	33.9	3.08	38.4	0.59	4.5	3.14	0.155	
Washington	44.6	3.37	38.1	0.59	-6.5	3.42	0.059	
West Virginia	52.1	2.48	38.2	0.58	-13.9	2.55	$p < .001$	Y
Wisconsin	48.1	3.28	38.1	0.58	-10.0	3.33	0.003	Y
Wyoming	38.2	2.91	38.3	0.58	0.1	2.96	0.982	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.12j. Mean reading scale scores of eighth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

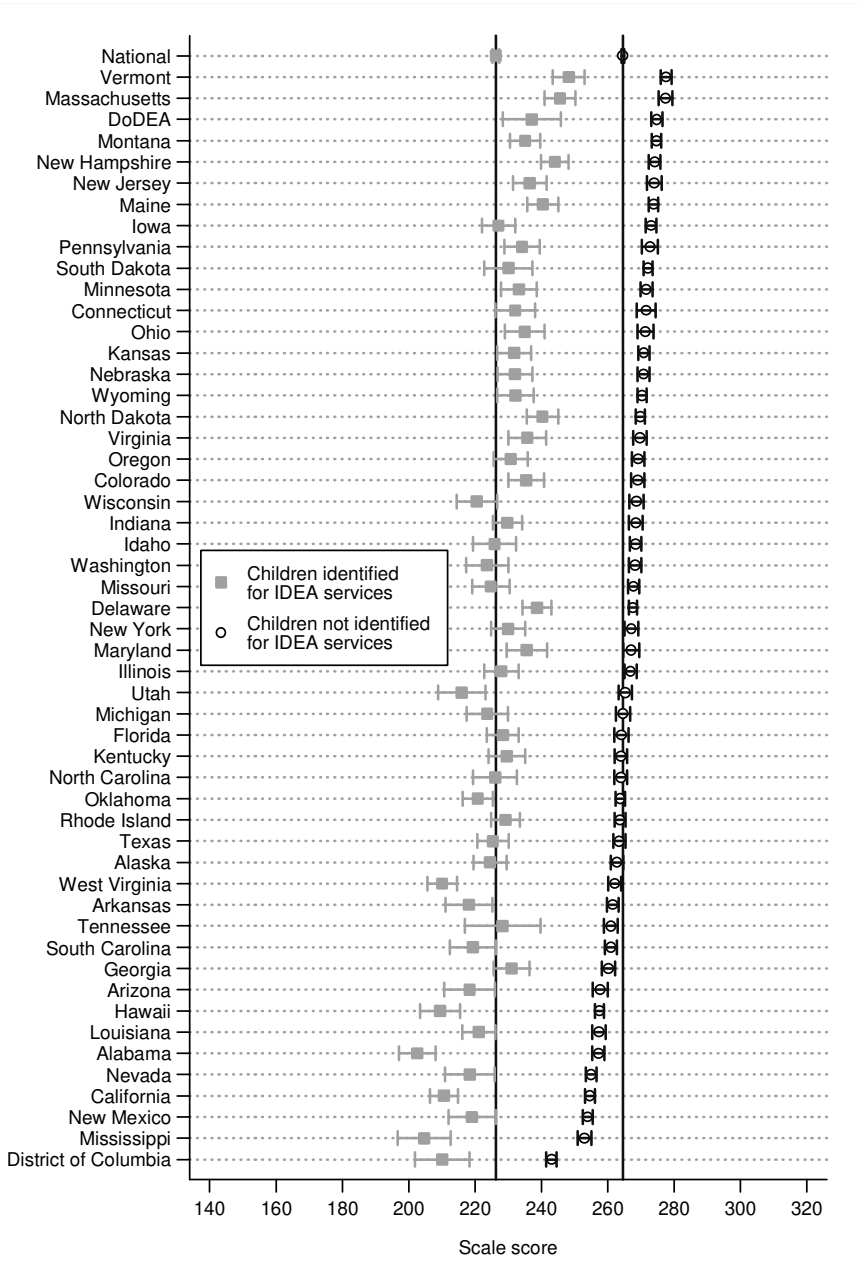


Exhibit reads: The mean reading scale score of eighth-grade students identified for services under IDEA in Vermont was 248 in 2007.

NOTE: States are ordered by the mean scores of students identified for IDEA services. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13a. Mean mathematics scale scores of fourth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	214.2	0.40	21,058	218.5	0.41	18,579	220.3	0.39	21,571
Alabama	191.7	2.15	362	195.4	2.37	260	196.7	2.52	350
Alaska	211.9	1.99	428	218.0	1.75	392	215.8	1.96	450
Arizona	210.2	2.35	373	207.3	2.64	270	208.6	2.68	342
Arkansas	201.9	2.08	402	208.5	2.42	319	216.4	2.59	288
California	207.9	1.95	705	208.5	1.47	896	205.5	2.13	856
Colorado	208.7	1.91	390	217.3	2.57	280	214.3	2.35	374
Connecticut	219.2	2.07	336	220.2	2.19	308	216.3	1.96	363
Delaware	214.6	1.68	337	222.3	1.82	243	226.7	1.33	420
District of Columbia	177.4	2.34	288	187.5	2.40	264	187.7	2.45	189
DoDEA	217.0	1.26	374	214.6	1.90	225	218.3	1.77	330
Florida	213.6	2.08	600	227.1	1.83	720	222.9	1.52	741
Georgia	208.5	2.06	601	217.6	1.87	528	218.7	2.10	490
Hawaii	196.5	1.94	373	198.2	2.31	280	196.5	2.31	350
Idaho	208.2	1.90	380	215.0	1.77	290	215.6	1.98	333
Illinois	214.7	2.20	688	217.7	1.86	516	221.4	2.56	561
Indiana	220.6	1.99	450	219.6	1.80	392	228.1	1.98	462
Iowa	213.0	1.34	435	216.3	1.63	416	219.3	2.05	372
Kansas	219.0	1.85	372	226.5	1.82	374	225.6	2.15	300
Kentucky	208.4	2.34	392	214.7	1.95	348	223.4	1.82	442
Louisiana	208.2	1.99	541	212.8	1.40	560	213.1	1.57	465
Maine	215.3	1.55	418	221.7	1.62	432	226.4	1.61	465
Maryland	214.6	2.07	362	219.0	2.68	280	222.4	2.03	333
Massachusetts	223.9	1.34	747	229.9	1.31	615	237.6	1.40	585
Michigan	219.1	2.93	276	221.9	2.38	297	217.1	2.82	350
Minnesota	219.8	1.64	401	227.9	2.14	297	225.5	2.17	444
Mississippi	212.4	2.80	172	210.2	1.82	224	217.3	2.48	306
Missouri	221.5	1.69	435	222.4	2.01	406	225.2	1.87	363
Montana	212.0	1.58	356	220.0	1.91	280	222.7	1.94	310
Nebraska	220.4	1.76	397	221.4	1.32	512	220.3	2.15	420
Nevada	206.5	2.34	349	212.0	2.36	300	220.6	2.94	473
New Hampshire	222.1	1.59	533	226.8	1.63	486	230.3	1.32	544
New Jersey	212.3	2.08	456	218.2	2.07	377	229.1	2.25	408
New Mexico	206.9	2.15	457	204.7	1.76	377	208.2	2.22	330
New York	215.2	1.63	459	214.9	1.35	624	220.4	1.75	611
North Carolina	230.4	1.60	718	226.2	1.60	546	224.2	1.55	754
North Dakota	215.4	1.80	437	227.0	1.86	299	232.2	1.53	330
Ohio	214.0	1.98	404	222.5	2.77	333	227.0	1.92	462
Oklahoma	209.1	2.09	466	212.1	1.90	348	216.7	2.16	340
Oregon	218.2	1.67	485	221.8	2.00	308	215.6	1.85	468
Pennsylvania	209.5	2.08	392	215.7	2.36	468	223.1	1.67	504
Rhode Island	210.0	1.66	596	214.6	1.69	504	216.5	1.82	561
South Carolina	220.5	2.07	405	220.4	2.03	300	214.2	2.32	432
South Dakota	219.4	1.35	442	225.3	1.54	392	224.7	2.27	448
Tennessee	205.8	3.11	409	206.7	2.37	240	218.7	3.37	280
Texas	223.6	2.01	491	227.1	1.55	728	227.6	1.97	792
Utah	212.9	1.78	384	219.4	1.88	330	215.0	2.00	380
Vermont	221.2	1.84	386	224.1	1.61	273	220.6	1.40	392
Virginia	220.1	2.35	337	223.8	2.20	319	231.0	1.67	418
Washington	213.8	1.27	468	219.0	2.02	319	219.8	2.31	507
West Virginia	208.0	1.98	348	215.0	1.71	476	221.5	1.63	512
Wisconsin	211.1	1.91	391	220.7	2.28	324	223.2	2.01	396
Wyoming	220.7	1.59	394	218.7	1.66	252	223.8	1.41	364

NOTE: DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13b. Change in mean mathematics scale scores for fourth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	4.3	0.57	*p*<.001	Y	1.8	0.56	0.001	Y	6.1	0.56	*p*<.001	Y
Alabama	3.8	3.21	0.242		1.3	3.46	0.714		5.0	3.32	0.130	
Alaska	6.1	2.65	0.022		-2.2	2.63	0.405		3.9	2.80	0.162	
Arizona	-2.8	3.53	0.425		1.2	3.76	0.742		-1.6	3.56	0.658	
Arkansas	6.6	3.19	0.039		8.0	3.54	0.025		14.6	3.32	*p*<.001	Y
California	0.6	2.44	0.809		-3.0	2.59	0.243		-2.4	2.89	0.400	
Colorado	8.6	3.20	0.008	Y	-3.0	3.48	0.393		5.6	3.03	0.065	
Connecticut	1.0	3.01	0.735		-3.9	2.94	0.188		-2.8	2.85	0.318	
Delaware	7.7	2.48	0.002	Y	4.4	2.26	0.050		12.1	2.14	*p*<.001	Y
District of Columbia	10.2	3.35	0.002	Y	0.1	3.43	0.965		10.3	3.39	0.002	Y
DoDEA	-2.3	2.28	0.309		3.6	2.60	0.165		1.3	2.17	0.551	
Florida	13.5	2.77	*p*<.001	Y	-4.2	2.38	0.081		9.3	2.58	*p*<.001	Y
Georgia	9.1	2.78	0.001	Y	1.1	2.81	0.690		10.2	2.94	0.001	Y
Hawaii	1.7	3.01	0.575		-1.7	3.27	0.606		0.0	3.02	0.999	
Idaho	6.8	2.60	0.009	Y	0.5	2.66	0.840		7.4	2.75	0.007	Y
Illinois	3.0	2.88	0.305		3.7	3.17	0.240		6.7	3.38	0.048	
Indiana	-1.0	2.68	0.706		8.5	2.67	0.001	Y	7.5	2.81	0.008	Y
Iowa	3.3	2.12	0.119		3.0	2.62	0.248		6.3	2.45	0.010	Y
Kansas	7.5	2.60	0.004	Y	-0.9	2.82	0.759		6.6	2.84	0.020	Y
Kentucky	6.3	3.05	0.038		8.7	2.67	0.001	Y	15.0	2.96	*p*<.001	Y
Louisiana	4.6	2.44	0.058		0.3	2.10	0.902		4.9	2.53	0.054	
Maine	6.4	2.25	0.004	Y	4.7	2.28	0.038		11.2	2.24	*p*<.001	Y
Maryland	4.4	3.39	0.195		3.3	3.36	0.320		7.7	2.90	0.008	Y
Massachusetts	6.0	1.87	0.001	Y	7.7	1.92	*p*<.001	Y	13.6	1.94	*p*<.001	Y
Michigan	2.8	3.78	0.453		-4.8	3.69	0.198		-1.9	4.07	0.637	
Minnesota	8.0	2.69	0.003	Y	-2.4	3.05	0.435		5.7	2.72	0.038	
Mississippi	-2.2	3.34	0.516		7.1	3.07	0.021		4.9	3.74	0.190	
Missouri	0.9	2.63	0.738		2.8	2.75	0.305		3.7	2.52	0.143	
Montana	8.0	2.48	0.001	Y	2.7	2.72	0.328		10.7	2.50	*p*<.001	Y
Nebraska	1.0	2.20	0.639		-1.1	2.52	0.654		-0.1	2.78	0.972	
Nevada	5.5	3.32	0.096		8.6	3.77	0.022		14.1	3.76	*p*<.001	Y
New Hampshire	4.7	2.28	0.039		3.5	2.10	0.100		8.2	2.07	*p*<.001	Y
New Jersey	6.0	2.94	0.042		10.9	3.06	*p*<.001	Y	16.9	3.07	*p*<.001	Y
New Mexico	-2.2	2.77	0.429		3.5	2.83	0.211		1.3	3.08	0.662	
New York	-0.2	2.12	0.912		5.5	2.21	0.013	Y	5.2	2.39	0.029	
North Carolina	-4.2	2.27	0.067		-2.0	2.23	0.359		-6.2	2.23	0.005	Y
North Dakota	11.6	2.59	*p*<.001	Y	5.2	2.41	0.031		16.8	2.36	*p*<.001	Y
Ohio	8.5	3.40	0.012	Y	4.5	3.37	0.178		13.1	2.76	*p*<.001	Y
Oklahoma	3.0	2.82	0.289		4.6	2.87	0.110		7.6	3.00	0.012	Y
Oregon	3.5	2.60	0.174		-6.2	2.72	0.024		-2.6	2.49	0.290	
Pennsylvania	6.2	3.15	0.047		7.4	2.90	0.011	Y	13.6	2.67	*p*<.001	Y
Rhode Island	4.6	2.37	0.054		1.9	2.48	0.441		6.5	2.46	0.008	Y
South Carolina	-0.1	2.90	0.976		-6.2	3.09	0.045		-6.3	3.11	0.043	
South Dakota	5.9	2.05	0.004	Y	-0.6	2.74	0.814		5.3	2.64	0.046	
Tennessee	0.9	3.91	0.827		12.0	4.12	0.004	Y	12.9	4.59	0.005	Y
Texas	3.5	2.53	0.167		0.5	2.50	0.842		4.0	2.81	0.154	
Utah	6.5	2.59	0.012	Y	-4.4	2.75	0.109		2.1	2.68	0.438	
Vermont	3.0	2.44	0.227		-3.6	2.14	0.093		-0.6	2.31	0.785	
Virginia	3.7	3.22	0.256		7.3	2.77	0.009	Y	10.9	2.88	*p*<.001	Y
Washington	5.2	2.39	0.030		0.8	3.06	0.806		5.9	2.64	0.024	
West Virginia	7.0	2.61	0.007	Y	6.5	2.36	0.006	Y	13.5	2.56	*p*<.001	Y
Wisconsin	9.6	2.97	0.001	Y	2.5	3.04	0.415		12.1	2.77	*p*<.001	Y
Wyoming	-2.0	2.30	0.394		5.1	2.18	0.020	Y	3.1	2.13	0.143	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13c. Mean mathematics scale scores of fourth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	236.5	0.23	170,381	239.6	0.17	150,321	241.5	0.17	174,529
Alabama	226.8	1.23	3,255	228.5	0.87	2,340	232.1	1.18	3,150
Alaska	236.9	0.85	2,427	238.5	1.08	2,408	241.1	1.01	2,550
Arizona	230.8	1.09	3,776	232.0	1.12	2,730	234.3	1.00	3,458
Arkansas	233.0	1.02	2,949	238.9	0.87	2,581	240.0	1.10	2,912
California	229.4	0.94	8,110	232.3	0.58	10,304	232.2	0.72	9,844
Colorado	238.4	0.98	3,155	241.7	0.98	2,520	243.4	0.98	3,026
Connecticut	243.0	0.79	3,023	244.9	0.82	2,492	246.2	1.10	2,937
Delaware	238.3	0.51	3,035	241.6	0.50	2,457	244.0	0.43	3,080
District of Columbia	208.0	0.62	2,595	214.2	0.71	2,136	216.4	0.77	1,911
DoDEA	239.1	0.38	3,777	241.2	0.48	2,275	242.6	0.44	2,970
Florida	237.8	0.98	3,151	241.3	0.71	3,780	244.9	0.76	4,959
Georgia	233.0	0.99	4,863	235.9	1.02	3,872	237.1	0.84	4,410
Hawaii	230.2	0.91	3,360	233.6	0.83	2,520	238.4	0.84	3,150
Idaho	238.2	0.65	3,079	244.7	0.73	2,610	243.5	0.75	3,367
Illinois	235.6	1.05	4,604	235.2	1.07	3,784	239.4	0.98	4,539
Indiana	240.5	0.86	3,296	243.4	0.91	2,408	248.1	0.87	2,838
Iowa	242.4	0.70	2,909	243.4	0.78	2,784	246.0	0.83	2,728
Kansas	244.9	1.05	2,725	248.3	1.00	3,026	250.5	0.92	2,700
Kentucky	231.2	1.02	3,175	233.8	0.86	2,552	236.8	0.92	2,958
Louisiana	230.3	1.19	2,467	234.7	0.90	2,240	233.2	1.01	2,635
Maine	241.5	0.69	2,571	244.4	0.84	2,268	245.3	0.86	2,635
Maryland	235.3	1.30	3,262	240.8	0.97	2,520	242.2	0.96	3,367
Massachusetts	245.2	0.76	3,924	250.5	0.86	3,485	254.8	0.89	3,915
Michigan	237.0	0.97	3,665	239.7	1.22	2,403	240.0	1.24	3,150
Minnesota	244.9	0.93	3,248	248.0	1.01	2,403	249.9	0.97	3,256
Mississippi	223.4	1.07	3,274	228.3	0.94	2,576	228.7	0.95	3,094
Missouri	236.7	1.01	3,193	237.1	0.91	2,494	241.3	0.93	2,937
Montana	239.0	0.79	2,613	242.8	0.78	2,520	246.1	0.72	2,790
Nebraska	238.9	0.89	2,440	240.8	0.93	2,688	241.1	1.11	2,580
Nevada	230.1	0.75	3,139	231.9	0.77	2,700	233.2	0.90	3,827
New Hampshire	247.1	0.86	2,796	249.8	0.76	2,214	252.3	0.76	2,856
New Jersey	242.8	1.12	3,055	247.9	1.11	2,523	251.4	1.04	2,992
New Mexico	225.5	1.10	2,589	226.9	0.90	2,523	230.4	0.92	2,970
New York	238.5	0.93	4,127	241.6	0.86	4,576	246.0	0.87	4,089
North Carolina	244.0	0.80	4,410	243.5	0.90	3,654	244.3	0.77	5,046
North Dakota	241.1	0.62	2,686	245.2	0.64	2,001	247.2	0.52	2,670
Ohio	240.0	1.00	4,652	244.1	0.99	3,367	246.7	1.11	3,738
Oklahoma	232.4	0.94	2,860	237.2	1.00	2,552	239.1	0.74	3,060
Oregon	239.2	0.98	2,978	240.6	0.81	2,492	239.2	1.01	3,132
Pennsylvania	239.3	1.07	3,168	244.6	1.10	3,132	247.5	0.75	3,096
Rhode Island	235.0	1.08	2,717	237.7	0.89	2,296	240.0	0.81	2,739
South Carolina	237.8	0.95	3,274	240.4	0.87	2,700	240.2	0.78	3,168
South Dakota	240.0	0.74	2,955	244.4	0.53	2,408	243.9	0.64	2,752
Tennessee	230.5	1.00	3,308	234.1	1.19	2,760	234.1	0.88	3,220
Texas	238.6	0.92	5,648	243.5	0.58	8,372	243.7	0.67	9,108
Utah	237.3	0.78	3,457	241.2	0.79	2,670	242.2	0.93	3,420
Vermont	245.3	0.77	2,584	246.5	0.56	1,827	250.8	0.59	2,408
Virginia	241.0	1.10	3,404	242.8	0.91	2,581	245.1	0.90	3,382
Washington	241.6	1.00	3,429	244.5	0.88	2,581	246.0	0.98	3,393
West Virginia	234.0	0.83	2,549	234.2	0.76	2,324	239.1	0.78	2,688
Wisconsin	240.3	0.77	2,867	243.3	0.82	2,376	247.2	0.82	2,904
Wyoming	244.4	0.58	2,419	246.9	0.61	1,548	247.0	0.49	2,436

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13d Change in mean mathematics scale scores for fourth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	3.1	0.29	*p*<.001	Y	1.9	0.24	*p*<.001	Y	5.0	0.29	*p*<.001	Y
Alabama	1.8	1.50	0.243		3.6	1.47	0.015	Y	5.3	1.70	0.002	Y
Alaska	1.6	1.38	0.259		2.6	1.48	0.079		4.2	1.32	0.002	Y
Arizona	1.2	1.56	0.436		2.3	1.51	0.127		3.5	1.48	0.018	Y
Arkansas	5.9	1.34	*p*<.001	Y	1.1	1.40	0.448		7.0	1.51	*p*<.001	Y
California	2.9	1.10	0.009	Y	0.0	0.92	0.990		2.9	1.18	0.015	Y
Colorado	3.4	1.38	0.015	Y	1.6	1.38	0.241		5.0	1.38	*p*<.001	Y
Connecticut	1.9	1.13	0.095		1.3	1.37	0.328		3.2	1.35	0.017	Y
Delaware	3.3	0.71	*p*<.001	Y	2.4	0.66	*p*<.001	Y	5.7	0.66	*p*<.001	Y
District of Columbia	6.2	0.95	*p*<.001	Y	2.2	1.05	0.035		8.4	0.99	*p*<.001	Y
DoDEA	2.1	0.61	0.001	Y	1.4	0.65	0.033		3.5	0.58	*p*<.001	Y
Florida	3.5	1.21	0.004	Y	3.7	1.04	*p*<.001	Y	7.1	1.24	*p*<.001	Y
Georgia	2.9	1.42	0.041		1.2	1.32	0.361		4.1	1.30	0.002	Y
Hawaii	3.5	1.23	0.005	Y	4.7	1.19	p<.001	Y	8.2	1.24	*p*<.001	Y
Idaho	6.5	0.98	*p*<.001	Y	-1.2	1.05	0.239		5.3	0.99	*p*<.001	Y
Illinois	-0.5	1.50	0.752		4.3	1.45	0.003	Y	3.8	1.44	0.008	Y
Indiana	2.9	1.25	0.021		4.8	1.26	*p*<.001	Y	7.6	1.22	*p*<.001	Y
Iowa	1.0	1.05	0.330		2.6	1.14	0.022		3.6	1.09	0.001	Y
Kansas	3.4	1.44	0.018	Y	2.2	1.35	0.106		5.6	1.39	*p*<.001	Y
Kentucky	2.6	1.34	0.052		3.0	1.26	0.016	Y	5.6	1.38	*p*<.001	Y
Louisiana	4.4	1.49	0.003	Y	-1.5	1.36	0.271		2.9	1.56	0.062	
Maine	2.9	1.09	0.008	Y	0.9	1.20	0.471		3.7	1.10	0.001	Y
Maryland	5.5	1.62	0.001	Y	1.4	1.36	0.315		6.9	1.62	*p*<.001	Y
Massachusetts	5.3	1.14	*p*<.001	Y	4.3	1.24	*p*<.001	Y	9.6	1.17	*p*<.001	Y
Michigan	2.7	1.56	0.088		0.3	1.74	0.860		3.0	1.57	0.059	
Minnesota	3.2	1.38	0.021		1.8	1.40	0.193		5.0	1.35	*p*<.001	Y
Mississippi	4.9	1.42	0.001	Y	0.4	1.33	0.756		5.3	1.43	*p*<.001	Y
Missouri	0.3	1.35	0.815		4.2	1.30	0.001	Y	4.6	1.37	0.001	Y
Montana	3.8	1.11	0.001	Y	3.3	1.06	0.002	Y	7.0	1.07	*p*<.001	Y
Nebraska	1.9	1.29	0.138		0.3	1.45	0.820		2.2	1.42	0.115	
Nevada	1.8	1.08	0.094		1.3	1.18	0.258		3.1	1.17	0.007	Y
New Hampshire	2.7	1.15	0.019	Y	2.4	1.08	0.023		5.1	1.15	*p*<.001	Y
New Jersey	5.2	1.58	0.001	Y	3.5	1.53	0.023		8.6	1.53	*p*<.001	Y
New Mexico	1.4	1.42	0.314		3.5	1.28	0.006	Y	5.0	1.44	0.001	Y
New York	3.1	1.26	0.015	Y	4.4	1.22	*p*<.001	Y	7.4	1.27	*p*<.001	Y
North Carolina	-0.4	1.20	0.717		0.8	1.19	0.504		0.4	1.11	0.749	
North Dakota	4.1	0.89	*p*<.001	Y	2.0	0.83	0.017	Y	6.1	0.80	*p*<.001	Y
Ohio	4.1	1.40	0.004	Y	2.6	1.48	0.077		6.7	1.49	*p*<.001	Y
Oklahoma	4.8	1.37	*p*<.001	Y	1.9	1.25	0.131		6.7	1.20	*p*<.001	Y
Oregon	1.4	1.27	0.267		-1.5	1.29	0.254		-0.1	1.41	0.965	
Pennsylvania	5.2	1.54	0.001	Y	3.0	1.33	0.026		8.2	1.30	*p*<.001	Y
Rhode Island	2.7	1.40	0.053		2.3	1.20	0.056		5.0	1.35	*p*<.001	Y
South Carolina	2.7	1.29	0.039		-0.2	1.17	0.839		2.4	1.23	0.048	
South Dakota	4.3	0.90	*p*<.001	Y	-0.5	0.83	0.578		3.9	0.97	*p*<.001	Y
Tennessee	3.6	1.55	0.020	Y	0.0	1.49	0.994		3.6	1.33	0.007	Y
Texas	4.9	1.09	*p*<.001	Y	0.2	0.89	0.834		5.1	1.13	*p*<.001	Y
Utah	3.9	1.11	*p*<.001	Y	1.0	1.22	0.416		4.9	1.21	*p*<.001	Y
Vermont	1.2	0.96	0.194		4.3	0.82	*p*<.001	Y	5.5	0.97	*p*<.001	Y
Virginia	1.8	1.43	0.222		2.4	1.29	0.064		4.1	1.43	0.004	Y
Washington	2.9	1.34	0.028		1.4	1.32	0.274		4.4	1.41	0.002	Y
West Virginia	0.2	1.13	0.872		4.9	1.09	*p*<.001	Y	5.1	1.13	*p*<.001	Y
Wisconsin	3.1	1.12	0.006	Y	3.9	1.16	0.001	Y	7.0	1.13	*p*<.001	Y
Wyoming	2.5	0.84	0.003	Y	0.2	0.79	0.835		2.6	0.76	0.001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13e. Difference in mean mathematics scale scores between fourth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003		2005		2007	
	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error
National	22.3	0.47	21.1	0.44	21.2	0.43
Alabama	35.1	2.48	33.1	2.53	35.4	2.79
Alaska	25.1	2.17	20.5	2.06	25.3	2.20
Arizona	20.7	2.59	24.7	2.86	25.8	2.86
Arkansas	31.1	2.32	30.4	2.57	23.5	2.81
California	21.5	2.17	23.7	1.58	26.8	2.25
Colorado	29.7	2.15	24.5	2.75	29.1	2.54
Connecticut	23.8	2.21	24.7	2.34	29.9	2.25
Delaware	23.8	1.75	19.3	1.89	17.3	1.40
District of Columbia	30.7	2.42	26.7	2.50	28.8	2.56
DoDEA	22.2	1.31	26.6	1.96	24.4	1.83
Florida	24.2	2.30	14.2	1.96	22.0	1.70
Georgia	24.5	2.28	18.3	2.13	18.4	2.26
Hawaii	33.6	2.14	35.4	2.45	41.8	2.46
Idaho	30.0	2.01	29.7	1.92	27.9	2.12
Illinois	20.9	2.44	17.5	2.14	18.0	2.74
Indiana	19.9	2.17	23.8	2.01	20.1	2.16
Iowa	29.4	1.52	27.1	1.81	26.7	2.21
Kansas	25.9	2.13	21.9	2.07	24.9	2.34
Kentucky	22.8	2.55	19.1	2.13	13.5	2.04
Louisiana	22.1	2.32	21.9	1.66	20.1	1.87
Maine	26.3	1.70	22.7	1.82	18.8	1.82
Maryland	20.6	2.45	21.8	2.85	19.8	2.25
Massachusetts	21.3	1.54	20.6	1.56	17.3	1.66
Michigan	18.0	3.09	17.8	2.68	22.9	3.08
Minnesota	25.0	1.89	20.2	2.37	24.4	2.38
Mississippi	11.0	3.00	18.1	2.05	11.4	2.65
Missouri	15.2	1.97	14.6	2.21	16.1	2.09
Montana	27.0	1.77	22.8	2.06	23.4	2.07
Nebraska	18.5	1.98	19.4	1.61	20.8	2.42
Nevada	23.6	2.46	19.9	2.48	12.6	3.07
New Hampshire	25.0	1.81	23.0	1.80	22.0	1.52
New Jersey	30.5	2.37	29.7	2.35	22.3	2.48
New Mexico	18.6	2.41	22.2	1.97	22.2	2.40
New York	23.4	1.88	26.7	1.60	25.6	1.96
North Carolina	13.6	1.79	17.3	1.84	20.2	1.73
North Dakota	25.8	1.90	18.2	1.97	15.0	1.62
Ohio	26.1	2.21	21.6	2.94	19.7	2.22
Oklahoma	23.3	2.29	25.1	2.14	22.4	2.28
Oregon	21.0	1.93	18.9	2.15	23.6	2.11
Pennsylvania	29.8	2.34	28.8	2.61	24.4	1.83
Rhode Island	25.0	1.98	23.1	1.91	23.5	1.99
South Carolina	17.2	2.28	20.0	2.21	25.9	2.45
South Dakota	20.6	1.54	19.0	1.63	19.2	2.36
Tennessee	24.6	3.26	27.4	2.65	15.4	3.48
Texas	15.0	2.21	16.4	1.65	16.1	2.08
Utah	24.4	1.94	21.8	2.04	27.2	2.21
Vermont	24.1	1.99	22.3	1.70	30.2	1.52
Virginia	20.9	2.60	19.0	2.38	14.1	1.90
Washington	27.8	1.62	25.5	2.20	26.2	2.51
West Virginia	26.0	2.14	19.2	1.87	17.6	1.80
Wisconsin	29.2	2.06	22.6	2.42	24.0	2.17
Wyoming	23.7	1.70	28.1	1.77	23.2	1.49

NOTE: DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13f. Change in difference in mean mathematics scale scores between fourth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance
National	-1.2	0.64	0.060		0.1	0.61	0.879		-1.1	0.63	0.078	
Alabama	-2.0	3.54	0.572		2.3	3.76	0.540		0.3	3.73	0.934	
Alaska	-4.5	2.99	0.129		4.8	3.02	0.112		0.2	3.09	0.937	
Arizona	4.0	3.86	0.296		1.1	4.05	0.794		5.1	3.86	0.187	
Arkansas	-0.7	3.47	0.845		-6.9	3.81	0.070		-7.6	3.65	0.038	
California	2.3	2.68	0.393		3.0	2.75	0.273		5.3	3.12	0.090	
Colorado	-5.2	3.49	0.136		4.6	3.74	0.220		-0.6	3.33	0.854	
Connecticut	0.9	3.22	0.786		5.2	3.24	0.108		6.1	3.15	0.054	
Delaware	-4.5	2.58	0.084		-2.0	2.35	0.390		-6.5	2.24	0.004	Y
District of Columbia	-4.0	3.48	0.254		2.1	3.58	0.564		-1.9	3.53	0.589	
DoDEA	4.4	2.36	0.061		-2.2	2.68	0.407		2.2	2.25	0.329	
Florida	-10.0	3.03	0.001	Y	7.8	2.60	0.003	Y	-2.2	2.86	0.444	
Georgia	-6.2	3.12	0.048		0.1	3.11	0.978		-6.1	3.21	0.058	
Hawaii	1.8	3.25	0.587		6.4	3.47	0.064		8.2	3.26	0.012	Y
Idaho	-0.3	2.78	0.911		-1.8	2.86	0.535		-2.1	2.92	0.476	
Illinois	-3.4	3.25	0.291		0.5	3.48	0.876		-2.9	3.67	0.432	
Indiana	3.9	2.96	0.189		-3.7	2.95	0.206		0.1	3.06	0.962	
Iowa	-2.3	2.36	0.335		-0.4	2.86	0.886		-2.7	2.68	0.316	
Kansas	-4.0	2.97	0.173		3.1	3.13	0.329		-1.0	3.16	0.753	
Kentucky	-3.7	3.33	0.261		-5.6	2.95	0.056		-9.4	3.27	0.004	Y
Louisiana	-0.2	2.86	0.941		-1.8	2.50	0.484		-2.0	2.98	0.510	
Maine	-3.6	2.49	0.153		-3.9	2.58	0.134		-7.4	2.49	0.003	Y
Maryland	1.1	3.75	0.763		-2.0	3.63	0.586		-0.8	3.32	0.800	
Massachusetts	-0.7	2.19	0.751		-3.3	2.28	0.144		-4.0	2.26	0.075	
Michigan	-0.2	4.09	0.966		5.1	4.08	0.215		4.9	4.36	0.262	
Minnesota	-4.8	3.03	0.109		4.2	3.35	0.210		-0.6	3.04	0.833	
Mississippi	7.0	3.63	0.053		-6.7	3.35	0.047		0.4	4.00	0.927	
Missouri	-0.6	2.96	0.849		1.4	3.04	0.638		0.9	2.87	0.763	
Montana	-4.2	2.71	0.121		0.6	2.92	0.839		-3.6	2.72	0.183	
Nebraska	0.9	2.55	0.731		1.5	2.91	0.616		2.3	3.12	0.455	
Nevada	-3.7	3.49	0.286		-7.3	3.95	0.066		-11.0	3.94	0.005	Y
New Hampshire	-2.0	2.55	0.427		-1.0	2.36	0.668		-3.0	2.37	0.199	
New Jersey	-0.8	3.34	0.806		-7.4	3.42	0.030		-8.2	3.43	0.016	Y
New Mexico	3.6	3.12	0.245		0.0	3.11	0.999		3.6	3.40	0.287	
New York	3.3	2.47	0.181		-1.1	2.53	0.666		2.2	2.71	0.415	
North Carolina	3.7	2.57	0.147		2.8	2.53	0.262		6.6	2.49	0.009	Y
North Dakota	-7.5	2.74	0.006	Y	-3.2	2.55	0.205		-10.8	2.50	p<.001	Y
Ohio	-4.5	3.68	0.225		-1.9	3.68	0.603		-6.4	3.13	0.042	
Oklahoma	1.8	3.14	0.565		-2.7	3.13	0.387		-0.9	3.23	0.779	
Oregon	-2.1	2.89	0.463		4.7	3.01	0.119		2.6	2.86	0.369	
Pennsylvania	-1.0	3.50	0.773		-4.4	3.19	0.164		-5.4	2.97	0.067	
Rhode Island	-1.9	2.75	0.499		0.4	2.76	0.891		-1.5	2.81	0.598	
South Carolina	2.8	3.18	0.385		6.0	3.30	0.071		8.7	3.34	0.009	Y
South Dakota	-1.6	2.24	0.479		0.2	2.87	0.949		-1.4	2.82	0.618	
Tennessee	2.8	4.21	0.511		-12.0	4.38	0.006	Y	-9.3	4.77	0.053	
Texas	1.4	2.76	0.612		-0.3	2.65	0.906		1.1	3.03	0.721	
Utah	-2.6	2.82	0.351		5.4	3.01	0.073		2.8	2.94	0.345	
Vermont	-1.7	2.62	0.515		7.9	2.29	0.001	Y	6.2	2.51	0.014	Y
Virginia	-1.9	3.52	0.589		-4.9	3.05	0.110		-6.8	3.22	0.035	
Washington	-2.2	2.74	0.414		0.7	3.34	0.836		-1.5	2.99	0.606	
West Virginia	-6.8	2.84	0.016	Y	-1.6	2.60	0.540		-8.4	2.80	0.003	Y
Wisconsin	-6.6	3.18	0.039		1.4	3.25	0.667		-5.2	2.99	0.085	
Wyoming	4.4	2.45	0.070		-4.9	2.31	0.034		-0.5	2.26	0.835	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13g. State mean mathematics scale score, adjusted national mean mathematics scale score, and difference between the two for fourth-grade students identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(6) BH significance
National	220.3	0.39						
Alabama	196.7	2.52	220.6	0.40	23.9	2.55	*p*<.001	Y
Alaska	215.8	1.96	220.3	0.39	4.5	2.00	0.025	
Arizona	208.6	2.68	220.5	0.40	11.9	2.71	*p*<.001	Y
Arkansas	216.4	2.59	220.3	0.39	3.9	2.62	0.141	
California	205.5	2.13	222.5	0.32	17.0	2.16	*p*<.001	Y
Colorado	214.3	2.35	220.4	0.40	6.1	2.38	0.011	Y
Connecticut	216.3	1.96	220.3	0.39	4.0	2.00	0.047	
Delaware	226.7	1.33	220.2	0.39	-6.5	1.39	*p*<.001	Y
District of Columbia	187.7	2.45	220.3	0.39	32.7	2.48	*p*<.001	Y
DoDEA	218.3	1.77	220.3	0.39	2.0	1.82	0.269	
Florida	222.9	1.52	220.1	0.40	-2.8	1.58	0.073	
Georgia	218.7	2.10	220.3	0.40	1.6	2.13	0.462	
Hawaii	196.5	2.31	220.4	0.39	23.8	2.34	*p*<.001	Y
Idaho	215.6	1.98	220.3	0.39	4.7	2.02	0.020	
Illinois	221.4	2.56	220.2	0.39	-1.2	2.59	0.644	
Indiana	228.1	1.98	220.1	0.40	-8.0	2.02	*p*<.001	Y
Iowa	219.3	2.05	220.3	0.39	1.0	2.09	0.646	
Kansas	225.6	2.15	220.2	0.39	-5.4	2.19	0.013	Y
Kentucky	223.4	1.82	220.2	0.40	-3.2	1.86	0.089	
Louisiana	213.1	1.57	220.4	0.40	7.3	1.62	*p*<.001	Y
Maine	226.4	1.61	220.2	0.39	-6.2	1.65	*p*<.001	Y
Maryland	222.4	2.03	220.2	0.40	-2.2	2.07	0.296	
Massachusetts	237.6	1.40	219.9	0.40	-17.6	1.46	*p*<.001	Y
Michigan	217.1	2.82	220.4	0.39	3.2	2.85	0.257	
Minnesota	225.5	2.17	220.2	0.40	-5.3	2.21	0.016	Y
Mississippi	217.3	2.48	220.3	0.39	3.0	2.51	0.233	
Missouri	225.2	1.87	220.2	0.40	-5.1	1.91	0.008	Y
Montana	222.7	1.94	220.3	0.39	-2.4	1.98	0.220	
Nebraska	220.3	2.15	220.3	0.39	0.0	2.19	0.996	
Nevada	220.6	2.94	220.3	0.39	-0.3	2.97	0.908	
New Hampshire	230.3	1.32	220.2	0.39	-10.1	1.38	*p*<.001	Y
New Jersey	229.1	2.25	220.0	0.40	-9.1	2.29	*p*<.001	Y
New Mexico	208.2	2.22	220.3	0.39	12.1	2.25	*p*<.001	Y
New York	220.4	1.75	220.3	0.40	-0.2	1.80	0.933	
North Carolina	224.2	1.55	220.1	0.40	-4.0	1.60	0.012	Y
North Dakota	232.2	1.53	220.2	0.39	-12.0	1.58	*p*<.001	Y
Ohio	227.0	1.92	220.0	0.40	-7.1	1.96	*p*<.001	Y
Oklahoma	216.7	2.16	220.3	0.39	3.6	2.20	0.102	
Oregon	215.6	1.85	220.3	0.40	4.7	1.89	0.013	Y
Pennsylvania	223.1	1.67	220.1	0.40	-3.0	1.72	0.084	
Rhode Island	216.5	1.82	220.3	0.39	3.8	1.86	0.043	
South Carolina	214.2	2.32	220.3	0.40	6.1	2.36	0.010	Y
South Dakota	224.7	2.27	220.2	0.39	-4.4	2.30	0.054	
Tennessee	218.7	3.37	220.3	0.39	1.6	3.39	0.637	
Texas	227.6	1.97	219.6	0.39	-8.0	2.01	*p*<.001	Y
Utah	215.0	2.00	220.3	0.39	5.4	2.04	0.009	Y
Vermont	220.6	1.40	220.3	0.39	-0.3	1.46	0.834	
Virginia	231.0	1.67	220.0	0.40	-11.0	1.72	*p*<.001	Y
Washington	219.8	2.31	220.3	0.40	0.5	2.34	0.828	
West Virginia	221.5	1.63	220.3	0.39	-1.3	1.67	0.441	
Wisconsin	223.2	2.01	220.2	0.40	-3.0	2.05	0.145	
Wyoming	223.8	1.41	220.3	0.39	-3.5	1.46	0.016	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13h. State mean mathematics scale score, adjusted national mean mathematics scale score, and difference between the two for fourth-grade students not identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference: adjusted national mean (col 3)– mean (col 1)	(5) Standard error of difference	(6) *p* value	(6) BH significance
National	241.5	0.17						
Alabama	232.1	1.18	241.6	0.17	9.5	1.20	*p*<.001	Y
Alaska	241.1	1.01	241.5	0.17	0.4	1.02	0.718	
Arizona	234.3	1.00	241.6	0.17	7.3	1.02	*p*<.001	Y
Arkansas	240.0	1.10	241.5	0.17	1.5	1.12	0.179	
California	232.2	0.72	242.8	0.16	10.6	0.74	*p*<.001	Y
Colorado	243.4	0.98	241.4	0.17	-1.9	0.99	0.051	Y
Connecticut	246.2	1.10	241.4	0.17	-4.8	1.11	*p*<.001	Y
Delaware	244.0	0.43	241.4	0.17	-2.6	0.46	*p*<.001	Y
District of Columbia	216.4	0.77	241.5	0.17	25.1	0.79	*p*<.001	Y
DoDEA	242.6	0.44	241.5	0.17	-1.2	0.47	0.014	Y
Florida	244.9	0.76	241.3	0.17	-3.7	0.78	*p*<.001	Y
Georgia	237.1	0.84	241.6	0.17	4.5	0.86	*p*<.001	Y
Hawaii	238.4	0.84	241.5	0.17	3.1	0.86	*p*<.001	Y
Idaho	243.5	0.75	241.4	0.17	-2.0	0.77	0.008	Y
Illinois	239.4	0.98	241.5	0.17	2.1	0.99	0.034	
Indiana	248.1	0.87	241.3	0.17	-6.8	0.88	*p*<.001	Y
Iowa	246.0	0.83	241.4	0.17	-4.6	0.85	*p*<.001	Y
Kansas	250.5	0.92	241.4	0.17	-9.2	0.93	*p*<.001	Y
Kentucky	236.8	0.92	241.5	0.17	4.7	0.94	*p*<.001	Y
Louisiana	233.2	1.01	241.6	0.17	8.3	1.03	*p*<.001	Y
Maine	245.3	0.86	241.4	0.17	-3.8	0.88	*p*<.001	Y
Maryland	242.2	0.96	241.4	0.17	-0.7	0.97	0.454	
Massachusetts	254.8	0.89	241.2	0.17	-13.7	0.91	*p*<.001	Y
Michigan	240.0	1.24	241.5	0.17	1.5	1.25	0.232	
Minnesota	249.9	0.97	241.3	0.17	-8.6	0.99	*p*<.001	Y
Mississippi	228.7	0.95	241.6	0.17	12.9	0.97	*p*<.001	Y
Missouri	241.3	0.93	241.5	0.17	0.2	0.95	0.869	
Montana	246.1	0.72	241.4	0.17	-4.6	0.74	*p*<.001	Y
Nebraska	241.1	1.11	241.5	0.17	0.3	1.12	0.763	
Nevada	233.2	0.90	241.5	0.17	8.3	0.91	*p*<.001	Y
New Hampshire	252.3	0.76	241.4	0.17	-10.9	0.78	*p*<.001	Y
New Jersey	251.4	1.04	241.2	0.17	-10.3	1.06	*p*<.001	Y
New Mexico	230.4	0.92	241.5	0.17	11.1	0.93	*p*<.001	Y
New York	246.0	0.87	241.2	0.17	-4.8	0.89	*p*<.001	Y
North Carolina	244.3	0.77	241.4	0.17	-3.0	0.79	*p*<.001	Y
North Dakota	247.2	0.52	241.4	0.17	-5.8	0.54	*p*<.001	Y
Ohio	246.7	1.11	241.2	0.17	-5.5	1.12	*p*<.001	Y
Oklahoma	239.1	0.74	241.5	0.17	2.4	0.76	0.002	Y
Oregon	239.2	1.01	241.5	0.17	2.3	1.02	0.024	
Pennsylvania	247.5	0.75	241.2	0.17	-6.3	0.77	*p*<.001	Y
Rhode Island	240.0	0.81	241.5	0.17	1.5	0.82	0.073	
South Carolina	240.2	0.78	241.5	0.17	1.3	0.79	0.109	
South Dakota	243.9	0.64	241.4	0.17	-2.4	0.66	*p*<.001	Y
Tennessee	234.1	0.88	241.6	0.17	7.5	0.90	*p*<.001	Y
Texas	243.7	0.67	241.2	0.17	-2.4	0.69	*p*<.001	Y
Utah	242.2	0.93	241.4	0.17	-0.7	0.95	0.453	
Vermont	250.8	0.59	241.4	0.17	-9.3	0.62	*p*<.001	Y
Virginia	245.1	0.90	241.4	0.17	-3.8	0.92	*p*<.001	Y
Washington	246.0	0.98	241.4	0.17	-4.6	1.00	*p*<.001	Y
West Virginia	239.1	0.78	241.5	0.17	2.3	0.79	0.003	Y
Wisconsin	247.2	0.82	241.3	0.17	-5.9	0.84	*p*<.001	Y
Wyoming	247.0	0.49	241.4	0.17	-5.6	0.52	*p*<.001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13i. State and adjusted national differences between mean mathematics scale scores of fourth grade students identified and not identified for services under IDEA, and difference between the two, by state (2007)

	(1) State difference between children not identified and children identified	(2) Standard error	(3) Adjusted national difference between children not identified and children identified	(3) Standard error of adjusted national difference	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(7) BH significance
National	21.2	0.43						
Alabama	35.4	2.79	21.0	0.43	-14.4	2.82	*p*<.001	Y
Alaska	25.3	2.20	21.2	0.43	-4.1	2.25	0.066	
Arizona	25.8	2.86	21.1	0.43	-4.7	2.89	0.107	
Arkansas	23.5	2.81	21.2	0.43	-2.4	2.84	0.408	
California	26.8	2.25	20.4	0.36	-6.4	2.28	0.005	Y
Colorado	29.1	2.54	21.1	0.43	-8.0	2.58	0.002	Y
Connecticut	29.9	2.25	21.1	0.43	-8.8	2.29	*p*<.001	Y
Delaware	17.3	1.40	21.2	0.43	3.9	1.46	0.008	Y
District of Columbia	28.8	2.56	21.2	0.43	-7.6	2.60	0.004	Y
DoDEA	24.4	1.83	21.2	0.43	-3.2	1.88	0.091	
Florida	22.0	1.70	21.1	0.44	-0.9	1.76	0.629	
Georgia	18.4	2.26	21.3	0.43	2.9	2.30	0.206	
Hawaii	41.8	2.46	21.1	0.43	-20.7	2.50	*p*<.001	Y
Idaho	27.9	2.12	21.2	0.43	-6.7	2.16	0.002	Y
Illinois	18.0	2.74	21.3	0.43	3.3	2.78	0.234	
Indiana	20.1	2.16	21.2	0.43	1.2	2.20	0.598	
Iowa	26.7	2.21	21.1	0.43	-5.6	2.25	0.014	Y
Kansas	24.9	2.34	21.2	0.43	-3.7	2.38	0.115	
Kentucky	13.5	2.04	21.3	0.43	7.8	2.08	*p*<.001	Y
Louisiana	20.1	1.87	21.2	0.43	1.1	1.91	0.580	
Maine	18.8	1.82	21.2	0.43	2.4	1.87	0.203	
Maryland	19.8	2.25	21.2	0.43	1.4	2.29	0.530	
Massachusetts	17.3	1.66	21.3	0.43	4.0	1.72	0.020	
Michigan	22.9	3.08	21.1	0.43	-1.7	3.11	0.576	
Minnesota	24.4	2.38	21.1	0.43	-3.2	2.42	0.180	
Mississippi	11.4	2.65	21.3	0.43	9.9	2.69	*p*<.001	Y
Missouri	16.1	2.09	21.3	0.43	5.2	2.13	0.014	Y
Montana	23.4	2.07	21.2	0.43	-2.2	2.11	0.294	
Nebraska	20.8	2.42	21.2	0.43	0.3	2.46	0.888	
Nevada	12.6	3.07	21.3	0.43	8.6	3.10	0.005	Y
New Hampshire	22.0	1.52	21.2	0.43	-0.8	1.58	0.624	
New Jersey	22.3	2.48	21.2	0.43	-1.1	2.52	0.655	
New Mexico	22.2	2.40	21.2	0.43	-1.0	2.44	0.680	
New York	25.6	1.96	20.9	0.44	-4.7	2.00	0.019	Y
North Carolina	20.2	1.73	21.2	0.44	1.0	1.79	0.559	
North Dakota	15.0	1.62	21.2	0.43	6.2	1.67	*p*<.001	Y
Ohio	19.7	2.22	21.2	0.43	1.6	2.26	0.487	
Oklahoma	22.4	2.28	21.2	0.43	-1.2	2.32	0.611	
Oregon	23.6	2.11	21.2	0.43	-2.4	2.15	0.261	
Pennsylvania	24.4	1.83	21.1	0.44	-3.3	1.89	0.077	
Rhode Island	23.5	1.99	21.2	0.43	-2.3	2.04	0.259	
South Carolina	25.9	2.45	21.1	0.43	-4.8	2.49	0.052	
South Dakota	19.2	2.36	21.2	0.43	2.0	2.40	0.404	
Tennessee	15.4	3.48	21.3	0.43	5.9	3.51	0.091	
Texas	16.1	2.08	21.7	0.42	5.6	2.12	0.008	Y
Utah	27.2	2.21	21.1	0.43	-6.1	2.25	0.007	Y
Vermont	30.2	1.52	21.2	0.43	-9.0	1.58	*p*<.001	Y
Virginia	14.1	1.90	21.4	0.43	7.3	1.95	*p*<.001	Y
Washington	26.2	2.51	21.1	0.43	-5.2	2.54	0.043	
West Virginia	17.6	1.80	21.2	0.43	3.6	1.85	0.050	
Wisconsin	24.0	2.17	21.1	0.43	-2.9	2.21	0.191	
Wyoming	23.2	1.49	21.2	0.43	-2.0	1.55	0.188	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.13j. Mean mathematics scale scores of fourth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

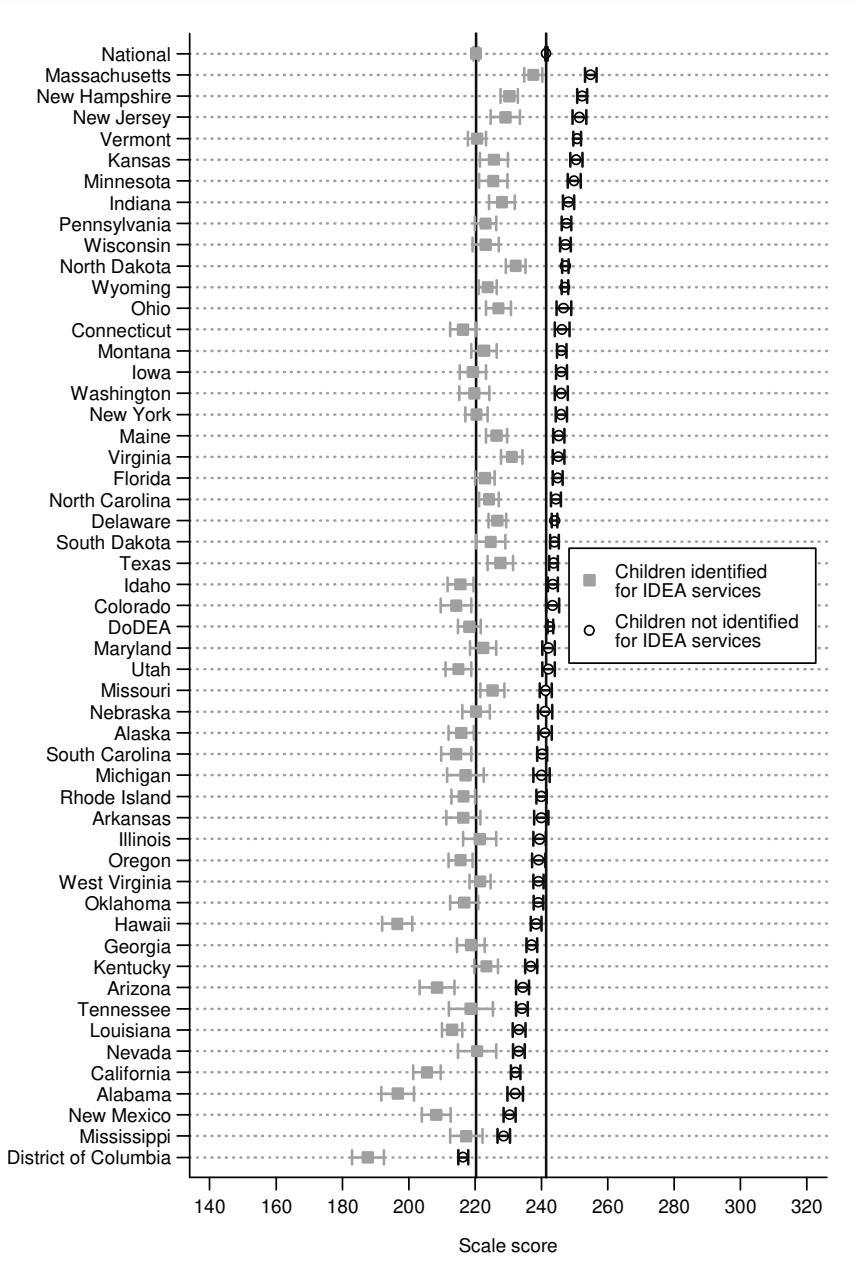


Exhibit reads: The mean mathematics scale score of fourth-grade students identified for services under IDEA in Massachusetts was 238 in 2007.

NOTE: States are ordered by the mean scores of students identified for IDEA services. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14a. Mean mathematics scale scores of eighth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	241.8	0.60	16,884	244.0	0.47	15,920	245.9	0.69	13,887
Alabama	213.2	2.80	288	221.3	3.32	276	220.2	2.75	252
Alaska	247.9	2.13	360	248.2	2.29	312	244.6	3.28	208
Arizona	240.4	3.26	255	242.4	3.17	203	237.0	3.67	224
Arkansas	218.8	2.21	343	227.3	2.52	308	233.4	2.85	240
California	231.9	2.56	512	228.2	1.59	808	227.8	2.43	574
Colorado	248.8	2.24	281	244.4	2.29	225	253.6	2.64	243
Connecticut	251.9	2.28	310	248.2	2.61	308	245.3	3.43	300
Delaware	237.1	2.55	218	250.6	3.06	140	257.7	2.45	224
District of Columbia	204.3	2.96	223	207.8	2.39	252	211.5	3.07	160
DoDEA	241.0	2.46	211	246.7	2.68	144	251.5	2.85	112
Florida	234.7	2.77	308	247.5	2.42	574	246.0	2.01	451
Georgia	234.2	2.34	434	241.5	2.36	351	246.3	3.66	175
Hawaii	228.2	1.95	382	223.6	2.14	324	224.1	2.73	324
Idaho	241.0	2.63	273	242.3	2.15	290	244.7	2.28	224
Illinois	241.1	2.20	525	243.5	2.12	533	245.8	2.83	360
Indiana	244.0	2.54	300	250.0	2.64	319	254.3	2.57	270
Iowa	245.5	1.69	421	244.8	1.90	364	247.4	2.02	364
Kansas	252.3	2.31	333	251.1	2.17	280	257.0	2.43	243
Kentucky	230.1	2.77	267	242.9	2.91	232	248.8	3.09	189
Louisiana	233.0	3.48	274	235.7	2.70	240	242.0	2.35	216
Maine	253.3	2.07	359	247.5	2.02	364	259.2	2.44	324
Maryland	248.2	2.83	252	244.7	3.03	189	261.6	4.06	112
Massachusetts	254.0	1.82	554	263.7	2.53	444	270.7	2.72	296
Michigan	240.2	3.87	223	243.0	2.95	250	238.2	2.88	234
Minnesota	250.7	2.20	298	249.8	2.96	260	255.5	2.57	290
Mississippi	231.0	2.98	111	227.8	3.29	168	229.9	2.75	208
Missouri	246.5	2.26	342	245.0	2.36	280	248.8	2.88	252
Montana	246.5	2.39	269	252.1	2.33	308	247.7	2.62	260
Nebraska	249.7	2.21	283	248.4	1.77	348	248.0	2.71	297
Nevada	232.8	2.64	272	232.6	2.49	252	239.7	4.06	243
New Hampshire	258.3	1.42	442	258.0	1.82	400	257.9	1.39	448
New Jersey	246.9	2.49	403	242.2	2.54	378	250.7	2.79	336
New Mexico	238.4	2.24	597	226.4	2.19	392	240.1	2.51	280
New York	242.8	2.28	436	249.3	2.09	540	248.6	2.66	418
North Carolina	254.7	2.23	512	252.5	2.00	492	256.9	2.68	462
North Dakota	253.4	2.16	354	260.1	1.63	300	263.2	2.50	184
Ohio	244.6	3.57	303	251.3	2.33	288	250.2	2.87	304
Oklahoma	238.1	1.99	410	236.6	2.26	324	242.2	3.12	156
Oregon	249.5	2.64	332	248.0	2.84	260	251.4	2.84	243
Pennsylvania	243.5	2.51	367	245.3	2.60	348	253.7	3.31	336
Rhode Island	244.5	1.66	470	240.7	1.64	420	242.6	1.75	405
South Carolina	249.3	3.33	215	250.9	2.96	224	244.9	2.73	216
South Dakota	246.4	2.04	260	250.4	2.07	280	250.6	2.66	261
Tennessee	241.9	4.07	324	236.8	2.59	250	245.6	4.84	145
Texas	244.5	2.16	430	248.7	2.22	680	250.4	2.69	438
Utah	243.4	2.67	252	237.2	2.08	261	234.1	2.84	224
Vermont	257.7	1.85	411	256.7	1.82	336	261.5	2.15	300
Virginia	254.8	2.38	269	256.1	2.32	280	260.3	2.98	224
Washington	239.9	2.38	296	243.8	2.29	252	239.9	3.76	240
West Virginia	231.7	2.53	317	234.5	2.20	378	237.2	2.29	420
Wisconsin	247.4	2.47	348	250.4	2.81	286	249.3	2.86	270
Wyoming	247.9	1.47	386	250.9	2.44	273	251.9	2.38	209

NOTE: DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14b. Change in mean mathematics scale scores for eighth-grade students identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	2.2	0.76	0.004	Y	1.9	0.83	0.026		4.1	0.91	*p*<.001	Y
Alabama	8.1	4.35	0.064		-1.1	4.32	0.800		7.0	3.93	0.076	
Alaska	0.3	3.13	0.934		-3.5	4.00	0.377		-3.3	3.91	0.402	
Arizona	2.0	4.55	0.655		-5.4	4.84	0.268		-3.3	4.91	0.497	
Arkansas	8.5	3.35	0.011	Y	6.1	3.81	0.110		14.6	3.61	*p*<.001	Y
California	-3.8	3.01	0.212		-0.4	2.90	0.883		-4.2	3.52	0.235	
Colorado	-4.4	3.21	0.170		9.2	3.50	0.008	Y	4.8	3.47	0.163	
Connecticut	-3.6	3.47	0.293		-2.9	4.31	0.503		-6.5	4.12	0.113	
Delaware	13.6	3.98	0.001	Y	7.1	3.92	0.072		20.6	3.54	*p*<.001	Y
District of Columbia	3.5	3.80	0.361		3.7	3.89	0.345		7.1	4.26	0.094	
DoDEA	5.8	3.64	0.113		4.8	3.91	0.219		10.6	3.77	0.005	Y
Florida	12.8	3.67	*p*<.001	Y	-1.5	3.14	0.623		11.3	3.42	0.001	Y
Georgia	7.2	3.32	0.029		4.8	4.36	0.267		12.1	4.35	0.005	Y
Hawaii	-4.6	2.89	0.109		0.6	3.47	0.871		-4.1	3.35	0.226	
Idaho	1.3	3.40	0.709		2.4	3.14	0.442		3.7	3.48	0.290	
Illinois	2.4	3.05	0.430		2.3	3.53	0.519		4.7	3.58	0.190	
Indiana	6.1	3.66	0.097		4.3	3.69	0.246		10.4	3.62	0.004	Y
Iowa	-0.7	2.54	0.798		2.6	2.78	0.349		1.9	2.63	0.460	
Kansas	-1.2	3.17	0.708		5.9	3.26	0.070		4.7	3.35	0.159	
Kentucky	12.7	4.02	0.002	Y	5.9	4.25	0.164		18.6	4.15	*p*<.001	Y
Louisiana	2.7	4.40	0.539		6.3	3.58	0.076		9.1	4.20	0.031	
Maine	-5.8	2.89	0.046		11.7	3.17	*p*<.001	Y	5.9	3.20	0.063	
Maryland	-3.5	4.15	0.402		16.9	5.06	0.001	Y	13.4	4.94	0.007	Y
Massachusetts	9.8	3.11	0.002	Y	7.0	3.71	0.059		16.8	3.27	*p*<.001	Y
Michigan	2.8	4.87	0.568		-4.8	4.12	0.246		-2.0	4.83	0.678	
Minnesota	-0.9	3.69	0.809		5.7	3.92	0.144		4.8	3.38	0.153	
Mississippi	-3.2	4.44	0.474		2.1	4.29	0.617		-1.0	4.06	0.799	
Missouri	-1.5	3.27	0.638		3.7	3.73	0.315		2.2	3.66	0.547	
Montana	5.6	3.34	0.095		-4.4	3.50	0.209		1.2	3.54	0.740	
Nebraska	-1.4	2.83	0.627		-0.3	3.23	0.916		-1.7	3.49	0.624	
Nevada	-0.2	3.63	0.955		7.1	4.76	0.137		6.9	4.84	0.155	
New Hampshire	-0.4	2.31	0.869		-0.1	2.29	0.978		-0.4	1.99	0.823	
New Jersey	-4.7	3.55	0.185		8.5	3.77	0.025		3.7	3.74	0.318	
New Mexico	-12.0	3.13	*p*<.001	Y	13.7	3.32	p<.001	Y	1.7	3.36	0.614	
New York	6.4	3.09	0.038		-0.6	3.38	0.851		5.8	3.50	0.098	
North Carolina	-2.2	2.99	0.465		4.4	3.35	0.189		2.2	3.49	0.527	
North Dakota	6.8	2.71	0.012		3.0	2.99	0.310		9.8	3.31	0.003	Y
Ohio	6.7	4.26	0.114		-1.1	3.70	0.760		5.6	4.58	0.221	
Oklahoma	-1.5	3.01	0.625		5.5	3.85	0.150		4.1	3.69	0.271	
Oregon	-1.4	3.88	0.716		3.4	4.01	0.402		1.9	3.88	0.615	
Pennsylvania	1.7	3.62	0.631		8.4	4.21	0.045		10.2	4.16	0.014	
Rhode Island	-3.8	2.33	0.103		1.9	2.40	0.434		-1.9	2.41	0.426	
South Carolina	1.7	4.45	0.705		-6.0	4.02	0.135		-4.3	4.30	0.314	
South Dakota	4.1	2.90	0.160		0.1	3.37	0.968		4.2	3.35	0.208	
Tennessee	-5.2	4.83	0.285		8.9	5.49	0.107		3.7	6.33	0.559	
Texas	4.1	3.10	0.181		1.7	3.49	0.631		5.8	3.45	0.092	
Utah	-6.2	3.38	0.068		-3.0	3.52	0.387		-9.2	3.90	0.018	
Vermont	-0.9	2.59	0.721		4.8	2.81	0.091		3.8	2.83	0.177	
Virginia	1.3	3.33	0.687		4.2	3.78	0.261		5.6	3.82	0.144	
Washington	3.9	3.31	0.239		-3.9	4.40	0.379		0.0	4.45	0.995	
West Virginia	2.9	3.35	0.395		2.7	3.17	0.401		5.5	3.41	0.106	
Wisconsin	3.1	3.74	0.414		-1.2	4.01	0.771		1.9	3.78	0.617	
Wyoming	3.0	2.85	0.290		1.0	3.41	0.776		4.0	2.80	0.155	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14c. Mean mathematics scale scores of eighth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003			2005			2007		
	Mean	Standard error	Sample size	Mean	Standard error	Sample size	Mean	Standard error	Sample size
National	280.4	0.26	136,604	281.5	0.19	143,280	283.6	0.24	140,413
Alabama	268.0	1.48	2,334	267.9	1.42	2,024	270.6	1.39	2,548
Alaska	284.1	1.00	2,212	283.3	0.82	2,288	286.2	1.01	2,392
Arizona	274.2	1.12	2,578	276.9	1.05	2,697	279.0	1.18	2,576
Arkansas	273.1	1.21	2,294	277.5	1.08	2,492	278.6	1.09	2,160
California	270.9	1.20	5,177	271.9	0.64	9,292	273.8	0.80	7,626
Colorado	287.5	1.04	2,533	284.3	1.14	2,275	289.4	0.94	2,457
Connecticut	287.9	1.26	2,512	285.3	1.41	2,492	287.5	1.44	2,200
Delaware	281.1	0.63	2,512	282.8	0.61	2,660	285.4	0.65	2,576
District of Columbia	248.0	0.84	1,802	250.5	0.81	1,848	251.6	0.94	1,840
DoDEA	288.0	0.60	2,798	287.1	0.75	1,656	287.5	0.84	1,488
Florida	276.6	1.47	2,259	278.4	1.12	3,526	281.5	1.30	3,649
Georgia	273.5	1.09	3,904	275.5	1.11	3,549	276.2	0.99	3,325
Hawaii	271.5	0.77	2,559	271.3	0.66	2,376	274.9	0.82	2,376
Idaho	284.1	0.86	2,457	285.4	0.80	2,610	287.2	0.82	2,576
Illinois	282.2	1.20	3,848	282.9	1.08	3,567	284.3	1.11	3,640
Indiana	286.1	1.02	2,427	286.0	0.92	2,581	288.5	1.11	2,430
Iowa	290.1	0.92	2,585	289.6	0.93	2,436	290.9	0.81	2,436
Kansas	288.2	1.35	2,698	288.0	1.04	2,520	293.3	1.14	2,457
Kentucky	278.7	1.17	2,704	276.8	1.28	2,668	281.0	1.04	2,511
Louisiana	270.8	1.35	2,217	271.6	1.45	2,160	275.5	1.06	2,184
Maine	286.2	0.83	2,633	286.6	0.96	2,236	290.3	0.79	2,376
Maryland	281.3	1.05	2,272	280.6	1.14	2,511	286.9	1.19	2,688
Massachusetts	292.1	0.94	3,404	295.4	0.89	3,256	300.6	1.26	3,404
Michigan	279.9	1.90	2,570	281.3	1.49	2,250	281.0	1.38	2,366
Minnesota	295.8	0.99	2,415	294.7	1.22	2,340	296.0	1.09	2,610
Mississippi	262.2	1.10	2,654	264.8	1.24	2,632	268.1	0.83	2,392
Missouri	283.2	1.13	2,508	280.3	1.37	2,520	283.8	0.93	2,548
Montana	290.6	0.70	2,424	290.7	0.69	2,492	291.7	0.66	2,340
Nebraska	286.6	1.06	2,286	288.8	1.03	2,552	288.1	1.03	2,403
Nevada	272.2	0.80	2,446	273.8	0.82	2,548	273.9	0.75	2,457
New Hampshire	291.6	0.87	2,502	290.5	0.90	2,100	293.5	0.83	2,352
New Jersey	287.3	1.20	2,479	290.7	1.42	2,322	293.9	1.17	2,464
New Mexico	268.8	0.89	2,720	269.3	0.98	2,408	270.8	0.85	2,520
New York	285.0	1.01	3,197	284.0	0.94	3,960	284.3	1.12	3,382
North Carolina	285.1	1.00	3,757	286.0	0.97	3,608	287.4	1.03	3,738
North Dakota	292.1	0.76	2,372	290.7	0.65	2,200	294.2	0.65	2,116
Ohio	285.0	1.40	3,489	286.3	1.09	3,312	288.1	1.19	3,496
Oklahoma	277.5	0.99	2,521	276.4	0.91	2,376	277.0	0.91	2,444
Oregon	285.2	1.21	2,432	286.3	1.11	2,340	287.1	1.08	2,457
Pennsylvania	283.6	1.07	2,456	285.8	1.44	2,552	290.6	1.03	2,464
Rhode Island	277.9	0.79	2,297	277.9	0.80	2,380	281.3	0.67	2,295
South Carolina	279.9	1.26	2,470	284.0	0.89	2,576	284.7	0.99	2,484
South Dakota	288.7	0.71	2,633	291.3	0.56	2,520	292.1	0.84	2,639
Tennessee	271.8	2.12	2,374	274.3	1.15	2,250	275.7	1.14	2,755
Texas	280.6	1.09	4,350	284.0	0.65	7,820	288.4	0.95	6,862
Utah	284.3	1.07	2,549	283.3	0.70	2,639	285.1	0.95	2,576
Vermont	290.7	0.77	2,326	292.7	0.82	2,064	296.5	0.74	1,700
Virginia	284.5	1.38	2,716	287.9	1.16	2,520	290.1	1.05	2,576
Washington	286.4	0.96	2,394	289.4	1.12	2,548	288.8	0.86	2,760
West Virginia	277.0	1.08	2,125	274.8	0.89	2,322	275.9	0.85	2,380
Wisconsin	289.4	1.29	2,330	289.0	1.12	2,314	289.9	0.95	2,430
Wyoming	289.3	0.65	2,371	286.7	0.67	1,827	291.6	0.76	1,691

NOTE: DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14d. Change in mean mathematics scale scores for eighth-grade students not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance	Change	Standard error of change	*p* value	BH significance
National	1.0	0.32	0.001	Y	2.2	0.30	*p*<.001	Y	3.2	0.35	*p*<.001	Y
Alabama	-0.1	2.06	0.959		2.7	1.99	0.171		2.6	2.03	0.198	
Alaska	-0.8	1.29	0.524		2.9	1.30	0.024		2.1	1.42	0.137	
Arizona	2.7	1.54	0.085		2.1	1.58	0.186		4.7	1.63	0.004	Y
Arkansas	4.4	1.62	0.007	Y	1.1	1.54	0.458		5.5	1.63	0.001	Y
California	1.1	1.36	0.433		1.9	1.03	0.070		2.9	1.44	0.043	
Colorado	-3.2	1.55	0.042		5.0	1.48	0.001	Y	1.9	1.40	0.179	
Connecticut	-2.6	1.89	0.165		2.2	2.02	0.267		-0.4	1.91	0.837	
Delaware	1.7	0.88	0.052		2.6	0.89	0.003	Y	4.3	0.91	*p*<.001	Y
District of Columbia	2.5	1.17	0.035		1.1	1.24	0.380		3.5	1.26	0.005	Y
DoDEA	-1.0	0.96	0.305		0.5	1.13	0.664		-0.5	1.03	0.629	
Florida	1.8	1.85	0.326		3.1	1.71	0.072		4.9	1.96	0.012	
Georgia	2.0	1.55	0.203		0.7	1.49	0.643		2.7	1.47	0.069	
Hawaii	-0.2	1.02	0.815		3.6	1.06	0.001	Y	3.4	1.13	0.003	Y
Idaho	1.3	1.18	0.257		1.8	1.15	0.125		3.1	1.19	0.009	Y
Illinois	0.7	1.61	0.670		1.4	1.55	0.362		2.1	1.64	0.198	
Indiana	-0.1	1.37	0.925		2.5	1.44	0.078		2.4	1.51	0.111	
Iowa	-0.5	1.31	0.704		1.2	1.23	0.313		0.7	1.23	0.543	
Kansas	-0.2	1.71	0.892		5.3	1.55	0.001	Y	5.1	1.77	0.004	Y
Kentucky	-1.9	1.73	0.273		4.2	1.65	0.011	Y	2.3	1.57	0.145	
Louisiana	0.7	1.98	0.708		3.9	1.80	0.028		4.7	1.72	0.006	Y
Maine	0.4	1.27	0.749		3.7	1.25	0.003	Y	4.1	1.15	*p*<.001	Y
Maryland	-0.7	1.55	0.653		6.3	1.65	*p*<.001	Y	5.6	1.59	*p*<.001	Y
Massachusetts	3.3	1.30	0.010	Y	5.2	1.54	0.001	Y	8.6	1.57	*p*<.001	Y
Michigan	1.3	2.42	0.582		-0.2	2.03	0.912		1.1	2.35	0.637	
Minnesota	-1.1	1.57	0.466		1.3	1.63	0.427		0.1	1.47	0.919	
Mississippi	2.5	1.66	0.129		3.3	1.49	0.025		5.9	1.38	*p*<.001	Y
Missouri	-3.0	1.78	0.096		3.6	1.66	0.032		0.6	1.47	0.683	
Montana	0.1	0.99	0.916		0.9	0.96	0.331		1.0	0.97	0.285	
Nebraska	2.2	1.48	0.139		-0.7	1.45	0.645		1.5	1.48	0.305	
Nevada	1.6	1.14	0.162		0.1	1.11	0.928		1.7	1.10	0.122	
New Hampshire	-1.1	1.26	0.378		3.0	1.23	0.015		1.9	1.21	0.118	
New Jersey	3.4	1.86	0.065		3.1	1.84	0.087		6.6	1.67	*p*<.001	Y
New Mexico	0.5	1.32	0.687		1.4	1.30	0.269		2.0	1.23	0.110	
New York	-1.0	1.38	0.449		0.3	1.46	0.842		-0.8	1.51	0.619	
North Carolina	0.9	1.39	0.534		1.4	1.42	0.315		2.3	1.43	0.111	
North Dakota	-1.4	1.00	0.168		3.5	0.92	*p*<.001	Y	2.1	1.00	0.033	
Ohio	1.3	1.77	0.473		1.9	1.62	0.251		3.1	1.84	0.089	
Oklahoma	-1.1	1.34	0.417		0.6	1.29	0.666		-0.5	1.34	0.692	
Oregon	1.1	1.64	0.513		0.8	1.55	0.587		1.9	1.62	0.238	
Pennsylvania	2.2	1.80	0.212		4.8	1.77	0.007	Y	7.0	1.48	*p*<.001	Y
Rhode Island	0.0	1.12	0.966		3.4	1.04	0.001	Y	3.4	1.04	0.001	Y
South Carolina	4.2	1.54	0.007	Y	0.7	1.33	0.596		4.9	1.60	0.002	Y
South Dakota	2.6	0.91	0.005	Y	0.8	1.01	0.434		3.4	1.10	0.002	Y
Tennessee	2.5	2.42	0.303		1.4	1.62	0.397		3.9	2.41	0.109	
Texas	3.4	1.27	0.007	Y	4.4	1.15	*p*<.001	Y	7.9	1.45	*p*<.001	Y
Utah	-1.0	1.28	0.440		1.7	1.18	0.145		0.7	1.43	0.608	
Vermont	2.0	1.12	0.074		3.8	1.11	0.001	Y	5.8	1.07	*p*<.001	Y
Virginia	3.4	1.80	0.063		2.3	1.57	0.146		5.6	1.73	0.001	Y
Washington	3.0	1.47	0.040		-0.6	1.41	0.661		2.4	1.28	0.061	
West Virginia	-2.2	1.40	0.115		1.1	1.23	0.380		-1.1	1.38	0.411	
Wisconsin	-0.3	1.71	0.844		0.9	1.47	0.537		0.6	1.60	0.722	
Wyoming	-2.6	0.93	0.005	Y	5.0	1.01	*p*<.001	Y	2.3	1.00	0.019	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14e. Difference in mean mathematics scale scores between eighth-grade students identified and not identified for services under IDEA, by state (2003, 2005, and 2007)

	2003		2005		2007	
	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error	Difference (Children not identified minus identified)	Standard error
National	38.6	0.65	37.5	0.51	37.8	0.73
Alabama	54.8	3.17	46.6	3.62	50.4	3.08
Alaska	36.2	2.35	35.1	2.44	41.6	3.43
Arizona	33.8	3.45	34.5	3.34	41.9	3.85
Arkansas	54.4	2.52	50.2	2.75	45.3	3.06
California	38.9	2.82	43.7	1.71	46.0	2.56
Colorado	38.7	2.47	40.0	2.56	35.8	2.80
Connecticut	36.0	2.61	37.0	2.97	42.2	3.72
Delaware	44.0	2.63	32.1	3.12	27.7	2.53
District of Columbia	43.7	3.08	42.7	2.52	40.1	3.21
DoDEA	47.1	2.54	40.3	2.79	36.0	2.97
Florida	41.8	3.13	30.9	2.66	35.5	2.39
Georgia	39.3	2.58	34.0	2.61	29.9	3.79
Hawaii	43.3	2.09	47.7	2.24	50.7	2.85
Idaho	43.1	2.77	43.1	2.30	42.5	2.42
Illinois	41.1	2.50	39.3	2.38	38.5	3.04
Indiana	42.2	2.74	35.9	2.80	34.2	2.80
Iowa	44.6	1.92	44.8	2.12	43.4	2.18
Kansas	35.9	2.67	36.8	2.41	36.2	2.68
Kentucky	48.6	3.00	33.9	3.18	32.2	3.26
Louisiana	37.8	3.74	35.9	3.06	33.5	2.58
Maine	32.9	2.23	39.1	2.23	31.1	2.57
Maryland	33.1	3.02	35.9	3.24	25.3	4.23
Massachusetts	38.1	2.05	31.7	2.68	29.9	2.99
Michigan	39.7	4.32	38.3	3.30	42.8	3.19
Minnesota	45.1	2.42	44.9	3.20	40.4	2.79
Mississippi	31.3	3.18	37.0	3.52	38.2	2.87
Missouri	36.7	2.53	35.3	2.73	35.1	3.03
Montana	44.1	2.49	38.7	2.43	44.0	2.70
Nebraska	36.8	2.45	40.4	2.04	40.1	2.90
Nevada	39.4	2.76	41.2	2.62	34.2	4.12
New Hampshire	33.3	1.67	32.5	2.03	35.6	1.62
New Jersey	40.4	2.76	48.5	2.91	43.2	3.03
New Mexico	30.4	2.41	42.9	2.40	30.7	2.65
New York	42.2	2.49	34.7	2.29	35.7	2.88
North Carolina	30.4	2.44	33.5	2.23	30.5	2.87
North Dakota	38.7	2.29	30.6	1.76	31.0	2.59
Ohio	40.4	3.83	34.9	2.57	37.9	3.11
Oklahoma	39.4	2.22	39.8	2.43	34.8	3.25
Oregon	35.8	2.91	38.3	3.05	35.7	3.03
Pennsylvania	40.0	2.73	40.5	2.97	36.9	3.47
Rhode Island	33.4	1.84	37.2	1.82	38.8	1.88
South Carolina	30.6	3.56	33.1	3.09	39.8	2.90
South Dakota	42.4	2.16	40.9	2.14	41.5	2.79
Tennessee	29.9	4.59	37.6	2.84	30.1	4.97
Texas	36.0	2.42	35.3	2.31	38.1	2.85
Utah	41.0	2.88	46.1	2.19	50.9	2.99
Vermont	33.0	2.00	35.9	1.99	35.0	2.27
Virginia	29.7	2.75	31.8	2.59	29.8	3.16
Washington	46.6	2.57	45.7	2.55	48.9	3.86
West Virginia	45.4	2.75	40.3	2.37	38.7	2.44
Wisconsin	42.0	2.79	38.6	3.03	40.7	3.01
Wyoming	41.4	1.60	35.8	2.53	39.8	2.50

NOTE: DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14f. Change in difference in mean mathematics scale scores between eighth-grade students identified for services under IDEA services, by state (2003, 2005, and 2007)

	2003 to 2005				2005 to 2007				2003 to 2007			
	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance	Change in difference	Standard error of change	*p* value	BH significance
National	-1.2	0.83	0.156		0.3	0.89	0.730		-0.9	0.98	0.376	
Alabama	-8.2	4.81	0.090		3.8	4.75	0.422		-4.3	4.42	0.325	
Alaska	-1.1	3.39	0.749		6.5	4.21	0.124		5.4	4.16	0.195	
Arizona	0.6	4.80	0.898		7.5	5.10	0.143		8.1	5.17	0.119	
Arkansas	-4.2	3.72	0.265		-5.0	4.11	0.228		-9.1	3.96	0.021	
California	4.8	3.30	0.144		2.3	3.08	0.457		7.1	3.81	0.062	
Colorado	1.3	3.56	0.726		-4.2	3.80	0.268		-3.0	3.74	0.430	
Connecticut	1.0	3.95	0.798		5.1	4.76	0.281		6.1	4.54	0.176	
Delaware	-11.9	4.08	0.004	Y	-4.4	4.02	0.271		-16.3	3.65	*p*<.001	Y
District of Columbia	-1.0	3.98	0.799		-2.6	4.08	0.526		-3.6	4.45	0.418	
DoDEA	-6.8	3.77	0.073		-4.3	4.07	0.289		-11.1	3.91	0.005	Y
Florida	-11.0	4.11	0.008	Y	4.6	3.58	0.196		-6.4	3.94	0.107	
Georgia	-5.3	3.67	0.151		-4.1	4.60	0.368		-9.4	4.59	0.040	
Hawaii	4.4	3.06	0.152		3.0	3.63	0.402		7.4	3.54	0.036	
Idaho	0.1	3.60	0.986		-0.6	3.34	0.847		-0.6	3.68	0.874	
Illinois	-1.7	3.45	0.618		-0.9	3.86	0.823		-2.6	3.93	0.511	
Indiana	-6.2	3.91	0.113		-1.7	3.96	0.660		-7.9	3.92	0.042	
Iowa	0.2	2.86	0.957		-1.4	3.04	0.656		-1.2	2.90	0.680	
Kansas	1.0	3.60	0.791		-0.6	3.60	0.872		0.4	3.79	0.922	
Kentucky	-14.6	4.38	0.001	Y	-1.7	4.56	0.706		-16.4	4.43	*p*<.001	Y
Louisiana	-2.0	4.83	0.684		-2.4	4.00	0.548		-4.4	4.54	0.336	
Maine	6.2	3.16	0.050		-8.0	3.40	0.019		-1.8	3.40	0.597	
Maryland	2.8	4.43	0.530		-10.6	5.33	0.047		-7.8	5.19	0.134	
Massachusetts	-6.4	3.37	0.057		-1.8	4.02	0.658		-8.2	3.63	0.024	
Michigan	-1.4	5.43	0.790		4.6	4.59	0.321		3.1	5.37	0.562	
Minnesota	-0.3	4.01	0.950		-4.4	4.25	0.297		-4.7	3.69	0.204	
Mississippi	5.7	4.74	0.229		1.2	4.54	0.792		6.9	4.28	0.107	
Missouri	-1.4	3.72	0.702		-0.2	4.08	0.964		-1.6	3.95	0.684	
Montana	-5.5	3.48	0.116		5.3	3.63	0.142		-0.1	3.67	0.969	
Nebraska	3.6	3.19	0.264		-0.3	3.55	0.926		3.2	3.79	0.395	
Nevada	1.8	3.80	0.635		-7.0	4.89	0.153		-5.2	4.96	0.297	
New Hampshire	-0.7	2.63	0.783		3.1	2.60	0.239		2.3	2.33	0.316	
New Jersey	8.1	4.01	0.042		-5.3	4.20	0.206		2.8	4.10	0.489	
New Mexico	12.5	3.40	*p*<.001	Y	-12.3	3.57	0.001	Y	0.3	3.58	0.940	
New York	-7.5	3.38	0.027		0.9	3.68	0.802		-6.5	3.81	0.086	
North Carolina	3.1	3.30	0.355		-3.0	3.64	0.414		0.1	3.77	0.982	
North Dakota	-8.2	2.89	0.005	Y	0.5	3.13	0.879		-7.7	3.46	0.026	
Ohio	-5.5	4.62	0.236		3.0	4.04	0.459		-2.5	4.94	0.616	
Oklahoma	0.4	3.29	0.908		-5.0	4.06	0.220		-4.6	3.93	0.242	
Oregon	2.5	4.21	0.556		-2.5	4.30	0.558		0.0	4.20	0.993	
Pennsylvania	0.5	4.04	0.900		-3.7	4.57	0.424		-3.1	4.41	0.476	
Rhode Island	3.8	2.59	0.137		1.5	2.62	0.561		5.4	2.63	0.041	
South Carolina	2.5	4.71	0.597		6.7	4.24	0.113		9.2	4.59	0.045	
South Dakota	-1.5	3.04	0.620		0.7	3.51	0.852		-0.9	3.53	0.809	
Tennessee	7.6	5.40	0.156		-7.5	5.73	0.191		0.2	6.77	0.981	
Texas	-0.7	3.35	0.835		2.8	3.67	0.453		2.1	3.74	0.583	
Utah	5.2	3.62	0.152		4.8	3.71	0.199		9.9	4.15	0.017	
Vermont	2.9	2.83	0.299		-0.9	3.02	0.755		2.0	3.03	0.511	
Virginia	2.0	3.78	0.595		-2.0	4.09	0.631		0.0	4.19	0.991	
Washington	-0.9	3.62	0.810		3.3	4.62	0.482		2.4	4.63	0.607	
West Virginia	-5.1	3.63	0.164		-1.6	3.40	0.642		-6.6	3.68	0.071	
Wisconsin	-3.4	4.11	0.409		2.1	4.27	0.627		-1.3	4.11	0.747	
Wyoming	-5.6	3.00	0.060		4.0	3.56	0.262		-1.6	2.97	0.581	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14g. State mean mathematics scale score, adjusted national mean mathematics scale score, and difference between the two for eighth-grade students identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(6) BH significance
National	245.9	0.69						
Alabama	220.2	2.75	246.3	0.70	26.1	2.84	*p*<.001	Y
Alaska	244.6	3.28	245.9	0.69	1.2	3.35	0.713	
Arizona	237.0	3.67	246.1	0.70	9.0	3.73	0.016	
Arkansas	233.4	2.85	246.0	0.69	12.6	2.94	*p*<.001	Y
California	227.8	2.43	248.6	0.70	20.8	2.53	*p*<.001	Y
Colorado	253.6	2.64	245.7	0.70	-7.8	2.73	0.004	Y
Connecticut	245.3	3.43	245.9	0.69	0.5	3.50	0.878	
Delaware	257.7	2.45	245.8	0.69	-11.9	2.54	*p*<.001	Y
District of Columbia	211.5	3.07	245.9	0.69	34.5	3.14	*p*<.001	Y
DoDEA	251.5	2.85	245.9	0.69	-5.7	2.93	0.053	
Florida	246.0	2.01	245.9	0.72	-0.1	2.13	0.955	
Georgia	246.3	3.66	245.9	0.70	-0.5	3.73	0.900	
Hawaii	224.1	2.73	246.0	0.69	21.8	2.82	*p*<.001	Y
Idaho	244.7	2.28	245.9	0.69	1.2	2.38	0.619	
Illinois	245.8	2.83	245.9	0.71	0.0	2.91	0.989	
Indiana	254.3	2.57	245.7	0.70	-8.6	2.67	0.001	Y
Iowa	247.4	2.02	245.8	0.69	-1.6	2.13	0.456	
Kansas	257.0	2.43	245.8	0.69	-11.3	2.52	*p*<.001	Y
Kentucky	248.8	3.09	245.8	0.70	-3.0	3.17	0.349	
Louisiana	242.0	2.35	245.9	0.70	3.9	2.45	0.114	
Maine	259.2	2.44	245.8	0.69	-13.4	2.54	*p*<.001	Y
Maryland	261.6	4.06	245.6	0.70	-16.0	4.11	*p*<.001	Y
Massachusetts	270.7	2.72	245.4	0.70	-25.4	2.80	*p*<.001	Y
Michigan	238.2	2.88	246.1	0.70	7.9	2.96	0.007	Y
Minnesota	255.5	2.57	245.7	0.70	-9.8	2.66	*p*<.001	Y
Mississippi	229.9	2.75	246.0	0.69	16.1	2.84	*p*<.001	Y
Missouri	248.8	2.88	245.8	0.70	-2.9	2.97	0.321	
Montana	247.7	2.62	245.9	0.69	-1.8	2.70	0.507	
Nebraska	248.0	2.71	245.9	0.69	-2.2	2.80	0.436	
Nevada	239.7	4.06	245.9	0.69	6.2	4.11	0.129	
New Hampshire	257.9	1.39	245.8	0.69	-12.1	1.55	*p*<.001	Y
New Jersey	250.7	2.79	245.7	0.70	-4.9	2.88	0.086	
New Mexico	240.1	2.51	245.9	0.69	5.8	2.60	0.025	
New York	248.6	2.66	245.7	0.71	-2.9	2.75	0.284	
North Carolina	256.9	2.68	245.5	0.70	-11.4	2.77	*p*<.001	Y
North Dakota	263.2	2.50	245.8	0.69	-17.4	2.60	*p*<.001	Y
Ohio	250.2	2.87	245.7	0.71	-4.5	2.96	0.129	
Oklahoma	242.2	3.12	245.9	0.69	3.8	3.19	0.239	
Oregon	251.4	2.84	245.8	0.69	-5.6	2.92	0.055	
Pennsylvania	253.7	3.31	245.5	0.70	-8.2	3.38	0.016	
Rhode Island	242.6	1.75	245.9	0.69	3.3	1.88	0.080	
South Carolina	244.9	2.73	245.9	0.70	1.0	2.81	0.735	
South Dakota	250.6	2.66	245.9	0.69	-4.7	2.75	0.085	
Tennessee	245.6	4.84	245.9	0.69	0.2	4.89	0.961	
Texas	250.4	2.69	245.5	0.71	-4.9	2.78	0.078	
Utah	234.1	2.84	246.0	0.69	11.8	2.92	*p*<.001	Y
Vermont	261.5	2.15	245.8	0.69	-15.7	2.26	*p*<.001	Y
Virginia	260.3	2.98	245.5	0.70	-14.8	3.07	*p*<.001	Y
Washington	239.9	3.76	246.0	0.70	6.1	3.82	0.110	
West Virginia	237.2	2.29	245.9	0.69	8.7	2.39	*p*<.001	Y
Wisconsin	249.3	2.86	245.8	0.70	-3.5	2.95	0.240	
Wyoming	251.9	2.38	245.9	0.69	-6.0	2.48	0.015	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14h. State mean mathematics scale score, adjusted national mean mathematics scale score, and difference between the two for eighth-grade students not identified for services under IDEA, by state (2007)

	(1) Mean	(2) Standard error	(3) Adjusted national mean	(4) Standard error of adjusted national mean	(4) Difference: adjusted national mean (col 3)– mean (col 1)	(5) Standard error of difference	(6) *p* value	(6) BH significance
National	283.6	0.24						
Alabama	270.6	1.39	283.8	0.24	13.2	1.41	*p*<.001	Y
Alaska	286.2	1.01	283.6	0.24	-2.6	1.04	0.012	
Arizona	279.0	1.18	283.7	0.24	4.8	1.20	*p*<.001	Y
Arkansas	278.6	1.09	283.7	0.24	5.0	1.12	*p*<.001	Y
California	273.8	0.80	285.1	0.24	11.3	0.84	*p*<.001	Y
Colorado	289.4	0.94	283.5	0.24	-5.8	0.97	*p*<.001	Y
Connecticut	287.5	1.44	283.6	0.24	-3.9	1.46	0.007	
Delaware	285.4	0.65	283.6	0.24	-1.8	0.69	0.010	
District of Columbia	251.6	0.94	283.7	0.24	32.1	0.97	*p*<.001	Y
DoDEA	287.5	0.84	283.6	0.24	-3.9	0.87	*p*<.001	Y
Florida	281.5	1.30	283.8	0.24	2.3	1.32	0.083	
Georgia	276.2	0.99	283.9	0.24	7.7	1.02	*p*<.001	Y
Hawaii	274.9	0.82	283.7	0.24	8.8	0.86	*p*<.001	Y
Idaho	287.2	0.82	283.6	0.24	-3.6	0.86	*p*<.001	Y
Illinois	284.3	1.11	283.6	0.24	-0.7	1.14	0.541	
Indiana	288.5	1.11	283.5	0.24	-5.0	1.14	*p*<.001	Y
Iowa	290.9	0.81	283.6	0.24	-7.3	0.85	*p*<.001	Y
Kansas	293.3	1.14	283.5	0.24	-9.7	1.17	*p*<.001	Y
Kentucky	281.0	1.04	283.7	0.24	2.7	1.07	0.013	Y
Louisiana	275.5	1.06	283.7	0.24	8.2	1.09	*p*<.001	Y
Maine	290.3	0.79	283.6	0.24	-6.7	0.83	*p*<.001	Y
Maryland	286.9	1.19	283.6	0.24	-3.3	1.21	0.006	
Massachusetts	300.6	1.26	283.3	0.24	-17.4	1.28	*p*<.001	Y
Michigan	281.0	1.38	283.7	0.24	2.7	1.40	0.055	
Minnesota	296.0	1.09	283.4	0.24	-12.6	1.11	*p*<.001	Y
Mississippi	268.1	0.83	283.8	0.24	15.7	0.86	*p*<.001	Y
Missouri	283.8	0.93	283.6	0.24	-0.2	0.96	0.833	
Montana	291.7	0.66	283.6	0.24	-8.1	0.71	*p*<.001	Y
Nebraska	288.1	1.03	283.6	0.24	-4.5	1.06	*p*<.001	Y
Nevada	273.9	0.75	283.7	0.24	9.8	0.79	*p*<.001	Y
New Hampshire	293.5	0.83	283.6	0.24	-9.9	0.87	*p*<.001	Y
New Jersey	293.9	1.17	283.3	0.24	-10.5	1.19	*p*<.001	Y
New Mexico	270.8	0.85	283.7	0.24	12.9	0.89	*p*<.001	Y
New York	284.3	1.12	283.6	0.24	-0.7	1.15	0.540	
North Carolina	287.4	1.03	283.5	0.24	-3.9	1.06	*p*<.001	Y
North Dakota	294.2	0.65	283.6	0.24	-10.6	0.69	*p*<.001	Y
Ohio	288.1	1.19	283.4	0.24	-4.7	1.22	*p*<.001	Y
Oklahoma	277.0	0.91	283.7	0.24	6.8	0.95	*p*<.001	Y
Oregon	287.1	1.08	283.6	0.24	-3.5	1.10	0.001	Y
Pennsylvania	290.6	1.03	283.3	0.24	-7.2	1.05	*p*<.001	Y
Rhode Island	281.3	0.67	283.6	0.24	2.3	0.72	0.001	Y
South Carolina	284.7	0.99	283.6	0.24	-1.1	1.02	0.270	
South Dakota	292.1	0.84	283.6	0.24	-8.5	0.88	*p*<.001	Y
Tennessee	275.7	1.14	283.8	0.24	8.1	1.16	*p*<.001	Y
Texas	288.4	0.95	283.2	0.24	-5.3	0.98	*p*<.001	Y
Utah	285.1	0.95	283.6	0.24	-1.4	0.98	0.141	
Vermont	296.5	0.74	283.6	0.24	-12.9	0.78	*p*<.001	Y
Virginia	290.1	1.05	283.5	0.24	-6.7	1.08	*p*<.001	Y
Washington	288.8	0.86	283.5	0.24	-5.3	0.89	*p*<.001	Y
West Virginia	275.9	0.85	283.7	0.24	7.8	0.88	*p*<.001	Y
Wisconsin	289.9	0.95	283.5	0.24	-6.4	0.98	*p*<.001	Y
Wyoming	291.6	0.76	283.6	0.24	-8.0	0.79	*p*<.001	Y

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14i. State and adjusted national differences between mean mathematics scale scores of eighth grade students identified and not identified for services under IDEA, and difference between the two, by state (2007)

	(1) State difference between children not identified and children Identified	(2) Standard error	(3) Adjusted national difference between children not identified and children identified	(3) Standard error of adjusted national difference	(4) Difference between col 3 and col 1	(5) Standard error of col 4	(6) *p* value	(7) BH significance
National	37.8	0.73						
Alabama	50.4	3.08	37.6	0.74	-12.9	3.17	*p*<.001	Y
Alaska	41.6	3.43	37.8	0.73	-3.9	3.51	0.273	
Arizona	41.9	3.85	37.7	0.74	-4.2	3.92	0.280	
Arkansas	45.3	3.06	37.7	0.73	-7.6	3.14	0.016	
California	46.0	2.56	36.5	0.74	-9.5	2.66	*p*<.001	Y
Colorado	35.8	2.80	37.8	0.74	2.0	2.90	0.488	
Connecticut	42.2	3.72	37.7	0.73	-4.5	3.79	0.240	
Delaware	27.7	2.53	37.8	0.73	10.1	2.64	*p*<.001	Y
District of Columbia	40.1	3.21	37.8	0.73	-2.4	3.29	0.474	
DoDEA	36.0	2.97	37.8	0.73	1.8	3.06	0.567	
Florida	35.5	2.39	37.9	0.76	2.4	2.51	0.338	
Georgia	29.9	3.79	38.0	0.74	8.1	3.86	0.035	
Hawaii	50.7	2.85	37.7	0.73	-13.0	2.95	*p*<.001	Y
Idaho	42.5	2.42	37.7	0.73	-4.7	2.53	0.061	
Illinois	38.5	3.04	37.7	0.75	-0.7	3.13	0.814	
Indiana	34.2	2.80	37.8	0.74	3.6	2.90	0.210	
Iowa	43.4	2.18	37.7	0.73	-5.7	2.30	0.013	
Kansas	36.2	2.68	37.8	0.73	1.5	2.78	0.581	
Kentucky	32.2	3.26	37.8	0.74	5.6	3.34	0.092	
Louisiana	33.5	2.58	37.8	0.74	4.4	2.69	0.105	
Maine	31.1	2.57	37.8	0.73	6.7	2.67	0.013	Y
Maryland	25.3	4.23	38.0	0.74	12.7	4.29	0.003	Y
Massachusetts	29.9	2.99	37.9	0.74	8.0	3.08	0.009	Y
Michigan	42.8	3.19	37.6	0.74	-5.3	3.28	0.109	
Minnesota	40.4	2.79	37.7	0.74	-2.7	2.89	0.346	
Mississippi	38.2	2.87	37.8	0.73	-0.4	2.97	0.888	
Missouri	35.1	3.03	37.8	0.74	2.7	3.12	0.379	
Montana	44.0	2.70	37.7	0.73	-6.3	2.80	0.025	
Nebraska	40.1	2.90	37.7	0.73	-2.3	2.99	0.439	
Nevada	34.2	4.12	37.8	0.73	3.6	4.19	0.395	
New Hampshire	35.6	1.62	37.8	0.73	2.2	1.78	0.219	
New Jersey	43.2	3.03	37.6	0.74	-5.6	3.12	0.073	
New Mexico	30.7	2.65	37.8	0.73	7.1	2.75	0.009	Y
New York	35.7	2.88	37.9	0.75	2.2	2.98	0.452	
North Carolina	30.5	2.87	38.0	0.74	7.4	2.97	0.012	Y
North Dakota	31.0	2.59	37.8	0.73	6.7	2.69	0.012	Y
Ohio	37.9	3.11	37.8	0.75	-0.2	3.20	0.956	
Oklahoma	34.8	3.25	37.8	0.73	3.0	3.33	0.368	
Oregon	35.7	3.03	37.8	0.73	2.1	3.12	0.511	
Pennsylvania	36.9	3.47	37.8	0.74	0.9	3.54	0.795	
Rhode Island	38.8	1.88	37.8	0.73	-1.0	2.02	0.617	
South Carolina	39.8	2.90	37.7	0.74	-2.1	2.99	0.488	
South Dakota	41.5	2.79	37.8	0.73	-3.8	2.88	0.192	
Tennessee	30.1	4.97	37.9	0.74	7.8	5.03	0.119	
Texas	38.1	2.85	37.7	0.75	-0.4	2.95	0.904	
Utah	50.9	2.99	37.6	0.73	-13.3	3.08	*p*<.001	Y
Vermont	35.0	2.27	37.8	0.73	2.8	2.39	0.243	
Virginia	29.8	3.16	38.0	0.74	8.2	3.25	0.012	Y
Washington	48.9	3.86	37.5	0.74	-11.4	3.93	0.004	Y
West Virginia	38.7	2.44	37.8	0.73	-1.0	2.55	0.706	
Wisconsin	40.7	3.01	37.7	0.74	-3.0	3.10	0.340	
Wyoming	39.8	2.50	37.8	0.73	-2.0	2.61	0.444	

NOTE: BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.14j. Mean mathematics scale scores of eighth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

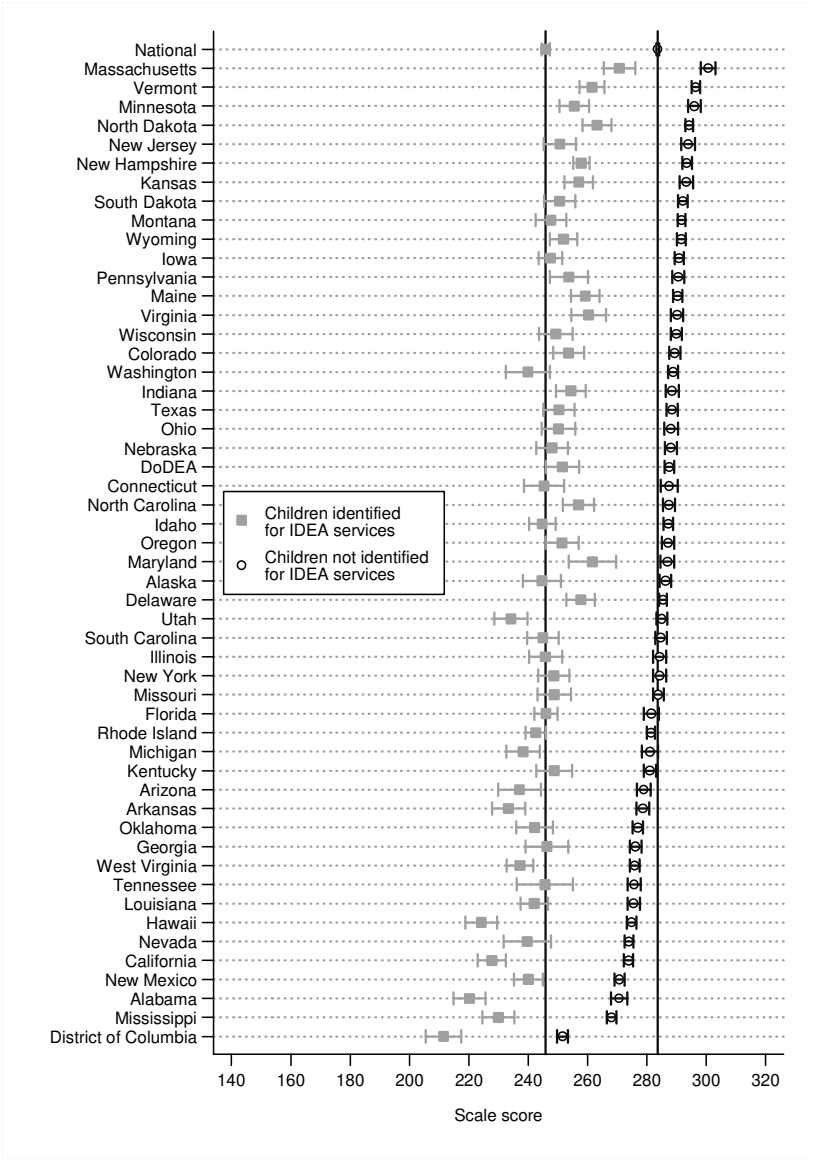


Exhibit reads: The mean mathematics scale score of eighth-grade students identified for services under IDEA in Massachusetts was 271 in 2007.

NOTE: States are ordered by the mean scores of children identified for services under IDEA. Vertical lines represent national means. DoDEA refers to the Department of Defense Education Agency. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/.

Exhibit A4.15. Percentage of fourth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in reading, by state (2003)

	NAEP Basic or Above	NAEP Basic or Above Standard Error	NAEP Proficient or Above	NAEP Proficient or Above Standard Error	State Assessment Proficient or Above
Alabama	13.42	2.48	3.03	1.19	21.76
Alaska	24.58	2.92	7.97	1.81	41.57
Arizona	23.10	4.16	5.67	1.83	
Arkansas	18.97	3.55	5.11	2.19	11.72
California	21.83	2.60	4.92	1.60	17.46
Colorado	26.90	3.40	8.43	1.91	52.70
Connecticut	35.69	3.87	11.79	3.53	27.32
Delaware	47.53	4.54	16.04	3.40	
District of Columbia	8.92	2.15	2.77	1.37	17.54
DoDEA	31.43	3.19	13.30	2.09	
Florida	27.91	3.17	9.99	1.90	28.08
Georgia	27.74	2.40	10.45	1.97	51.35
Hawaii	11.03	2.41	2.86	1.28	
Idaho	18.58	2.97	4.20	1.80	30.67
Illinois	31.49	3.70	11.18	2.51	
Indiana	33.48	3.21	9.85	2.08	
Iowa	19.85	3.76	4.80	1.81	31.05
Kansas	29.07	2.89	8.15	1.99	
Kentucky	32.57	5.79	10.92	3.02	43.00
Louisiana	19.49	3.28	5.62	1.73	27.23
Maine	36.98	3.23	9.76	1.69	10.02
Maryland	34.28	4.01	11.68	2.80	
Massachusetts	41.18	3.86	12.56	1.71	24.17
Michigan	30.19	5.08	7.85	2.74	30.19
Minnesota	29.72	2.93	11.38	1.56	
Mississippi	35.96	5.07	12.01	4.35	82.80
Missouri	38.66	4.80	14.53	2.54	
Montana	30.73	4.85	6.24	2.01	35.97
Nebraska	30.93	3.91	9.79	2.82	
Nevada	22.62	3.19	5.92	1.78	10.94
New Hampshire	34.42	3.05	9.26	1.72	
New Jersey	37.93	3.56	12.51	2.49	41.52
New Mexico	28.10	3.53	12.88	2.77	25.67
New York	32.59	3.37	10.65	2.34	21.88
North Carolina	36.40	3.49	12.55	2.10	55.59
North Dakota	28.50	2.55	6.21	1.44	37.37
Ohio	19.83	4.38	4.51	1.16	28.83
Oklahoma	18.98	2.67	5.80	1.76	
Oregon	30.62	3.35	9.61	2.31	
Pennsylvania	24.43	3.26	7.00	1.76	
Rhode Island	33.98	2.99	9.73	1.98	29.82
South Carolina	37.23	4.18	12.30	2.58	8.56
South Dakota	34.64	3.96	10.59	2.58	54.83
Tennessee	30.19	4.40	14.49	3.78	
Texas	32.63	4.76	9.33	2.52	
Utah	23.85	2.63	6.64	1.85	39.20
Vermont	44.11	3.97	13.48	2.34	31.77
Virginia	42.61	4.33	18.47	3.71	
Washington	31.26	3.09	10.72	1.74	32.12
West Virginia	33.74	6.30	11.62	4.20	29.60
Wisconsin	22.88	2.99	6.54	2.05	51.91
Wyoming	25.02	2.52	5.52	1.23	12.43

NOTE: Empty cells indicated states which did not report data. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/; U.S. Department of Education, Office of Special Education Programs, Annual Performance Reports, 2003, from the NCEO Data Viewer, http://data.nceo.info/.

Exhibit A4.16. Percentage of eighth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in reading, by state (2003)

	NAEP Basic or Above	NAEP Basic or Above Standard Error	NAEP Proficient or Above	NAEP Proficient or Above Standard Error	State Assessment Proficient or Above
Alabama	18.34	2.84	2.32	1.18	14.57
Alaska	28.06	3.20	4.30	1.32	26.31
Arizona	20.04	3.47	2.78	1.28	18.71
Arkansas	25.20	3.31	3.47	1.45	3.14
California	19.55	2.64	3.28	1.62	5.80
Colorado	29.09	3.72	5.50	1.95	54.40
Connecticut	39.58	3.42	5.63	1.84	38.20
Delaware	29.50	3.96	3.54	1.90	17.82
District of Columbia	10.80	2.44	1.04	0.67	8.93
DoDEA	34.50	3.62	3.11	1.64	
Florida	28.90	4.54	4.09	1.30	14.80
Georgia	22.05	3.21	2.40	1.40	42.68
Hawaii	17.20	2.70	1.41	0.59	5.60
Idaho	26.65	3.56	2.17	0.95	22.97
Illinois	40.28	3.81	5.12	1.84	
Indiana	31.45	3.15	3.24	1.48	21.07
Iowa	31.39	2.90	4.32	1.13	20.47
Kansas	39.17	2.81	8.43	1.92	38.05
Kentucky	37.43	5.67	7.05	1.83	
Louisiana	27.69	4.76	7.32	2.98	10.25
Maine	42.74	3.66	10.12	2.65	7.02
Maryland	33.33	4.34	6.98	2.24	20.12
Massachusetts	43.94	3.30	10.81	2.22	
Michigan	36.66	4.61	3.88	1.94	
Minnesota	35.41	4.17	6.25	1.69	
Mississippi	19.45	5.72	0.72		41.52
Missouri	42.66	4.83	6.79	1.73	
Montana	46.09	4.44	6.19	1.98	25.84
Nebraska	36.19	3.92	4.74	1.38	
Nevada	18.82	2.90	2.08	1.31	
New Hampshire	43.81	3.10	7.78	1.75	
New Jersey	37.50	4.01	5.01	1.44	27.72
New Mexico	31.31	2.96	7.87	1.50	19.68
New York	33.43	3.55	7.89	1.90	7.70
North Carolina	42.42	4.12	11.19	3.37	55.49
North Dakota	38.02	4.42	6.26	1.69	21.74
Ohio	31.54	4.55	4.28	1.88	22.35
Oklahoma	25.85	4.36	3.35	1.28	21.66
Oregon	38.49	3.86	6.59	2.14	17.48
Pennsylvania	31.36	3.14	4.43	1.53	17.41
Rhode Island	38.59	2.61	8.30	1.47	13.70
South Carolina	35.43	4.36	4.21	2.33	1.71
South Dakota	34.37	4.05	3.72	1.65	29.78
Tennessee	43.81	3.74	14.20	3.50	29.51
Texas	32.41	5.10	5.51	2.03	
Utah	24.35	4.24	2.60	1.23	21.41
Vermont	54.94	4.25	10.9	2.24	16.51
Virginia	43.29	4.42	8.89	2.36	31.39
Washington	28.01	3.88	3.86	1.54	
West Virginia	29.07	4.49	2.63	1.41	12.36
Wisconsin	30.49	3.15	4.00	1.52	47.91
Wyoming	38.65	3.68	4.33	1.20	5.10

NOTE: Empty cells indicated states which did not report data. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/; U.S. Department of Education, Office of Special Education Programs, Annual Performance Reports, 2003, from the NCEO Data Viewer, http://data.nceo.info/.

Exhibit A4.17. Percentage of fourth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in mathematics, by state (2003)

	NAEP Basic or Above	NAEP Basic or Above Standard Error	NAEP Proficient or Above	NAEP Proficient or Above Standard Error	State Assessment Proficient or Above
Alabama	21.55	2.99	3.15	1.59	23.03
Alaska	46.10	3.01	11.01	1.87	33.52
Arizona	44.25	3.52	8.22	2.28	
Arkansas	34.71	3.44	5.95	1.28	19.79
California	40.95	3.32	11.75	1.95	23.09
Colorado	42.50	3.63	9.07	1.64	
Connecticut	56.13	3.29	17.13	2.59	47.00
Delaware	50.22	3.22	10.56	1.93	
District of Columbia	9.11	2.13	2.06	0.90	15.71
DoDEA	53.22	2.90	10.77	1.38	
Florida	50.16	3.69	12.55	2.05	27.19
Georgia	43.05	3.31	10.56	2.08	42.47
Hawaii	27.19	3.05	4.76	1.24	
Idaho	41.08	3.27	7.13	1.74	40.01
Illinois	51.02	3.97	14.36	1.94	
Indiana	57.86	3.47	16.59	2.18	
Iowa	46.34	3.21	7.02	1.42	37.31
Kansas	57.30	3.78	12.95	2.48	57.76
Kentucky	40.44	3.99	7.61	2.16	
Louisiana	40.00	3.55	5.93	1.26	32.08
Maine	49.21	3.66	9.95	1.97	8.07
Maryland	48.84	3.92	13.06	2.00	
Massachusetts	65.28	2.48	18.74	2.15	16.05
Michigan	58.53	4.98	14.06	2.70	39.62
Minnesota	57.12	3.16	16.84	2.42	
Mississippi	46.53	5.21	11.85	2.86	70.11
Missouri	60.62	3.14	14.75	2.09	19.98
Montana	46.66	3.51	6.23	1.77	39.66
Nebraska	59.65	3.09	14.65	2.39	
Nevada	39.93	3.49	8.93	1.66	13.64
New Hampshire	63.15	2.98	15.17	1.90	
New Jersey	48.79	3.31	9.59	2.11	38.43
New Mexico	38.91	2.94	11.82	1.70	25.73
New York	51.28	2.93	11.46	1.85	45.70
North Carolina	69.85	2.73	25.86	2.84	81.16
North Dakota	51.26	3.33	9.17	2.02	23.74
Ohio	50.96	4.16	9.02	1.84	27.46
Oklahoma	43.44	3.70	8.10	1.82	
Oregon	54.47	3.17	12.73	1.92	
Pennsylvania	42.06	3.63	11.97	2.55	
Rhode Island	44.50	2.80	8.99	1.49	23.45
South Carolina	61.69	4.62	13.55	1.80	14.17
South Dakota	55.81	3.32	14.55	1.93	42.26
Tennessee	38.51	4.17	12.41	2.77	
Texas	65.17	3.72	16.14	2.26	
Utah	49.54	2.91	8.94	1.65	38.03
Vermont	60.32	2.89	16.00	2.01	31.39
Virginia	59.25	3.84	15.07	2.99	
Washington	47.45	2.45	10.58	1.91	26.27
West Virginia	39.06	3.66	7.01	1.71	32.43
Wisconsin	45.11	3.26	8.75	1.65	45.85
Wyoming	60.77	3.43	12.98	1.90	15.48

NOTE: Empty cells indicated states which did not report data. DoDEA refers to the Department of Defense Education Agency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, retrieved January 18, 2008, from NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/; U.S. Department of Education, Office of Special Education Programs, Annual Performance Reports, 2003, from the NCEO Data Viewer, http://data.nceo.info/.

Exhibit A4.18a. Letter-word identification (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 7 through 14 (2001), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	78.15	93.65	61.72	87	84.13	92.04	87.33	86.3	84.15	79.12	67.47	56.27
Standard error	1.122	1.071	1.563	1.4	1.471	2.04	1.792	1.416	2.364	3.117	3.303	27.041
Confidence interval	2.2	2.1	3.1	2.7	2.9	4.0	3.5	2.8	4.6	6.1	6.5	53.0
Unweighted n	453	365	388	359	465	245	408	467	364	126	195	5
Difference from general population	-21.9	-6.3	-38.3	-13.0	-15.9	-8.0	-12.7	-13.7	-15.9	-20.9	-32.5	-21.9
Standard error	1.12	1.07	1.56	1.40	1.47	2.04	1.79	1.42	2.36	3.12	3.30	1.12
p value	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p <. 001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). SEELS administered a research edition of the Woodcock-Johnson III (WJ III) to 7- through 14-year-olds in 2001. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2001.

Exhibit A4.18b. Passage comprehension (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 7 through 14 (2001), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	79.76	91.95	62.38	85.01	82.32	89.46	84.5	84.04	75.98	78.04	65.42	55.35
Standard error	1.297	1.104	1.66	1.378	1.541	1.933	1.722	1.472	2.136	2.998	3.154	23.51
Confidence interval	2.5	2.2	3.3	2.7	3.0	3.8	3.4	2.9	4.2	5.9	6.2	46.1
Unweighted n	457	367	392	363	483	253	416	469	377	127	203	5
Difference from general population	-20.2	-8.1	-37.6	-15.0	-17.7	-10.5	-15.5	-16.0	-24.0	-22.0	-34.6	-20.2
Standard error	1.30	1.10	1.66	1.38	1.54	1.93	1.72	1.47	2.14	3.00	3.15	1.30
p value	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). SEELS administered a research edition of the Woodcock-Johnson III (WJ III) to 7- through 14-year-olds in 2001. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2001.

Exhibit A4.18c. Synonyms and antonyms (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 16 through 18 (2002, 2004), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	89.5	89.9	65.3	93.4	84.1	94.0	88.2	95.0	81.3	83.7	71.6	75.5
Standard error	0.81	0.93	1.061	1.116	1.445	1.889	1.233	0.861	2.162	1.943	2.115	2.883
Confidence interval	1.6	1.8	2.1	2.2	2.8	3.7	2.4	1.7	4.2	3.8	4.1	5.7
Unweighted n	558	573	480	418	573	420	564	590	412	223	324	87
Difference from general population	-10.5	-10.1	-34.7	-6.6	-15.9	-6.0	-11.8	-5.0	-17.7	-16.3	-28.4	-24.5
Standard error	0.81	0.93	1.06	1.12	1.45	1.89	1.23	0.86	2.16	1.94	2.12	2.88
p value	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	0.002	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). NLTS2 administered a research edition of the WJ III in Waves 2 and 4 of the study (2002 and 2004, respectively). Each wave of testing included students who were 16- through 18-years-old at the time of administration. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), direct assessment, 2002 and 2004.

Exhibit A4.18d. Passage comprehension (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 16 through 18 (2001), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	81.89	81.39	55.7	84.15	75.68	84.7	78.75	85.81	69.61	74.06	61.51	66.33
Standard error	1.003	1.151	1.412	1.419	1.732	2.378	1.588	1.102	2.383	2.956	2.664	3.819
Confidence interval	2.0	2.3	2.8	2.8	3.4	4.7	3.1	2.2	4.7	5.8	5.2	7.5
Unweighted n	559	574	478	418	573	420	563	589	414	223	321	87
Difference from general population	-17.1	-17.6	-44.3	-15.9	-24.3	-15.3	-21.3	-14.2	-30.4	-25.9	-38.5	-33.7
Standard error	1.00	1.15	1.41	1.42	1.73	2.38	1.59	1.10	2.38	2.96	2.66	3.82
p value	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$	$p < .001$
BH statistical significance[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). NLTS2 administered a research edition of the WJ III in Waves 2 and 4 of the study (2002 and 2004, respectively). Each wave of testing included students who were 16- through 18-years-old at the time of administration. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), direct assessment, 2002 and 2004.

Exhibit A4.19a. Calculation (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 7 through 14 (2001), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	89.93	99.81	71.26	90.89	94.16	97.78	91.38	89.67	86.54	85.84	73.34	51.6
Standard error	1.049	1.14	1.625	1.214	1.37	1.832	1.504	1.263	2.017	3.003	3.395	24.821
Confidence interval	2.1	2.2	3.2	2.4	2.7	3.6	2.9	2.5	4.0	5.9	6.7	48.6
Unweighted n	446	354	342	351	464	240	385	450	331	115	167	4
Difference from general population	-10.1	-0.2	-28.7	-9.1	-5.8	-2.2	-8.6	-10.3	-13.5	-14.2	-26.7	-10.1
Standard error	1.05	1.14	1.63	1.21	1.37	1.83	1.50	1.26	2.02	3.00	3.40	1.05
p value	*p* < .001	0.868	*p* < .001	*p* < .001	*p* < .001	0.226	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y		Y	Y	Y			Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). SEELS administered a research edition of the Woodcock-Johnson III (WJ III) to 7- through 14-year-olds in 2001. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2001.

Exhibit A4.19b. Applied problems (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 7 through 14 (2001), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	88.44	99.34	67.39	89.79	86.81	94.59	88.8	89.39	73.67	83.53	66.09	55
Standard error	1.106	1.255	1.457	1.277	1.62	1.92	1.601	1.181	2.54	2.683	3.147	20.384
Confidence interval	2.2	2.5	2.9	2.5	3.2	3.8	3.1	2.3	5.0	5.3	6.2	40.0
Unweighted n	450	359	387	360	473	238	404	464	355	120	196	5
Difference from general population	-11.6	-0.7	-32.6	-10.2	-13.2	-5.4	-11.2	-10.6	-26.3	-16.5	-33.9	-11.6
Standard error	1.11	1.26	1.46	1.28	1.62	1.92	1.60	1.18	2.54	2.68	3.15	1.11
p value	*p* < .001	0.599	*p* < .001	*p* < .001	*p* < .001	0.005	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y		Y	Y	Y			Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). SEELS administered a research edition of the Woodcock-Johnson III (WJ III) to 7- through 14-year-olds in 2001. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), direct assessment, 2001.

Exhibit A4.19c. Calculation (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 16 through 18 (2002 and 2004), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	86.11	91.67	61.36	86.2	91.54	92.22	82.56	88.23	80.25	79.98	65.65	77.65
Standard error	1.086	1.135	1.432	1.22	1.421	2.418	1.643	1.067	2.388	2.649	2.89	3.394
Confidence interval	2.1	2.2	2.8	2.4	2.8	4.7	3.2	2.1	4.7	5.2	5.7	6.7
Unweighted n	556	569	465	415	566	416	558	585	399	218	300	84
Difference from general population	-13.9	-8.3	-38.6	-13.8	-8.5	-7.8	-17.4	-11.8	-19.8	-20.0	-34.4	-22.4
Standard error	1.09	1.14	1.43	1.22	1.42	2.42	1.64	1.07	2.39	2.65	2.89	3.39
p value	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < 001	0.001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

[1]BH Statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). NLTS2 administered a research edition of the WJ III in Waves 2 and 4 of the study (2002 and 2004, respectively). Each wave of testing included students who were 16- through 18-years-old at the time of administration. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), direct assessment, 2002 and 2004.

Exhibit A4.19d. Applied problems (WJ III): Standard scores and differences from the general population for children identified for services under IDEA ages 16 through 18 (2002, 2004), by disability category

	SLD	SP	MR	ED	HI	VI	OI	OHI	AUT	TBI	MD	DB
Mean	88.25	87.87	63.42	88.18	83.95	87.59	79.79	88.38	71.22	80.64	62.92	72.73
Standard error	0.773	0.977	1.308	1.057	1.32	2.23	1.44	0.852	2.352	2.226	2.424	3.448
Confidence interval	1.5	1.9	2.6	2.1	2.6	4.4	2.8	1.7	4.6	4.4	4.8	6.8
Unweighted n	557	568	478	416	570	317	560	586	411	219	318	72
Difference from general population	-11.8	-12.1	-36.6	-11.8	-16.1	-12.4	-20.2	-11.6	-28.8	-19.4	-37.1	-27.3
Standard error	0.77	0.98	1.31	1.06	1.32	2.23	1.44	0.85	2.35	2.23	2.42	3.45
p value	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001	*p* < .001
BH statistical significance[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

[1]BH statistical significance: Y = statistically significant at 0.05 (2-tailed test) after adjustment using the Benjamini-Hochberg procedure for multiple comparisons and false discovery rate.

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB). NLTS2 administered a research edition of the WJ III in Waves 2 and 4 of the study (2002 and 2004, respectively). Each wave of testing included students who were 16- through 18-years-old at the time of administration. All measures are based on a general population mean of 100 and a standard deviation of 15. The presented confidence intervals represent plus or minus 1.96 multiplied by the standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), direct assessment, 2002 and 2004.

Exhibit A4.20. National percentage of youth identified for services under IDEA no longer in high school, by exit type (1998–2005)

	Number exiting high school					Percent			
Year	Diploma	Certificate	Maximum age	Dropout	Total	Diploma	Certificate	Maximum age	Dropout
1998	149,783	29,380	4,853	75,286	259,302	57.76	11.33	1.87	29.03
1999	162,006	32,538	6,625	84,158	285,327	56.78	11.40	2.32	29.50
2000	173,476	33,204	5,818	88,533	301,031	57.63	11.03	1.93	29.41
2001	189,959	35,154	4,596	78,797	308,506	61.57	11.39	1.49	25.54
2002	195,817	47,240	4,658	80,552	328,267	59.65	14.39	1.42	24.54
2003	213,703	51,533	4,900	121,504	391,640	54.57	13.16	1.25	31.02
2004	213,831	59,757	5,086	109,954	388,628	55.02	15.38	1.31	28.29
2005	222,847	60,579	5,344	103,235	392,005	56.85	15.45	1.36	26.34

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), as of June 10, 2008.

Exhibit A4.21. National percentage of school-age youth who had been identified for services under IDEA and were no longer in high school, by exit type and disability category (2005)

	Number exiting high school					Percent			
Disability	Diploma	Certificate	Maximum age	Dropout	Total	Diploma	Certificate	Maximum age	Dropout
All SWD	222,847	60,579	5,344	103,235	392,005	56.85	15.45	1.36	26.34
SLD	144,413	29,348	1,163	58,589	233,513	61.84	12.57	0.50	25.09
SP	5,966	819	40	1,999	8,824	67.61	9.28	0.45	22.65
MR	17,005	16,453	2,083	10,285	45,826	37.11	35.90	4.55	22.44
ED	20,612	4,726	591	21,304	47,233	43.64	10.01	1.25	45.10
HI	3,191	761	51	610	4,613	69.17	16.50	1.11	13.22
VI	1,246	243	28	196	1,713	72.74	14.19	1.63	11.44
OI	2,110	663	133	404	3,310	63.75	20.03	4.02	12.21
OHI	20,371	3,775	177	7,526	31,849	63.96	11.85	0.56	23.63
AUT	2,783	1,294	323	441	4,841	57.49	26.73	6.67	9.11
TBI	1,458	371	65	331	2,225	65.53	16.67	2.92	14.88
MD	3,600	2,106	679	1,537	7,922	45.44	26.58	8.57	19.40
DB	92	20	11	13	136	67.65	14.71	8.09	9.56

NOTE: Disability categories are: all students with disabilities (All SWD), specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS) as of June 10, 2008.

Exhibit A4.22. National percentage of school-age youth identified for services under IDEA exiting high school with a diploma, by disability cluster and classification (2003 through 2005)

Disability cluster/ category	2003 Number of youth with diploma	2003 Total number of youth exiting high school	2003 Percentage of youth exiting high school with diploma	2004 Number of youth with diploma	2004 Total number of youth exiting high school	2004 Percentage of youth exiting high school with diploma	2005 Number of youth with diploma	2005 Total number of youth exiting high school	2005 Percentage of youth exiting high school with diploma
Sensory, physical and developmental disabilities									
DEV	183,999	342,028	53.80	181,840	336,076	54.11	187,996	335,396	56.05
PHYS	25,180	43,029	58.52	27,343	45,996	59.45	30,322	50,147	60.47
SENS	4,524	6,584	68.71	4,648	6,556	70.90	4,529	6,462	70.09
Sensory disabilities									
DB	65	125	52.00	52	95	54.74	92	136	67.65
HI	3,242	4,804	67.49	3,303	4,695	70.35	3,191	4,613	69.17
VI	1,217	1,655	73.53	1,293	1,766	73.22	1,246	1,713	72.74
Physical disabilities									
AUT	1,954	3,496	55.89	2,193	3,881	56.51	2,783	4,841	57.49
MD	3,980	8,215	48.45	3,561	7,845	45.39	3,600	7,922	45.44
OHI	15,361	25,159	61.06	17,883	28,514	62.72	20,371	31,849	63.96
OI	2,534	3,974	63.76	2,331	3,607	64.62	2,110	3,310	63.75
TBI	1,351	2,185	61.83	1,375	2,149	63.98	1,458	2,225	65.53
Developmental disabilities									
ED	18,918	49,219	38.44	19,085	47,354	40.30	20,612	47,233	43.64
MR	18,750	48,560	38.61	16,609	46,105	36.02	17,005	45,826	37.11
SLD	140,778	235,215	59.85	140,459	233,949	60.04	144,413	233,513	61.84
SP	5,553	9,034	61.47	5,687	8,668	65.61	5,966	8,824	67.61

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Section 618 Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Exhibit A4.23. National percentage of school-age youth identified for services under IDEA exiting high school by dropping out, by disability cluster and category (2003 through 2005)

Disability cluster/ category	2003 Number of youth who dropped out	2003 Total number of youth exiting high school	2003 Percentage of youth exiting high school who dropped out	2004 Number of youth who dropped out	2004 Total number of youth exiting high school	2004 Percentage of youth exiting high school who dropped out	2005 Number of youth who dropped out	2005 Total number of youth exiting high school	2005 Percentage of youth exiting high school who dropped out
Sensory, physical and developmental disabilities									
DEV	109,959	342,028	32.15	98,949	336,076	29.44	92,177	335,396	27.48
PHYS	10,505	43,029	24.41	10,178	45,996	22.13	10,239	50,147	20.42
SENS	1,041	6,584	15.81	827	6,556	12.61	819	6,462	12.67
Sensory disabilities									
DB	23	125	18.40	21	95	22.11	13	136	9.56
HI	807	4,804	16.80	610	4,695	12.99	610	4,613	13.22
VI	211	1,655	12.75	196	1,766	11.10	196	1,713	11.44
Physical disabilities									
AUT	452	3,496	12.93	421	3,881	10.85	441	4,841	9.11
MD	1,829	8,215	22.26	1,703	7,845	21.71	1,537	7,922	19.40
OHI	7,050	25,159	28.02	7,142	28,514	25.05	7,526	31,849	23.63
OI	667	3,974	16.78	508	3,607	14.08	404	3,310	12.21
TBI	507	2,185	23.20	404	2,149	18.80	331	2,225	14.88
Developmental disabilities									
ED	25,782	49,219	52.38	22,942	47,354	48.45	21,304	47,233	45.10
MR	13,167	48,560	27.11	11,203	46,105	24.30	10,285	45,826	22.44
SLD	68,355	235,215	29.06	62,641	233,949	26.78	58,589	233,513	25.09
SP	2,655	9,034	29.39	2,163	8,668	24.95	1,999	8,824	22.65

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Exhibit A4.24. National percentage of school-age youth identified for services under IDEA exiting high school by receiving a certificate of completion, by disability cluster and category (2003 through 2005)

Disability cluster/ category	2003 Number of youth with certificate	2003 Total number of youth exiting high school	2003 Percentage of youth exiting high school with certificate	2004 Number of youth with certificate	2004 Total number of youth exiting high school	2004 Percentage of youth exiting high school with certificate	2005 Number of youth with certificate	2005 Total number of youth exiting high school	2005 Percentage of youth exiting high school with certificate
Sensory, physical and developmental disabilities									
DEV	44,606	342,028	13.04	51,518	336,076	15.33	51,346	335,396	15.31
PHYS	6,026	43,029	14.00	7,274	45,996	15.81	8,209	50,147	16.37
SENS	901	6,584	13.68	965	6,556	14.72	1,024	6,462	15.85
Sensory disabilities									
DB	20	125	16.00	13	95	13.68	20	136	14.71
HI	692	4,804	14.40	710	4,695	15.12	761	4,613	16.50
VI	189	1,655	11.42	242	1,766	13.70	243	1,713	14.19
Physical disabilities									
AUT	807	3,496	23.08	978	3,881	25.20	1,294	4,841	26.73
MD	1,696	8,215	20.65	1,981	7,845	25.25	2,106	7,922	26.58
OHI	2,642	25,159	10.50	3,346	28,514	11.73	3,775	31,849	11.85
OI	620	3,974	15.60	660	3,607	18.30	663	3,310	20.03
TBI	261	2,185	11.95	309	2,149	14.38	371	2,225	16.67
Developmental disabilities									
ED	4,083	49,219	8.30	4,735	47,354	10.00	4,726	47,233	10.01
MR	14,507	48,560	29.87	16,437	46,105	35.65	16,453	45,826	35.90
SLD	25,242	235,215	10.73	29,562	233,949	12.64	29,348	233,513	12.57
SP	774	9,034	8.57	784	8,668	9.04	819	8,824	9.28

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Exhibit A4.25. National percentage of school-age youth identified for services under IDEA exiting high school by reaching the maximum age for service, by disability cluster and category (2003 through 2005)

Disability cluster/ category	2003			2004			2005		
	Number of youth with maximum age	Total number of youth exiting high school	Percentage of youth exiting high school with maximum age	Number of youth with maximum age	Total number of youth exiting high school	Percentage of youth exiting high school with maximum age	Number of youth with maximum age	Total number of youth exiting high school	Percentage of youth exiting high school with maximum age
Sensory, physical and developmental disabilities									
DEV	3,464	342,028	1.01	3,769	336,076	1.12	3,877	335,396	1.16
PHYS	1,318	43,029	3.06	1,201	45,996	2.61	1,377	50,147	2.75
SENS	118	6,584	1.79	116	6,556	1.77	90	6,462	1.39
Sensory disabilities									
DB	17	125	13.60	9	95	9.47	11	136	8.09
HI	63	4,804	1.31	72	4,695	1.53	51	4,613	1.11
VI	38	1,655	2.30	35	1,766	1.98	28	1,713	1.63
Physical disabilities									
AUT	283	3,496	8.09	289	3,881	7.45	323	4,841	6.67
MD	710	8,215	8.64	600	7,845	7.65	679	7,922	8.57
OHI	106	25,159	0.42	143	28,514	0.50	177	31,849	0.56
OI	153	3,974	3.85	108	3,607	2.99	133	3,310	4.02
TBI	66	2,185	3.02	61	2,149	2.84	65	2,225	2.92
Developmental disabilities									
ED	436	49,219	0.89	592	47,354	1.25	591	47,233	1.25
MR	2,136	48,560	4.40	1,856	46,105	4.03	2,083	45,826	4.55
SLD	840	235,215	0.36	1,287	233,949	0.55	1,163	233,513	0.50
SP	52	9,034	0.58	34	8,668	0.39	40	8,824	0.45

NOTE: The sensory disability cluster includes youth with visual impairments (VI), hearing impairments (HI), or deaf-blindness (DB); the physical disability cluster includes youth with autism (AUT), multiple disabilities (MD), other health impairments (OHI), orthopedic impairments (OI), or traumatic brain injury (TBI); the developmental disability cluster includes youth with specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), or emotional disturbance (ED).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003, 2004, and 2005 as of June 10, 2008.

Exhibit A4.26. Averaged freshman graduation rate of school-age youth identified for services under IDEA and total population, by state (2005 and 1998–2004 average)

	Total Population[1]						Youth identified for services under IDEA[2]					
	1998-2004			2005			1998-2004			2005		
State	Graduation rate[3]	Number receiving diplomas	Averaged freshman enrollment	Graduation rate	Number receiving diplomas	Averaged freshman enrollment	Graduation rate	Number receiving diplomas	Averaged freshman enrollment	Graduation rate	Number receiving diplomas	Averaged freshman enrollment
Total	**72.6%**	**17,938,331**	**24,713,221**	**75.4%**	**2,799,250**	**3,711,591**	**43.8%**	**1,296,870**	**2,963,011**	**45.6%**	**222,570**	**487,697**
Alaska	67.8%	48,177	71,079	64.1%	6,909	10,777	35.0%	2,968	8,472	32.5%	423	1,300
Alabama	63.6%	258,326	406,022	65.9%	37,453	56,844	16.0%	8,428	52,730	18.6%	1,438	7,744
Arkansas	75.3%	189,906	252,280	75.9%	26,621	35,051	56.1%	16,629	29,616	66.9%	3,112	4,652
Arizona	69.7%	299,795	430,127	85.2%	59,498	69,850	50.4%	20,832	41,353	29.0%	2,263	7,809
California	73.3%	2,217,645	3,024,639	75.4%	355,217	471,010	37.4%	110,883	296,736	39.8%	19,880	49,939
Colorado	75.1%	278,833	371,338	76.7%	44,532	58,026	44.6%	17,144	38,410	41.2%	2,447	5,941
Connecticut	79.5%	218,686	275,203	80.9%	35,515	43,902	57.3%	22,672	39,592	62.0%	3,730	6,021
District of Columbia	62.5%	19,801	31,683	73.5%	2,781	3,782	.	.	4,495	24.2%	225	930
Delaware	71.1%	45,895	64,551	73.1%	6,934	9,491	38.6%	2,854	7,395	42.2%	550	1,302
Florida	63.3%	797,143	1,259,320	64.6%	133,318	206,251	29.0%	48,314	166,318	33.5%	9,533	28,420
Georgia	59.6%	444,237	745,112	61.7%	70,834	114,731	23.8%	16,928	71,048	26.4%	3,460	13,094
Hawaii	70.3%	70,712	100,643	75.2%	10,813	14,385	60.9%	6,195	10,173	60.5%	1,159	1,915
Iowa	86.2%	239,255	277,682	88.1%	33,547	38,078	54.9%	20,862	37,982	61.2%	3,707	6,060
Idaho	80.1%	110,629	138,193	81.0%	15,768	19,458	55.5%	6,835	12,305	47.0%	968	2,060
Illinois	78.0%	808,553	1,036,130	79.5%	123,615	155,436	49.5%	67,601	136,631	.	25,038	22,717
Indiana	73.8%	401,674	544,051	73.5%	55,444	75,439	44.1%	29,536	66,911	41.3%	4,694	11,360
Kansas	78.1%	204,662	262,170	81.6%	30,355	37,181	64.4%	17,787	27,604	68.2%	2,994	4,387
Kentucky	71.7%	259,883	362,572	76.7%	38,399	50,087	44.2%	16,491	37,345	49.9%	3,142	6,295
Louisiana	65.0%	265,110	407,913	64.3%	36,009	56,032	16.6%	8,359	50,405	16.7%	1,248	7,470
Massachusetts	78.3%	378,845	483,760	78.7%	59,665	75,775	50.0%	42,112	84,212	54.5%	6,819	12,522
Maryland	79.3%	343,455	433,270	79.8%	54,170	67,852	45.2%	24,744	54,782	42.7%	3,816	8,941
Maine	77.3%	87,842	113,626	79.5%	13,077	16,452	52.5%	8,997	17,141	55.7%	1,544	2,770
Michigan	77.2%	675,176	874,140	74.7%	101,582	135,913	40.9%	41,362	101,153	32.7%	5,578	17,047
Minnesota	84.7%	401,513	474,006	85.9%	58,391	67,950	62.3%	33,377	53,588	63.2%	5,323	8,424
Missouri	77.7%	381,007	490,290	81.1%	57,841	71,309	52.7%	36,370	68,963	57.7%	6,281	10,893
Mississippi	62.6%	167,965	268,121	65.2%	23,523	36,059	16.2%	5,195	32,064	18.2%	767	4,205
Montana	81.0%	74,823	92,355	81.6%	10,335	12,658	52.0%	5,059	9,720	57.1%	874	1,531
North Carolina	68.0%	452,578	665,558	72.6%	75,010	103,331	36.1%	27,210	75,340	40.6%	5,498	13,529
North Dakota	85.9%	57,780	67,290	86.3%	7,555	8,754	56.3%	3,709	6,592	56.6%	562	992
Nebraska	85.6%	140,456	164,068	87.8%	19,940	22,720	37.1%	7,612	20,500	56.0%	1,764	3,152

	Total Population[1]						Youth identified for services under IDEA[2]					
	1998-2004			2005			1998-2004			2005		
State	Graduation rate[3]	Number receiving diplomas	Averaged freshman enrollment	Graduation rate	Number receiving diplomas	Averaged freshman enrollment	Graduation rate	Number receiving diplomas	Averaged freshman enrollment	Graduation rate	Number receiving diplomas	Averaged freshman enrollment
New Hampshire	77.6%	85,188	109,832	80.3%	13,775	17,146	60.7%	9,136	15,062	64.1%	1,673	2,610
New Jersey	89.6%	525,947	586,946	90.6%	86,502	95,467	73.4%	72,559	98,855	76.8%	13,167	17,155
New Mexico	65.5%	122,985	187,843	65.4%	17,353	26,516	36.6%	10,161	27,749	32.8%	1,398	4,266
Nevada	68.7%	104,471	151,963	55.9%	15,740	28,164	21.0%	3,336	15,869	19.7%	596	3,019
New York	.	.	1,518,125	68.7%	153,203	223,091	35.0%	74,939	214,104	39.3%	13,413	34,173
Ohio	77.7%	790,671	1,017,922	80.6%	116,702	144,789	61.7%	71,339	115,645	31.5%	5,880	18,679
Oklahoma	76.3%	257,218	336,948	77.4%	36,227	46,832	63.3%	25,791	40,756	66.9%	4,493	6,712
Oregon	71.0%	212,787	299,845	74.5%	32,602	43,756	33.7%	11,232	33,367	34.5%	1,997	5,794
Pennsylvania	81.3%	810,296	997,145	82.9%	124,758	150,480	60.2%	69,041	114,666	77.9%	15,447	19,830
Rhode Island	75.9%	60,915	80,208	79.0%	9,881	12,511	60.0%	8,035	13,398	54.1%	1,338	2,475
South Carolina	58.8%	221,530	376,556	60.1%	33,439	55,661	21.8%	9,206	42,309	21.1%	1,648	7,799
South Dakota	79.3%	62,852	79,277	82.4%	8,585	10,419	44.2%	2,906	6,573	47.2%	498	1,054
Tennessee	61.7%	294,002	476,547	69.6%	47,967	68,885	25.4%	16,250	63,876	33.5%	3,182	9,495
Texas	72.4%	1,536,263	2,121,537	74.0%	239,717	323,884	44.7%	113,363	253,664	33.5%	13,550	40,399
Utah	83.3%	216,640	260,113	86.4%	30,253	35,002	44.7%	11,521	25,792	61.8%	2,301	3,721
Virginia	79.6%	469,780	590,503	79.8%	73,667	92,309	37.7%	28,606	75,793	32.0%	4,144	12,949
Vermont	83.2%	47,674	57,331	86.6%	7,152	8,256	51.9%	3,618	6,977	49.3%	593	1,204
Washington	72.9%	401,795	551,165	75.0%	61,094	81,457	45.4%	24,069	53,002	.	.	8,691
Wisconsin	.	.	500,262	86.7%	63,229	72,925	67.9%	38,285	56,404	60.8%	5,829	9,587
West Virginia	76.8%	129,684	168,846	77.4%	17,137	22,137	54.0%	12,575	23,269	56.7%	2,133	3,764
Wyoming	75.4%	43,092	57,116	76.7%	5,616	7,318	46.0%	2,900	6,302	50.2%	453	902

[1] The Averaged Freshman Graduation Rate (AFGR) uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of graduates 4 years later. For a given year, the freshman class size four years prior is estimated by summing the enrollment in 8th grade 4 years prior, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade. To calculate the AFGR, the number of diplomas awarded in a year serves as the numerator, and the averaged freshmen class enrollment serves as the denominator (for more information about the use of the AFGR for the general population, go to: *http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053)*. Using data from the Common Core of Data (CCD), the formula for calculating the AFGR for youth in the total population is shown below.

AFGR formula for youth in the total population for 2005-06 school year:

$$\frac{\text{Regular High School Diplomas Awarded at End of 2005-06 School Year}}{\text{Enrollment in (Grade 8 in fall 2001 + Grade 9 in fall 2002 + Grade 10 in fall 2003)/3}}$$

[2] Because counts of students enrolled by grade level were not available in Data Analysis System (DANS), the formula used to calculate the AFGR for youth identified for services under IDEA differed for that for youth in the total population. Instead of counts by grade level, we used enrollment counts by age in calculating the estimated size of the freshman class.

For students identified for services, for a given year we summed the enrollment of those who were age 13 4 years prior, age 14 the next year, and age 15 the year after and divided by 3 to estimate the size of the freshman class. Using DANS data, the AFGR formula for youth identified for IDEA services is shown in the example below.

AFGR formula for youth identified for IDEA services for 2005-06 school year:

$$\frac{\text{High School Diplomas Awarded at End of 2005-06 School Year}}{\text{Enrollment (age 13 in fall 2001 + age 14 in fall 2002 + age 15 in fall 2003)/3}}$$

[3] The 1998-2004 average of the freshman class estimate for the total population was obtained by summing the fall enrollment in 8th grade for 1994-2000, the fall enrollment in 9th grade for 1995-2001, and the enrollment in 10th grade for 1996-2002 and then dividing by 3. Similarly, the 1998-2004 average of the freshman class estimate for youth identified for IDEA services was obtained by summing the enrollment of 13 year olds in 1994-2000, 14 year olds in 1995-2001, and 15 year olds in 1996-2002 and then dividing by 3. To calculate the average AFGR for 1998-2004 for youth in the total population and those identified for IDEA services, the total number of diplomas received in 1998-2004 was divided by the respective estimate for the size of the freshman class for this time period.

NOTE: Both data sources report counts provided by states of the number of students receiving a regular diploma. There is considerable variation by state in how regular diplomas are awarded and counted, with some states awarding regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address defined academic standards and other states awarding an alternative credential to students who meet some, but not all, requirements. Thus, comparisons across states should be treated very cautiously.

The AFGR is not the same as a true cohort graduation rate that uses individual-level data to show the proportion of students entering the 9th grade for the first time who graduate in 4 years. The data used in these analyses come from repeated cross–sectional surveys--individual students are not followed from year to year. The denominator, the averaged freshman class, is only an approximation of the freshman class 4 years prior. The extent to which it departs from the actual number of students graduating on time depends on the number of students who were not first time 9th graders 4 years prior, the number who transferred in or out of a class, dropped out, or were retained. Similarly, the aggregate number of graduates in a given year likely includes students who did not enter high school 4 years prior. The AFGR is thus an imperfect approximation of the graduation rate, but one that can be calculated using existing data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Part B, 1997–2005, retrieved April 19, 2008, from http://www.ideadata.org; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 to 2005–06, retrieved December 10, 2007, from http://www.nces.ed.gov/ccd/bat/.

Appendix B. Technical Notes

Technical Notes

Specific variables from multiple data sources were used to conduct analyses related to identification of children identified for IDEA services, declassification of children who are no longer eligible for IDEA services, and outcomes of children receiving IDEA services (see Appendix A.1 for description of data sources). This Appendix provides information about the following: (1) brief description of the variables that were used in analyses and presentations of identification, declassification, and outcomes of children identified for IDEA services; (2) calculation of identification percentages across chapters using the National Vital Statistics System (NVSS) birth data and Common Core of Data (CCD) counts; (3) the Benjamini-Hochberg approach for multiple comparisons applied across chapters; and (4) description of specific analyses conducted, by chapter and exhibit, including the nature of the data presented in each exhibit and any transformations that were applied to the data.

A. Variables Used in Analyses

Brief descriptions of variables used in analyses related to identification, declassification, and outcomes of children identified for early intervention services (children ages birth through 2), for preschool special education services (children ages 3 through 5), or for special education services in elementary or secondary school (children ages 6 through 21) are provided below.

1. Identification of Children for Services under IDEA

- Number of children identified, based on state-reported counts in Data Analysis System (DANS) include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. For the birth through 2 and 3 through 5 age groups, the DANS count of children identified for services in each age group was available for each year from 1997 through 2006 under all IDEA early intervention eligibility categories and special education disability categories. For school-age children (ages 6 through 21), the DANS count of children identified for services under IDEA was available for each year from 1997 to 2005 for each disability category.[1] [2]
- Identification percentages of children in a given subgroup (i.e., age group, race/ethnicity category) who were identified for services were calculated by dividing the number of children of each age year (for a given subgroup) who are identified for services by the number of children in that age group in the total population and multiplying the result by 100 (see exhibit B.1 for calculations). Because Census data are not available for each calendar year of interest, proxies were created for total population counts: NVSS birth record data

[1] The 3 disability categories under which 0- through 3-year-old children may be identified for services under IDEA, Part C are developmental delay, at risk condition, diagnosed condition. The 13 disability categories under which 3- through 21-year-old children may be identified for services under IDEA, Part B, are specific learning disabilities (SLD), speech or language impairments (SP), mental retardation (MR), emotional disturbance (ED), hearing impairments (HI), visual impairments (VI), orthopedic impairments (OI), other health impairments (OHI), autism (AUT), traumatic brain injury (TBI), multiple disabilities (MD), deaf-blindness (DB), and developmental delay (DD). States or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category.

[2] Number of children ages 5–21 years identified for IDEA services on an Indian reservation is submitted from the Bureau of Indian Education (BIE), Bureau of Indian Affairs (BIA), Department of the Interior, to the Department of Education. This data is made available through DANS. For the birth through 2 and 3 through 5 age groups, states report these counts through DANS.

were used for children in the age groups birth through 2 and 3 through 5, and CCD student enrollment data were used for the 6 through 17 age group (and the 6 through 21 age group for analyses relating to race/ethnicity). A detailed description of the calculation of identification percentages, including a comparison of the use of the NVSS proxy and Census data are presented in the next section.

Exhibit B.1. Alignment of data sources with calculation of identification ratios for the year 2000

Age Group	Data Source	Data Description	Data Source Period
Birth through 2	DANS NVSS	Child count @Dec 1 (0s, 1s, 2s) Number of birth across calendar years (0s, 1s, 2s)	12/1/00 1998–2000 *(0s =00, 1s=99, 2s=98)*
3 through 5	DANS NVSS	Child count @Dec 1 (3s, 4s, 5s) Number of birth across calendar years (3s, 4s, 5s)	12/1/00 1995–1997 *(3s =97, 4s=96, 5s=95)*
6 through 9	DANS CCD	Child count @Dec 1 (6s, 7s, 8s, 9s) Enrollment of 1st –4th graders	12/1/00 2000–2001 school-year
10 through 13	DANS CCD	Child count @Dec 1 (10s, 11s, 12s, 13s) Enrollment of 5th–8th graders	12/1/00 2000–2001 school-year
14 through 17	DANS CCD	Child count @Dec 1 (14s, 15s, 16s, 17s) Enrollment of 9th –12th graders	12/1/00 2000–2001 school-year
NOTE: The proxy for the number of children birth through age 2 and ages 3 through 5 was calculated based on births during prior years. To support the use of this proxy, births for both age groups, the correlation between Census 2000 and CCD 2000 and Census 2000 and NVSS-constructed proxies for 2000 were calculated and presented in a later section of this appendix.			

- Composition of the population of children with disabilities by gender (preschool- and school-age children only) is calculated by dividing the count of male (or female) children of a given age group who were identified for services in the year represented by the total count of children in the same age group identified for services in the year represented.

2. Declassification of Children with Disabilities

- The percentage of children exiting early intervention before 36 months of age and at 36 months of age, who did and did not receive Part B services, was based on data from the National Early Intervention Longitudinal Study (NEILS).
- The percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category, was based on state-reported data on the number of children who exit Part C early intervention services and why children no longer receive EI services. Four of the nine reasons for exit from the program apply to children leaving at 36 months of age. The declassification analysis for children birth through age 2 in chapter 2 looked only at these four reasons: (1) children are eligible for Part B preschool services, (2) eligibility for Part B has not been determined, (3) exited to other programs, and (4) exited with no referrals to other programs. (U.S. Department of Education, Office of Special Education Programs, Data Analysis System, Section 618, Part C, 1998–2005).

- Data from the Special Education Elementary Longitudinal Study (SEELS) provide the percentages across disability categories of 6- through 12-year-olds identified for services under IDEA in 1999 who no longer were receiving special education services 28 to 32 months later. The National Longitudinal Transition Study-2 (NLTS2) data provide the percentage across disability categories of 13- through 16-year-olds identified for services under IDEA in December 2000 who no longer were receiving special education services about 16 months later, based on parents' reports (reported for all children and by disability category).

3. Outcomes for Children Identified for Services Under IDEA

- For children ages birth through 2 (chapter 2), variables in each outcome domain are reported, based on NEILS data, for children overall who were identified for EI services under IDEA, by Part C eligibility category, and by whether a child was identified for services under IDEA in kindergarten.
  - Communication skills of children at 36 months of age and at kindergarten were measured by parents' reporting of children's ability to communicate needs as well as other children their age, children's communication being very easy to understand, children reaching age-expected communication milestone (NEILS parent interview). Kindergarten measure of communication also included parents' report of children's ability to understand verbal and nonverbal communication as well as other children their age. At kindergarten, teachers reported of children's ability to understand others and communicate with others as expected for age (NEILS teacher survey).
  - Cognitive development at 36 months of age and at kindergarten was measured by parents' reports of children's ability to recognize most or all letters of the alphabet, to count to 20 or higher, and mastery of all age-appropriate cognitive milestones (NEILS parent interview). Kindergarten teachers reported on children's mastery of nine early literacy skills and seven early numeracy skills (NEILS teacher survey).
  - Social-emotional development was measured at 36 months and kindergarten by parents' reports of children's behavior on 14 social-emotional skills and whether they reached all age-appropriate social-emotional milestones (NEILS parent interview); kindergarten teachers' reports of children demonstrating eight negative behaviors, such as never following directions, number of friendships relative to other children in class, and age appropriateness of their overall social skills (NEILS teacher survey).
  - Adaptive development was based on parent reports of children reaching a set of age-expected adaptive milestones, such as feeding, dressing, and toileting independently (NEILS parent interview; reported only for children at 36 months of age).
  - Physical development and health was measured at 36 months and kindergarten by parents' reports of children's reaching a set of age-expected physical milestones, such as catching a thrown ball or walking downstairs alternating feet, parents' report of general health status, parents' and teacher's report of activity level compared with same-age peers (NEILS parent interview and teacher survey).
- For preschool-age children ages 3 through 5 (chapter 3), outcomes were reported based on Pre-Elementary Education Longitudinal Study (PEELS) for children overall and by disability category:
  - Emergent literacy skills were measured by direct assessments of children's letter and word identification skills (WJ-III) and vocabulary skills (PPVT-III).

  - Emergent numeracy skills were measured by direct assessments of children's ability to solve applied mathematics problems read to them by assessors (WJ-III).
  - Preacademic skills were based on teachers' reports of children's abilities to perform basic skills that form the foundation for developing academic skills and independent functioning (ABAS-II).
  - Social development was based on teachers' reports of children's social skills, prevalence of problem behaviors, self-care skills, and self-directedness (PKBS-2).
- For school-age students ages 6 through 21 (chapter 4), outcomes were reported for three domains:
  - Reading abilities are reported for children and youth identified and not identified with a disability using grade 4 and 8 National Assessment of Educational Progress (NAEP) scale scores and achievement levels in 2002, 2005, and 2007 on general understanding, interpretation, making connections, and examining content of written material for children and achievement levels on state accountability tests. Additionally, reading skills are reported for children identified for special education services and by disability category using standard scores on the WJ-III direct assessments of letter and word identification skills and reading comprehension for 7- through 14-year-olds (SEELS) and identification of antonyms and synonyms and passage comprehension for 16- through 18-year-olds (NLTS2).
  - Mathematics skills were reported for children and youth identified and not identified with a disability using grade 4 and 8 NAEP scale scores and achievement levels in 2002, 2005, and 2007 related to number properties and operations, measurement, geometry, data analysis, probability, and algebra and achievement levels on state accountability tests. In addition, mathematics skills are reported for children identified for special education services and by disability category using WJ-III standard scores on direct assessments of proficiency with mathematics calculations and solving applied problems for 7- through 14-year-olds (SEELS) and 16- through 18-year-olds (NLTS2).
  - School completion (high school students only) was based on several measures, including percentage of students identified for special education services leaving high school in a given year who left by graduating with a diploma, receiving a certificate of completion, reaching the maximum age for attendance (ageout), or dropping out. School completion by disability categories and change over time in rates of graduation, certification, ageout, and dropout were also reported. In addition, the Averaged Freshman Graduation Rate (AFGR) was computed as the percentage of high school students who graduated in 4 years. Changes in rates of graduation, certification, ageout, and dropout were calculated over time (1998 through 2005) and by disability category (2003 through 2005).

B. Calculation of Identification Percentages

To address research questions on the percentage of children identified for early intervention and special education services under IDEA, identification percentages were calculated by dividing the number of children in each age group or subgroup (e.g., race/ethnicity category) who are identified for services by the number of children in that age group (or subgroup) in the total population, multiplied by 100. For analyses involving children from birth through age 5, identification percentages were calculated using the number of children identified for services under IDEA in the birth through 2 and 3 through 5 age groups (obtained from DANS) in a particular year and geographic area (i.e., nation or state) divided by the NVSS-constructed

population proxy. NVSS birth record data were used to create a proxy for the birth through 2 and 3- through 5-year-old resident population count by compiling the number of births during prior years (see exhibit B.1 for calculations). These proxies were constructed for each geographic area and were not adjusted for deaths, migration between states, immigration, or emigration. For ages 6 through 17, the numerator is the number of children and youth identified for services under IDEA as a whole or who are classified as having a particular disability in the target geographic area (obtained from DANS). The denominator is the total number of children and youth enrolled in school in the grade that aligns with the age range in the target geographic area (obtained from the CCD): 6- through 9-year-olds align with grades 1 through 4, 10- through 13-year-olds align with grades 5 through 8, and 14- through 17-year-olds align with grades 9 through 12; 6- through 17-year-olds align with grades 1 through 12. CCD school enrollment data for grades 1 through 12 were used to create a proxy for the total number of children and youth ages 6 through 17 enrolled in school. As DANS (Section 618) data only reports the aggregated 6-21 counts for the race/ethnicity information, identification percentages by race/ethnicity category were calculated by dividing the number of children and youth ages 6 through 21 identified for services under IDEA by the number of children and youth identified for services under IDEA enrolled in grades 1 through 12.

1. Comparison of Birth Data and Enrollment Data with Census Counts

The most accurate indicator of the number of children birth through 5 and 6 through 17 in the population is census counts of the number of children in the age group of interest. However, the U.S. Census is only conducted every 10 years. This necessitated using a proxy to represent this population in the denominator. Consequently, it was important to determine if (1) the proxy for the birth through 2 and 3 through 5-year-old population represents population counts and (2) representing the number of children ages 6 through 17 in the population by the number students in the corresponding grade would provide population counts similar to that of the census.

To examine how well these sources align with US Census counts, we calculated the ratio of the number of children in various age categories in 2000 as derived from the 2000 Census, NVSS birth records, and CCD counts. For example, the number of children ages 0 through 2 in 2000 derived from NVSS birth records for 1998-2000 was 11,959,784, and the number of children ages 0 through 2 in 2000 from the 2000 Census was 11,458,830. The ratio of the child counts from the two sources is 1.04. Exhibit B.2 presents the national and state ratios of the number of children ages 0 through 2 and 3 through 5 as reported by the U.S. Census Survey (2000) and derived from NVSS birth records (1995-2000). Exhibit B.3 presents the national and state ratios of the number of school-age children as reported by U.S. Census Survey (2000) and the CCD (2000), by age group.

Exhibit B.2. National and state ratios of children ages 0 through 2 and 3 though 5 as reported by the U.S. Census Survey (2000) and derived from the National Vital Statistics System Birth Records (1995–2000)

	Ages 0–2	Ages 3–5
National	1.04	1.00
State		
Alabama	1.06	1.02
Alaska	1.06	1.03
Arizona	1.06	0.97
Arkansas	1.02	0.99
California	1.07	1.04
Colorado	1.04	0.93
Connecticut	0.99	0.95
Delaware	1.04	0.98
District of Columbia	1.19	1.28
Florida	1.06	0.98
Georgia	1.06	0.97
Hawaii	1.13	1.14
Idaho	1.01	0.95
Illinois	1.05	1.02
Indiana	1.02	0.98
Iowa	1.00	0.97
Kansas	1.03	0.98
Kentucky	1.03	0.99
Louisiana	1.05	1.04
Maine	0.99	0.93
Maryland	1.04	0.98
Massachusetts	1.03	0.99
Michigan	1.01	0.97
Minnesota	1.01	0.95
Mississippi	1.05	1.01
Missouri	1.03	0.99
Montana	1.00	0.97
Nebraska	1.03	0.99
Nevada	1.01	0.88
New Hampshire	0.98	0.90

See notes at end of table.

Exhibit B.2. National and state ratios of children ages 0 through 2 and 3 though 5 as reported by the U.S. Census Survey (2000) and derived from the National Vital Statistics System Birth Records (1995–2000)—Continued

State	Ages 0–2	Ages 3–5
New Jersey	1.03	0.99
New Mexico	1.04	1.03
New York	1.05	1.04
North Carolina	1.05	0.98
North Dakota	1.00	1.05
Ohio	1.03	0.99
Oklahoma	1.04	1.00
Oregon	1.02	0.96
Pennsylvania	1.02	0.98
Rhode Island	0.99	0.95
South Carolina	1.03	0.97
South Dakota	1.02	1.01
Tennessee	1.04	0.98
Texas	1.07	1.02
Utah	1.07	1.05
Vermont	0.99	0.92
Virginia	1.04	0.99
Washington	1.02	0.97
West Virginia	1.03	1.01
Wisconsin	1.01	0.96
Wyoming	1.00	1.02

NOTE: Values reflect the number of children reported in the NVSS Birth Records divided by the number of children reported in the 2000 Census Survey.

SOURCE: U.S. Census Bureau, American Community Survey (2000). U.S. Department of Health and Human Services, Center for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 2000.

Exhibit B.3. National and state ratios of school-age children as reported by the U.S. Census Survey (2000) and the Common Core of Data (2000), by age group

	Ages 6–9	Ages 10–13	Ages 14–17	Ages 18–21
National	0.89	0.88	0.83	0.67
State				
Alabama	0.94	0.91	0.79	0.66
Alaska	0.94	0.94	0.88	0.94
Arizona	0.93	0.90	0.81	0.60
Arkansas	0.93	0.92	0.83	0.73
California	0.89	0.89	0.87	0.66
Colorado	0.90	0.89	0.84	0.64
Connecticut	0.90	0.90	0.87	0.73
Delaware	0.81	0.81	0.79	0.57
District of Columbia	0.85	0.70	0.61	0.27
Florida	0.91	0.90	0.82	0.56
Georgia	0.93	0.92	0.82	0.56
Hawaii	0.88	0.86	0.79	0.64
Idaho	0.91	0.92	0.85	0.81
Illinois	0.87	0.85	0.80	0.71
Indiana	0.89	0.87	0.80	0.68
Iowa	0.87	0.87	0.88	0.79
Kansas	0.88	0.88	0.86	0.74
Kentucky	0.92	0.88	0.85	0.66
Louisiana	0.89	0.83	0.67	0.58
Maine	0.91	0.92	0.82	0.80
Maryland	0.84	0.83	0.81	0.71
Massachusetts	0.87	0.89	0.84	0.63
Michigan	0.88	0.88	0.84	0.67
Minnesota	0.86	0.88	0.91	0.89
Mississippi	0.93	0.88	0.71	0.55
Missouri	0.86	0.85	0.80	0.68
Montana	0.90	0.89	0.85	0.86
Nebraska	0.84	0.85	0.84	0.79
Nevada	0.95	0.95	0.86	0.65
New Hampshire	0.92	0.92	0.86	0.72

See notes at end of table.

Exhibit B.3. National and state ratios of school-age children as reported by the U.S. Census Survey (2000) and the Common Core of Data (2000), by age group—Continued

State	Age 6–9	Age10–13	Age 14–17	Age 18–21
New Jersey	0.83	0.81	0.73	0.70
New Mexico	0.87	0.85	0.80	0.67
New York	0.80	0.79	0.76	0.57
North Carolina	0.93	0.92	0.83	0.54
North Dakota	0.90	0.90	0.90	0.79
Ohio	0.86	0.86	0.83	0.75
Oklahoma	0.97	0.93	0.84	0.70
Oregon	0.88	0.88	0.85	0.73
Pennsylvania	0.83	0.83	0.82	0.69
Rhode Island	0.85	0.85	0.80	0.51
South Carolina	0.93	0.92	0.81	0.58
South Dakota	0.85	0.85	0.81	0.80
Tennessee	0.91	0.88	0.77	0.62
Texas	0.95	0.94	0.86	0.64
Utah	0.93	0.91	0.88	0.78
Vermont	0.89	0.88	0.87	0.75
Virginia	0.91	0.90	0.86	0.67
Washington	0.89	0.90	0.89	0.78
West Virginia	0.96	0.95	0.87	0.81
Wisconsin	0.81	0.83	0.87	0.78
Wyoming	0.93	0.94	0.89	0.91

NOTE: Values reflect the number of children counted by the CCD divided by the number of children counted in the 2000 Census Survey.

SOURCE: U.S. Census Bureau, American Community Survey (2000). U.S. Department of Education, National Center for Education Statistics, Common Core of Data (2000) www.nces.ed.gov/ccd/bat/.

2. Imputation Procedures Used for NVSS Data

For calculations of identification percentages by race/ethnicity categories using NVSS data, procedures were used to reclassify the cases reported by NVSS as "Other Races" and as Hispanic ethnicity. NVSS reports births by mother's race (i.e., White, Black, American Indian, Asian or Pacific Islander, and prior to 1992, Other Races). In addition, births for each race are reported by Hispanic origin (i.e., Hispanic, non-Hispanic, and Not Stated or Not on Birth Certificate).

Race. "Other Races" births that were of non-Hispanic ethnicity were allocated to specific races on the basis of the proportion of the specific races in the non-Hispanic category. For example, in 1990, out of a total of 3,457,417 non-Hispanic births, 2,626,500 were White, and 1,423 were "Other Races." The percentage of White non-Hispanic births among births classifiable by race is 2,626,500 / (3,437,417 - 1,423) = 76 percent. Therefore, we classified 76 percent of the 1,423 "Other Race" non-Hispanic births as White non-Hispanic. Similarly,

"Other Races" births in the Hispanic category were allocated to specific races on the basis of the proportions of the specific races in the Hispanic category.

Hispanic Ethnicity. An analogous procedure was used to classify births whose Hispanic Origin classification was "Not Stated" or "Not on Birth Certificate." Such births were allocated on the basis of the percentage of Hispanic births for their race. For example, in 2005, out of a total of 3,229,294 White births, 2,279,768 were non-Hispanic, and 23,443 were "Other Races." The percentage of White non-Hispanic births among births classifiable by Hispanic ethnicity is 2,279,768 / (3,229,294 - 23,443) = 71 percent. Therefore, we classified 71 percent of the 23,443 "Not Stated" White births as White non-Hispanic. Similarly, "Not Stated" or "Not on Birth Certificate" births in the Black, American Indian, and Asian or Pacific Islander categories were allocated on the basis of the proportions of the classifiable births of Hispanic ethnicity in the respective racial category.

C. Benjamini-Hochberg Approach to Multiple Comparisons

The Benjamini-Hochberg (1995) approach was used in this study to control for alpha level inflation in multiple comparisons. This approach controls the false discovery rate (FDR).

> The FDR is the expected proportion of all rejected null hypotheses that are rejected erroneously (i.e., the expected fraction of statistically significant test statistics that are false discoveries)…. The rationale behind the FDR is that a few erroneous rejections may not be as problematic for drawing conclusions about the family tested when many null hypotheses are rejected as they would be if only a few null hypotheses are rejected. The rejection of many null hypotheses is a signal that there are real differences across the contrasted groups. Thus, researchers might be willing to tolerate more false positives … if the [number of rejected hypotheses] were large than if they were small. Under this approach conclusions regarding intervention effects are to be based on the preponderance of evidence; the set of discoveries to be used to reach an overall decision about the treatment. (Schochet 2008, page B-3).

The version of the Benjamini-Hochberg (BH) applicable to independent tests was used rather than the version applicable to dependent tests (Benajamini and Yekutieli, 2001), for the following reasons: (1) the BH procedure (Benjamini and Hochberg 1995) controls the false discovery rate for independent tests corresponding to the true null hypotheses—independence not being required for test statistics corresponding to the false null hypotheses; and (2) Benjamini and Yekutieli (2001) found that the original BH procedure also controls the false discovery rate for true null hypotheses with "positive regression dependence." In addition, conducting tests under an assumption of dependence would require further empirical investigation (Schochet 2008, p. B-8).

For each domain to which the Benjamini-Hochberg test was applied, the p values for each individual test were sorted from largest to smallest values. Let m be the number of tests conducted in a domain, and $p_{(1)} \leq p_{(2)} \leq \ldots \leq p_{(\mathrm{m})}$ be the ordered p-values. Let

$$k = \max\left[i : p_{(i)} \leq \frac{i}{m} q \right]$$

where $q = 0.05$ is the FDR. If any i satisfies the condition in the brackets, we rejected null hypotheses $H_{(1)}$: $p_{(1)} = 0$ through $H_{(k)}$: $p_{(k)} = 0$.

The Benjamini-Hochberg test (Benjamini and Hochberg 1995) was applied at the 5% FDR level separately to eight domains, as shown in exhibit B.4.

Exhibit B.4. Application of Benjamini-Hochberg Adjustment to Outcome Analyses

Outcome Analyses	Number of Tests	Number of *p* values < 5%	Number of *p* values satisfying the Benjamini-Hochberg criteria
All NEILS tests shown in appendices	369	241	228
All PEELS tests shown in appendices	80	48	39
NAEP grade 4 reading scores for 2003, 2005, and 2007	633	244	173
NAEP grade 4 math scores for 2003, 2005, and 2007	633	302	254
NAEP grade 4 reading scores for 2003, 2005, and 2007	633	173	118
NAEP grade 4 math scores for 2003, 2005, and 2007	633	200	150
All SEELS tests shown in appendices	44	41	41
All NLTS2 tests shown in appendices	36	33	33

D. Analyses Conducted (by chapter and by exhibit)

Chapter 2 – Early Intervention

Exhibit 2.1. National number of infants and toddlers identified for services under IDEA, by age (2005)

Exhibit 2.1 presents the unmodified numbers of children of each single year of age who were identified for services under IDEA in 2005. The numbers are aggregated counts of children identified for services under IDEA, based on numbers at a single time point between October 1, 2005 and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for all 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. Data were retrieved on December 7, 2007 from www.ideadata.org/PartCChildCount.asp for children ages birth through 2 and www.ideadata.org/PartBChildCount.asp for children ages 3 through 21 (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B and C, 2005). The ages of children eligible to receive early intervention services under Part C of IDEA are birth through 2, as indicated by the shaded area.

Exhibit 2.2. National number and percentage of infants and toddlers identified for early intervention services under IDEA, by age (1997–2006)

Exhibit 2.3. Trends in national percentage of infants and toddlers identified for early intervention services under IDEA, by age (1997–2006)

Exhibit 2.2 presents number and percentage of children identified for services under IDEA for ages birth through 2. Exhibit 2.3 presents the percentages for this age group in graphical form. The numbers are of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. Data represent all 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. This annual count includes both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA.

For each year, percentage of all children identified for early intervention services was calculated by dividing the unmodified count of 0- through 2-year-olds identified for services under IDEA for that year by the sum of the unmodified number of births in the given year and 1 and 2 years earlier (e.g., births from the years 1995 and 1996 were used for the denominator of the 1997 percentage, including births on Indian reservations), and multiplying the result by 100. For example, to calculate the percentage in 2006:

$$\left(\frac{\text{DANS count of all 0- through 2-year-olds identified for services under all IDEA classifications in 2006}}{\text{Total number of births in 2006 and 1 and 2 years earlier (from NVSS)}} \right) \times 100$$

Data for children identified for services under IDEA were retrieved on December 7, 2007 from www.ideadata.org/PartCChildCount.asp (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2006). Vital statistics birth data (NVSS) for 1997 to 2005 were retrieved on January 11, 2008 from http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx (Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS)). The birth data for 2006 are from table 6, pg. 12, of Hamilton, Martin, and Ventura (2007).

Exhibit 2.4. National number and percentage of children ages birth through 2 identified for early intervention services under IDEA, by race/ethnicity (1998–2006)

Exhibit 2.5. Trends in national percentage of children ages birth through 2 identified for early intervention services under IDEA, by race/ethnicity (1998–2006)

Exhibit 2.4 presents number and percentages, from 1998 to 2006, of children birth through age 2 for five racial/ethnic categories. Exhibit 2.5 presents the percentages of the racial/ethnic categories for this age group in graphical form. The numbers are aggregated counts of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for the 50 states and the District of Columbia, including Bureau of

Indian Affairs (BIA) children. Identification data by race/ethnicity were first collected in 1998. Vital statistics birth data by race were not available after 2005.

For each racial/ethnic category, the percentage was calculated by dividing the number of children receiving early intervention services under IDEA (birth through age 2) in the given racial/ethnic category by the sum of the unmodified number of births in the same racial/ethnic category as reported in the NVSS data in the given year and 1 and 2 years earlier, and multiplying the result by 100. For example, to calculate percentages in 2005:

$$\left(\frac{\text{DANS count of all 0- through 2-year-olds in racial/ethnic group identified for services under all IDEA classifications in 2005}}{\text{Total number of births in 2005 and 1 and 2 years earlier (from NVSS)}} \right) \times 100$$

DANS data were obtained from the Data Analysis System (DANS), Section 618, Part C, 1998–2006, retrieved from http://www.ideadata.org/docs/PartCTrendData/C3.xls. Vital statistics birth data (NVSS) were obtained from the Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1990–2005, http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx. The birth data for 2006 are from table 6, pg 12, of Hamilton, Martin, and Ventura (2007).

Exhibit 2.6. Percentage of children ages birth through 2 identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)

Exhibit 2.6 presents percentages for each of the 50 states and the District of Columbia, including Bureau of Indian Affairs (BIA) children. In this exhibit, states are ordered by their 2006 percentage. Vertical lines represent national percentages. See note to exhibit 2.2 for calculation of percentages. The percentages for the average of 1998 through 2005 were calculated by summing the percentages for 1998 through 2005 and dividing the total by 8.

DANS data were obtained from the Data Analysis System (DANS), Section 618, 1997–2006, Part C, at http://www.ideadata.org/PartCChildCount.asp. NVSS data were obtained from the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1990–2005, at http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx. Birth data for 2006 are from table 6, pg 12, of Hamilton, Martin, and Ventura (2007).

Exhibit 2.7. Percentage of children ages birth through 2 identified for services under IDEA in 50 states and the District of Columbia, by the state's Office of Special Education Programs (OSEP) categorization of eligibility (2006)

Exhibit 2.7 presents state percentages coded by the OSEP categorization of the breadth of the state's eligibility criteria for children birth through 2 years of age. OSEP classifications of state definitions were retrieved from http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/284 on November 1, 2007. OSEP categorization of states' eligibility criteria for EI services is based on the definition of developmental delay and whether the state serves at-risk children (Mackey, Andrews, and Taylor

2007). The vertical line in this exhibit represents the national percentage for children birth through age 2 for 2006.

Data from the Data Analysis System (DANS), Section 618, 2006, Part C, were retrieved from http://www.ideadata.org/tables30th%5car_7-1.xls. The NVSS data were obtained from the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1990–2005, retrieved from http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx. Birth data for 2006 are from table 6, pg 12, of Hamilton, Martin, and Ventura (2007).

Exhibit 2.8. National percentage of children exiting early intervention before 36 months of age and at 36 months of age who did and did not receive Part B services

Exhibit 2.8 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects the percentages of children exiting EI both at 36 months of age and before 36 months of age who did and did not go on to receive Part B preschool services. The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The variable used in this analysis was constructed from items taken from the Transition Family Interview, the Kindergarten Family Interview, and the Kindergarten Teacher Survey. The items that were used from the NEILS family interviews to construct this variable included the following: (1) Was an IEP (Individualized Education Program) developed for [child] around the time he/she turned age 3? (2) Since leaving EI did child ever receive special education services or therapy services through a public school system? (3) Has child been receiving special education services or therapy services through the public schools more or less continuously since the end of EI? The item used from the Kindergarten Teacher Survey to construct this variable was the following: Did the child have an IEP during the year prior to the current school year? Information incorporated from these variables as well as two exit status grouping variables (one derived from NEILS service records, and the other from NEILS 36 month family interview items on transition) were used to determine group assignment (exited EI at 36 months of age no Part B, exited EI at 36 months of age to Part B, exited EI before 36 months).

Exhibit 2.9. National percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category (2005–2006)

Exhibit 2.9 uses DANS state-reported data to present the percentage for each exit category of children who exited EI programs at 36 months of age in 2005. The DANS data were obtained from the Data Analysis System (DANS), Section 618, Part C, retrieved from http://www.ideadata.org/tables30th%5car_7-8.xls.

Exhibit 2.10. Percentage of children no longer receiving early intervention services under IDEA at 36 months of age, by exit category and state (fall 2005)

Exhibit 2.10 uses DANS data to present for each state the percentage, by exit category, of children who had exited EI programs as of 36 months of age in 2005. The DANS data were obtained from the Data Analysis System (DANS), Section 618, Part C, 1998–2005, retrieved from http://www.ideadata.org/tables30th%5car_7-8.xls.

Exhibit 2.11. National percentage of former EI participants for whom parents and teachers reported communication outcomes at 36 months of age and kindergarten

Exhibit 2.11 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007. The data are parent reports of communication outcomes at 36 months of age and parent and teacher reports at kindergarten (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The communication measures used in this analysis come from Transition Family Interview, the Kindergarten Family Interview, and the Kindergarten Teacher Survey. The percentage of children who achieved all age-expected milestones in an outcome area was computed by: (1) determining the age by which most (75 percent to 90 percent) children in the general population have achieved each milestone. This determination was made through reviews of the literature and common child development assessment tools; (2) from among all milestones presented, identifying the set of milestones that children would be expected to achieve by 36 months of age and 60 months of age, respectively; and (3) examining the parent's responses to the age-expected set of milestones within each outcome area. For example, if in the 36 month interview, the parent responded "does it well" to each of the communication milestones presented that should have been mastered by 36 months, the child was considered to have mastered all age-expected communication milestones. The percentage of milestone items that were done well was calculated for each child and then grouped as follows: 0-50 percent, 51-75 percent, 76-99 percent, 100 percent. Children with 100 percent were categorized as having achieved all of their age expected milestones.

Exhibit 2.12. National communication outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

Exhibit 2.12 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007. The data are parent reports of outcomes for former EI participants at 36 months of age and parent and teacher reports at kindergarten (percentages and standard errors) by eligibility category (developmental delay, at risk condition, diagnosed condition). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The measures used in this analysis come from the Transition Family Interview, the Kindergarten Family Interview, and the Kindergarten Teacher Survey. Comparisons between eligibility groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.13. National percentage of former EI participants for whom kindergarten teachers and parents reported communication outcomes, by child's IEP status in kindergarten

Exhibit 2.13 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects parent and teacher reports of communication outcomes both at 36 months of age and at kindergarten, by IEP status (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The communication measures used in this analysis were taken from the NEILS Kindergarten Family Interviews and Kindergarten Teacher Survey. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. Comparisons between IEP and no IEP groups were done using pairwise comparisons. The

Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.14. National percentage of former EI participants and of the general population for whom parents reported cognitive outcomes at 36 months and in kindergarten

Exhibit 2.14 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects parent reports of cognitive outcomes at 36 months of age and at kindergarten (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis come from the 36-month and Kindergarten Family Interviews. General population data, including children receiving and not receiving EI and special education services, were from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, retrieved from http://nces.ed.gov/nhes/dataproducts.asp. Comparisons between NEILS data and general population data were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.15. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes

Exhibit 2.15 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects kindergarten teacher reports of mathematics and early literacy skills for former EI participants compared with the total population of 5-year-olds (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis come from the Kindergarten Teacher Survey. Percentages reflect children who were reported by teachers as “intermediate” or “proficient” in their skill level. General population data, including children receiving and not receiving special education services, were from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, retrieved from http://nces.ed.gov/ECLS/kinderdatainformation.asp. Comparisons between NEILS data and total population data were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.16 National cognitive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

Exhibit 2.16 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects parent reports of cognitive outcomes for former EI participants at 36 months of age and parent and teacher reports at kindergarten (percentages and standard errors) by eligibility category (developmental delay, at risk condition, diagnosed condition). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis come from the Kindergarten Family Interviews and the Kindergarten Teacher Survey. Comparisons between eligibility groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.17. National percentage of former EI participants and of the general population for whom kindergarten teachers and parents reported cognitive outcomes, by IEP status for former EI participants

Exhibit 2.17 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects parent and teacher reports of cognitive outcomes at kindergarten by IEP status (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis come from the Kindergarten Family Interviews and the Kindergarten Teacher Survey. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. General population data, including children receiving and not receiving special education services, were from the National Household Education Survey (NHES) public use dataset, 1999 parent interview, retrieved from http://nces.ed.gov/nhes/dataproducts.asp. Comparisons between groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.18. National percentage of former EI participants and of the general population for whom kindergarten teachers reported mathematics and early literacy outcomes, by IEP status for former EI participants

Exhibit 2.18 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects kindergarten teacher reports of mathematics and early literacy skills for former EI participants compared with the general population of 5-year-olds (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis were from the Kindergarten Teacher Survey. Percentages reflect children who were reported by teachers as “intermediate” or “proficient” in their skill level. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. General population data, including children receiving and not receiving special education services, were used from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, retrieved from http://nces.ed.gov/ECLS/kinderdatainformation.asp. Comparisons between groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.19. National percentage of former EI participants for whom kindergarten teachers reported negative behaviors

Exhibit 2.19 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects kindergarten teacher reports of negative behaviors for former EI participants (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis come from the Kindergarten Teacher Survey.

Exhibit 2.20. National social-emotional development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

Exhibit 2.20 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects parent reports of social-emotional outcomes for former EI participants at 36 months of age and parent and teachers reports at kindergarten (percentages and standard errors) by eligibility category (developmental delay, at risk condition, diagnosed condition). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The social-emotional measures used in this analysis come from the Kindergarten Family Interview and the Kindergarten Teacher Survey. Comparisons between eligibility groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.21. National percentage of former EI participants for whom kindergarten teachers and parents reported social-emotional outcomes, by IEP status

Exhibit 2.21 presents data from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflects parent and teacher reports of social-emotional outcomes at kindergarten by IEP status (percentages and confidence intervals). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The social-emotional measures used in this analysis come from the Kindergarten Family Interview and the Kindergarten Teacher Survey. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. Comparisons between groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.22. National percentage of former EI participants for whom kindergarten teachers reported negative behaviors, by IEP status

The data presented in exhibit 2.22 are from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflect kindergarten teacher reports of negative behaviors for former EI participants (percentages and confidence intervals) by IEP status. The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The cognitive measures used in this analysis come from the Kindergarten Teacher Survey. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. Comparisons between groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.23. National physical development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

The data presented in exhibit 2.23 are from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflect parent reports of physical development outcomes for former EI participants at 36 months of age and teacher and parent reports at kindergarten (percentages and standard errors) by eligibility category (developmental delay, at

risk condition, diagnosed condition). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The physical development outcomes used in this analysis come from the Kindergarten Teacher Survey and the Kindergarten Family Interview. Comparisons between eligibility groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.24. National percentage of former EI participants and of the general population reported to have activity levels at kindergarten, by IEP status for former EI participants

The data presented in exhibit 2.24 are from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflect kindergarten teacher and parent reports of activity levels for former EI participants (percentages and confidence intervals) by IEP status and compared with the total population of 5-year-olds. The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. The activity level measures used in this analysis come from the Kindergarten Teacher Survey and the Kindergarten Family Interview. General population data, including children receiving and not receiving special education services, are from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) public and restricted use datasets, 1998–1999 base year data, retrieved from http://nces.ed.gov/ECLS/kinderdatainformation.asp. Comparisons between groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.25. National percentage of former EI participants and of the general population reported by parents to have "fair" or "poor" health at kindergarten, by IEP status for former EI participants

The data presented in exhibit 2.25 are from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflect parent reports of health status for former EI participants (percentages and confidence intervals) by IEP status and compared with the total population of 5 year olds. The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The health measure used in this analysis was taken from the Kindergarten Family Interview. IEP status was a constructed variable using information from the Kindergarten Family Interview and the Teacher Survey. If either of these sources indicated the child was receiving special education services or had an IEP, the child was coded as having an IEP. General population data, including children receiving and not receiving special education services, are from the National Health Interview Survey (NHIS) public use dataset, 1999 Person Section, retrieved from http://www.cdc.gov/nchs/about/major/nhis/quest_data_related_1997_forward.htm. Comparisons between groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 2.26. National adaptive development outcomes of former early intervention participants at 36 months and kindergarten, by eligibility category

The data presented in exhibit 2.26 are from the National Early Intervention Longitudinal Study (NEILS), public use dataset, 2007, and reflect parent reports of adaptive development

outcomes for former EI participants at 36 months of age and at kindergarten (percentages and standard errors) by eligibility category (developmental delay, at risk condition, diagnosed condition). The NEILS cohort began early intervention between September 1997 and November 1998. Data are weighted to be nationally representative. The physical development outcomes used in this analysis come from the Kindergarten Family Interview. Comparisons between eligibility groups were done using pairwise comparisons. The Benjamini-Hochberg method was applied to identify comparisons that were statistically significant at the 5 percent level.

Chapter 3 – Preschool

Exhibit 3.1. National number of preschool-age children identified for services under IDEA, by age (2005)

Exhibit 3.1 presents unmodified numbers of children of each single year of age who were identified for services under IDEA in 2005. The numbers are aggregated counts of children identified for services under IDEA, based on enrollment numbers at a single time point between October 1, 2005 and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent the counts for all 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. Data were retrieved on December 7, 2007 from www.ideadata.org/PartCChildCount.asp for children ages birth through 2 and www.ideadata.org/PartBChildCount.asp for children ages 3 through 21 (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B and C, 2005). The ages of preschool-age children eligible to receive services under IDEA are 3 through 5 years, as indicated by the shaded area.

Exhibit 3.2. National number and percentage of preschool-age children identified for services under IDEA, by age (1997–2006)

Exhibit 3.3. Trends in national percentage of preschool-age children identified for services under IDEA, by age (1997–2006)

Exhibit 3.2 presents the number and percentage for 3- through 5-year-olds for the years 1997 through 2006. Exhibit 3.3 presents the percentages of this age group in graphical form. The numbers are of children identified for services under IDEA at a single time point between October 1 and December 1 of each year. Data represent all 50 states, the District of Columbia, including Bureau of Indian Education (BIE) schools. The numbers include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. The percentage is calculated by dividing the unmodified count of 3- through 5-year-olds identified for services under IDEA for a given year by the sum of the unmodified number of births for 3, 4, and 5 years before the year for which the percentage is reported (e.g., births from the years 1993, 1994, and 1995 were used for the denominator of the 1997 percentage, including births on Indian reservations), and multiplying the result by 100. For example, to calculate percentages in 2005:

$$\left(\frac{\text{DANS count of all 3- through 5-year-olds identified for services under all IDEA classifications in 2005}}{\text{Total number of births in 2000, 2001, and 2002 (from NVSS)}} \right) \times 100$$

DANS data were retrieved on December 7, 2007 from www.ideadata.org/PartBChildCount.asp (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2006). The birth data were retrieved on January 11, 2008 from U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2005, http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx. The birth data for 2006 are from table 6, pg. 12, of Hamilton, Martin, and Ventura (2007).

Exhibit 3.4. National number and percentage of 3- through 5-year-olds identified for services under IDEA, by race/ethnicity (1998–2006)

Exhibit 3.5. Trends in national percentage of 3- through 5-year-olds identified for services under IDEA, by race/ethnicity (1998–2006)

Exhibit 3.4 presents the number and percentage for 3- through 5-year-olds for the years 1998 through 2006 for five racial/ethnic categories. Exhibit 3.5 presents the percentages of these categories in graphical form. The numbers are unmodified counts of 3- through 5-year-olds identified for services under IDEA at a single point between October 1 and December 1 of each year. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent all 50 states, the District of Columbia, including Bureau of Indian Education (BIE) schools. For each racial/ethnic group, the percentage is calculated by dividing the unmodified count of 3- through 5-year-olds identified for services under IDEA in the year by the sum of the unmodified number of births of that racial/ethnic group for 3, 4, and 5 years before the year for which the percentage is reported (e.g., births from the years 1994, 1995, and 1996 were used for the denominator of the 1998 percentage, including births on Indian reservations), and multiplying the result by 100. For example, to calculate percentages in 2005:

$$\left(\frac{\text{DANS count of all 3- through 5-year-olds in racial/ethnic group identified for services under all IDEA classifications in 2005}}{\text{Total number of births for racial/ethnic group in 2000, 2001, and 2002 (from NVSS)}} \right) \times 100$$

DANS data were retrieved on December 7, 2007 from www.ideadata.org/docs%5CPartBTrendData%5CB3A.xls (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1998-2006). For vital statistics birth data, the race/ethnicity of the mother was used to classify the child, due to a relatively large amount of missing information for the father (17%) and to uncertainty concerning how to classify children whose parents were of different races/ethnicities. Information on the mother's race/ethnicity was retrieved from the National Vital Statistics

System (NVSS) on January 11, 2008 at http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2005)

Exhibit 3.6. National percentage of preschool-age children identified for services under IDEA, by disability category (2004 and 2006)

Exhibit 3.6 presents the percentage of 3- through 5-year-olds who were identified for services under each IDEA disability category in 2004 and 2006. The percentages include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represent all 50 states and the District of Columbia, including Bureau of Indian Education (BIE) schools. As states or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category, there were 46 states that reported counts under this category in 2004 and 48 states in 2006. The percentage is calculated by dividing the number of children identified for services under IDEA for a given IDEA category in a given year by the sum of the unmodified number of births for 3, 4, and 5 years before the year for which the percentage is reported (e.g., births from the years 1993, 1994, and 1995 were used for the denominator of the 1997 percentage, including births on Indian reservations), and multiplying the result by 100, as follows:

$$\left(\frac{\text{DANS count of 3- through 5-year-olds identified for services under a given IDEA category and in a given year}}{\text{Total number of births 3, 4, and 5 years before the given year (from NVSS)}} \right) \times 100$$

Relative changes in the identification percentages from 2004 to 2006 were calculated as follows:

$$\left(\frac{\text{2006 identification percentage of all children in age group identified for services under given IDEA category} - \text{2004 identification percentage of all children in age group identified for services under given IDEA category}}{\text{2004 identification percentage of all children in age group identified for services under given IDEA category}} \right) \times 100$$

Data for children identified for services under IDEA were retrieved on December 7, 2007 from http://www.ideadata.org/tables28th%5Car_1-2.xls and http://www.ideadata.org/tables30th%5Car_1-2.xls (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 2004 and 2006). Birth data were retrieved on January 11, 2008 from http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2005.

Exhibit 3.7. Percentage of 3- through 5-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2005 average, and 2006)

Exhibit 3.7 presents the state percentages for 3- through 5-year-olds for the years 1997 and 2006 and the average of the percentages for 1998 through 2005. The percentage is calculated by dividing the unmodified state count of 3- through 5-year-olds identified for services under IDEA in each year (DANS) by the sum of the unmodified number of births in each state for 3, 4, and 5 years before the year for which the percentage is reported (e.g., births from the years 1993, 1994, and 1995 were used for the denominator of the 1997 percentage, including births on Indian reservations) (NVSS), and multiplying the result by 100, as follows:

$$\left(\frac{\text{DANS count for state of all 3- through 5-year-olds identified for services under all IDEA classifications in a given year}}{\text{Total number of births in state 3, 4, and 5 years before the given year (from NVSS)}} \right) \times 100$$

The percentages for the average of 1998 through 2005 were calculated by summing the percentages for 1998 through 2005 and dividing the total by 8. DANS data were retrieved on December 7, 2007 from www.ideadata.org/PartBChildCount.asp (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2006). DANS data represent each of the 50 states and the District of Columbia, excluding Bureau of Indian Education (BIE). Birth data were retrieved from the National Vital Statistics System (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System (NVSS), 1997 to 2005) at http://205.207.175.93/VitalStats/ReportFolders/ReportFolders.aspx on January 11, 2008.

Exhibit 3.8. Mean literacy, numeracy, and preacademic skills scores of 3- through 5-year-olds identified for services under IDEA (2005)

Exhibit 3.9. Mean social skills, problem behaviors, self-care, and self-direction scores of 3-through 5-year-olds identified for services under IDEA (2005)

Exhibit 3.10. Mean emerging academic skills, social skills, and problem behavior scores of 3- through 5-year-olds identified for services under IDEA, by disability category (2005)

Exhibit 3.8 presents standard scores on the Woodcock-Johnson III (WJ III) (Woodcock, McGrew, and Mather 2001) Letter-Word Identification subtest (WJLW), the Peabody Picture Vocabulary Test-Third Edition (PPVT-III) (Dunn and Dunn 1997), the WJ III Applied Problems subtest (WJAP) (Woodcock, McGrew, and Mather 2001) and the Adaptive Behavior Assessment System-Second Edition (ABAS-II), Functional Preacademics subtest (Harrison and Oakland 2004). Exhibit 3.9 presents standard scores on Preschool and Kindergarten Behavior Scales Second Edition (PKBS-2) Social Skills and Problem Behavior subscales (Merrell 2002) and the ABAS-II Self-Care and Self-Direction subscales. Results for each of these areas for all children identified for preschools services under IDEA as a group and for each age-year cohort are reported in exhibits 3.8, and 3.9. Differences between three disability groupings (speech and language impairments, developmental delay, and all other disability categories) are presented in

exhibit 3.10. All data are taken from the chapters and appendices in *Preschoolers' Characteristics, Services, and Results: Wave 1 Overview Report from the Pre-Elementary Education Longitudinal Study* (Markowitz et al. 2006). Data are as they were in the PEELS report with the exception of the ABAS scales, which were transformed to a standard score scale with a mean of 100 and standard deviation of 15 to be consistent with the other measures.

The Benjamini-Hochberg method was applied as a group to the following sets of comparisons to identify those that were statistically significant at the 5 percent level:

(1) Each age group (3, 4, or 5 years old) versus a nominal value of 100, across 8 measures (WJLW, WJAP, PPVT, ABAS, PKBS-Social, PKBS-Problem Behavior, ABAS-Self Care, and ABAS-Self Direction), resulting in 32 hypotheses.

(2) Each age group (3, 4, or 5 years old) versus each other age group, across 8 measures (WJLW, WJAP, PPVT, ABAS, PKBS-Social, PKBS-Problem Behavior, ABAS-Self Care, and ABAS-Self Direction), resulting in 32 hypotheses

(3) Each age group (3, 4, or 5 years old) versus all children not in that age group, across 8 measures (WJLW, WJAP, PPVT, ABAS, PKBS-Social, PKBS-Problem Behavior, ABAS-Self Care, and ABAS-Self Direction), resulting in 32 hypotheses.

(4) Each disability group (speech and language impairments, developmental delay, and all other disability categories) versus a nominal value of 100, across 8 measures (WJLW, WJAP, PPVT, ABAS, PKBS-Social, PKBS-Problem Behavior, ABAS-Self Care, and ABAS-Self Direction), resulting in 32 hypotheses.

(5) Each disability group (speech and language impairments, developmental delay, and all other disability categories) versus each other group, across 8 measures (WJLW, WJAP, PPVT, ABAS, PKBS-Social, PKBS-Problem Behavior, ABAS-Self Care, and ABAS-Self Direction), resulting in 24 hypotheses.

Chapter 4 – School Age

Exhibit 4.1. National number of school-age children identified for services under IDEA, by age (2005)

Exhibit 4.1 presents unmodified numbers of children of each single year of age who were identified for services under IDEA in 2005. The numbers are aggregated counts of children identified for services under IDEA, based on enrollment numbers at a single time point between October 1, 2005 and December 1, 2005. These annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represents all 50 states, the District of Columbia, and Bureau of Indian Education (BIE) schools. Data were retrieved on December 7, 2007 from www.ideadata.org/PartCChildCount.asp for children ages birth through 2 and www.ideadata.org/PartBChildCount.asp for children ages 3 through 21 (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B and C, 2005). The ages of school-age children eligible to receive services under IDEA are 6 through 21 years.

Exhibit 4.2. National number and percentage of school-age children identified for services under IDEA, by age group (1997–2005)

Exhibit 4.3. Trends in national percentage of school-age children identified for services under IDEA, by age group (1997–2005)

Exhibit 4.2 presents the percentages for 6- through 17-year-olds, 6- through 9-year-olds, 10- through 13-year-olds, and 14- through 17-year-olds for the years 1997 through 2005. Exhibit 4.3 presents the percentages of these age groups in graphical form. For 6- through 17-year-olds, the number is the unmodified count of 6- through 17-year-olds identified for services under IDEA in each year. For 6- through 9-year-olds, 10- through 13-year-olds, and 14- through 17-year-olds, the unmodified counts for the relevant single years of age were summed to create the aggregated count for each age group. In general, the percentage is calculated by dividing the unmodified count of children ages 6 through 17 identified for services under IDEA by the national enrollment counts in grades 1-12 and multiplied by 100. To align with the 6- through 9-year olds, 10- through 13-year-olds, 14- through 17-year olds, enrollment counts in grades 1 through 4, grades 5 through 8, and grade 9 through 12 were used. For example, to calculate percentages in 2005:

$$\left(\frac{\text{DANS count of all children in age group identified for services under all IDEA classifications in 2005}}{\text{CCD count of total enrollment in corresponding grade levels in 2005}} \right) \times 100$$

For 6- through 9-year-olds, 10- through 13-year-olds, and 14- through 17-year-olds, the percentages are calculated by dividing the unmodified counts of children identified for services under IDEA in each age group by the national enrollment counts in grades 1 through 4, 5 through 8, and 9 through 12, respectively, and multiplying the results by 100. Data represents all 50 states, the District of Columbia, and Bureau of Indian Education (BIE) schools. BIE schools were not included in 1997 CCD enrollment data for grades 1-12 as BIE schools were included starting in 1998-1999.

DANS data were retrieved on December 7, 2007 from https://www.ideadata.org/docs/PartBTrendData/B2C.xls (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2006). Data for student enrollment were retrieved on December 10, 2007 from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), 1997-98 to 2005-06, www.nces.ed.gov/ccd/bat/.

Exhibit 4.4. National number and percentage of 6- through 21-year-olds identified for services under IDEA, by race/ethnicity (1998–2005)

Exhibit 4.5. Trends in national percentage of 6- through 21-year-olds identified for IDEA services, by race/ethnicity (1998–2005)

Exhibit 4.4 presents the number and percentage for five racial/ethnic groups of 6- through 21-year-olds for the years 1998 to 2005. Exhibit 4.5 presents the percentages of these groups in graphical form. The numbers are unmodified counts of 6- through 21-year-olds identified for services under IDEA at a single point between October 1 and December 1 of each year. These

annual counts include both children newly identified in the year represented by the count and children identified in earlier years who continue to receive services under IDEA. Data represents all 50 states, the District of Columbia, and Bureau of Indian Education (BIE) schools. BIE schools were not included in 1997 CCD enrollment data for grades 1–12 as BIE schools were included starting in 1998-1999. For each racial/ethnic group, the percentage is calculated by dividing the unmodified count of 6- through 21-year-olds identified for services under IDEA in each year by the unmodified national enrollment count for the racial/ethnic group in grades 1 through 12, and multiplying the result by 100. For example, to calculate percentages in 2005:

$$\left(\frac{\text{DANS count of all 6- through 21-year-olds in racial/ethnic group identified for services under all IDEA classifications in 2005}}{\text{CCD enrollment count in grades 1-12 for racial/ethnic group in 2005}} \right) \times 100$$

Counts of children identified for services under IDEA by race/ethnicity were retrieved on February 22, 2008 from https://www.ideadata.org/docs/PartBTrendData/B3B.xls (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2005). Student enrollment data were retrieved on December 10, 2007 from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), 1997-98 to 2005-06, www.nces.ed.gov/ccd/bat/.

Exhibit 4.6. National percentage of school-age children identified for services under IDEA, by age group and disability category (1997 and 2005)

Exhibit 4.6 presents unmodified counts of 6- through 9-year-olds, 10- through 13-year-olds, and 14- through 17-year-olds who were identified for services under each IDEA disability category in 1997 and 2005 and the percentage change between the two years. The unmodified counts for each single year of age were summed to create the aggregated count for each age group. As states or local education agencies may elect to identify children ages 3 through 9 under the developmental delay category, there were 6 states that reported counts under this category in 1997 and 48 states in 2005. Data represents all 50 states, the District of Columbia, and Bureau of Indian Education (BIE) schools. BIE schools were not included in 1997 CCD enrollment data for grades 1-12 as BIE schools were included starting in 1998-1999. The percentage is calculated by dividing the number of children identified for services under IDEA for a given IDEA category in a given year and age group by the total number of enrollment for a given age group and year, and multiplying the result by 100. For example, to calculate percentages in 2004 for 6- through 9-year-olds:

$$\left(\frac{\text{DANS count of all 6- through 9-year-olds identified for services under given IDEA category in 2004}}{\text{CCD enrollment count in grades 1 through 4 in 2004}} \right) \times 100$$

Relative changes in the identification percentages from 1997 to 2005 were calculated as follows:

$$\left(\frac{\text{2005 identification percentage of all children in age group identified for services under given IDEA category} - \text{1997 identification percentage of all children in age group identified for services under given IDEA category}}{\text{1997 identification percentage of all children in age group identified for services under given IDEA category}} \right) \times 100$$

Counts of children identified for services under IDEA by disability category were retrieved on February 15, 2008 from https://www.ideadata.org (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2005). Enrollment data were retrieved on February 10, 2008 from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), 1997-98 to 2005-06, www.nces.ed.gov/ccd/bat/.

Exhibit 4.7. Percentage of 6- through 17-year-olds identified for services under IDEA, national average for 50 states and DC, and in 50 states and the District of Columbia (1997, 1998–2004 average, and 2005)

Exhibit 4.7 presents the state percentages for 6- through 17-year-olds for the years 1997 and 2005, and the average of the percentages for 1998 through 2004. National data represent the counts for the 50 states and the District of Columbia, excluding Bureau of Indian Education (BIE) schools. The percentage is calculated by dividing the unmodified state count of 6- through 17-year-olds identified for services under IDEA in each year by the unmodified state-reported count of total enrollment in grades 1-12, and multiplying the result by 100, as follows:

$$\left(\frac{\text{DANS count for state of all 6- through 17-year-olds identified for services under all IDEA classifications in a given year}}{\text{CCD count of total enrollment in grades 1-12 for state in same year}} \right) \times 100$$

The percentages for the average of 1998 through 2004 were calculated by summing the percentages for 1998 through 2004 and dividing the total by 7. DANS data were retrieved on December 7, 2007 from http://www.ideadata.org/PartBChildCount.asp (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2005). Data represents all 50 states, the District of Columbia, excluding Bureau of Indian Education (BIE) schools. Student enrollment data were retrieved on December 10, 2007 from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), 1997-98 to 2005-06, www.nces.ed.gov/ccd/bat/.

Exhibit 4.8. Percentage of 6- through 12-year-olds identified for IDEA services in December 1999 who were declassified by spring 2002, by disability category

Exhibit 4.8 presents the percentages of 6- through 12-year-olds who were identified for services under IDEA in December 1999 who had been declassified by spring 2002. The percentages and standard errors used to compute the confidence intervals were taken from

exhibit 2, page 5 in *Declassification—Students Who Leave Special Education. A Special Topic Report From the Special Education Elementary Longitudinal Study* (SEELS 2005).

Exhibit 4.9. Mean WJ III reading and mathematics scores of 6- to 17-year-old children identified for IDEA services, by classification status (2002)

Exhibit 4.9 presents standard scores on the Woodcock-Johnson III (WJ III) letter-word identification, passage comprehension, calculation and applied problems subtests (Woodcock, McGrew, and Mather 2001) for 6- to 17-year-old children who are identified for services under IDEA. The data compare students declassified from IDEA services as of spring 2002 with those continuing to receive services. Results are new analyses calculated based on 2002 student assessment data of the Special Education Elementary Longitudinal Study (SEELS), available at www.seels.net.

Exhibit 4.10. Mean reading and mathematics scale scores of fourth- and eighth-grade students identified and not identified for services under IDEA (2003, 2005, and 2007)

The data presented in exhibit 4.10 are average scale scores and confidence intervals on the National Assessment of Educational Progress (NAEP) grades 4 and 8 reading and mathematics tests in 2003, 2005, and 2007. They are presented for children identified and not identified for services under IDEA at each year. The data are presented in their original metrics, as retrieved on March 18, 2008 from the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde). Pairwise comparisons were conducted using *t*-tests for year-to-year changes within, and differences between children identified and not identified for IDEA services. The Benjamini-Hochberg method was applied within grade level comparisons to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 4.11. Mean reading scale scores of fourth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

The data presented in exhibit 4.11 are average scale scores and confidence intervals on the NAEP grade 4 reading test in 2007. They are presented for children identified and not identified for services under IDEA by state. The data are presented in their original metrics as retrieved on March 18, 2008 from the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde). Pairwise comparisons were conducted using *t*-tests for children identified and not identified for services under IDEA against their respective national means, as well as for differences between them. The Benjamini-Hochberg method was applied within grade level comparisons to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 4.12. Mean reading scale scores of eighth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

The data presented in exhibit 4.12 are average scale scores and confidence intervals on the NAEP grade 8 reading test in 2007. They are presented for children identified and not identified for services under IDEA by state. The data are presented in their original metrics as retrieved on March 18, 2008 from the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde). Pairwise comparisons were conducted using *t*-tests for children identified and not identified for services under IDEA against their respective national means, as well as for differences between them. The Benjamini-Hochberg method was applied within grade level comparisons to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 4.13. Mean mathematics scale scores of fourth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

The data presented in exhibit 4.13 are average scale scores and confidence intervals on the NAEP grade 4 mathematics test in 2007. They are presented for children identified and not identified for services under IDEA by state. The data are presented in their original metrics as retrieved on March 18, 2008 from the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde). Pairwise comparisons were conducted using *t*-tests for children identified and not identified for services under IDEA against their respective national means, as well as for differences between them. The Benjamini-Hochberg method was applied within grade level comparisons to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 4.14. Mean mathematics scale scores of eighth-grade students identified and not identified for services under IDEA, by state and compared with national averages (2007)

The data presented in exhibit 4.14 are average scale scores and confidence intervals on the NAEP grade 8 mathematics test in 2007. They are presented for children identified and not identified for services under IDEA by state. The data are presented in their original metrics as retrieved on March 18, 2008 from the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde). Pairwise comparisons were conducted using *t*-tests for children identified and not identified for services under IDEA against their respective national means, as well as for differences between them. The Benjamini-Hochberg method was applied within grade level comparisons to identify comparisons that were statistically significant at the 5 percent level.

Exhibit 4.15. Percentage of fourth-grade students identified for IDEA services performing at "basic or above" and "proficient or above" in reading, by state (2003)

Exhibit 4.16. Percentage of eighth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in reading, by state (2003)

Exhibit 4.17. Percentage of fourth-grade students identified for services under IDEA performing at "basic or above" and "proficient or above" in mathematics, by state (2003)

The data presented in exhibits 4.15, 4.16, and 4.17 are percentages of children whose performance was at the "basic and above" and "proficient and above" levels on the NAEP reading and mathematics tests in 2003, and the percentage who were "proficient and above" on state accountability tests in 2003. They are presented for children identified for services under IDEA by state. The data are presented in their original metrics, as retrieved on March 18, 2008, from the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/nde) and as obtained on February 5, 2008, from the National Center on Educational Outcomes (NCEO), Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. Analyses were counts of states with averages that fell above or below the confidence intervals associated with the two NAEP scales.

Exhibit 4.18. Mean WJ III reading scores of school-age children identified for services under IDEA: ages 7 through 14 (2001) and 16 through 18 (2002 and 2004), by disability category

Exhibit 4.19. Mean WJ III mathematics scores of school-age children identified for services under IDEA: ages 7 through 14 (2001) and 16 through 18 (2002 and 2004), by disability category

Exhibit 4.18 presents standard scores by disability category on the Woodcock-Johnson III (WJ III) letter-word identification, synonym-antonym, and passage comprehension subtests (Woodcock, McGrew, and Mather 2001). Exhibit 4.19 presents standard scores on the Woodcock-Johnson III (WJ III) calculation and applied problems subtests (Woodcock, McGrew, and Mather 2001). Disability category differences are presented. All data for children ages 7 through 14 come from data tables on the Special Education Elementary Longitudinal Study (SEELS) and for children ages 16 through 18 from the National Longitudinal Transition Study-2 (NLTS2) websites. No transformations were performed.

SEELS comparisons. The Benjamini-Hochberg method was applied across all comparisons to identify those that were statistically significant at the 5 percent level: each disability category (except deaf/blind) versus a nominal value of 100, across four measures (letter-word identification standard score, passage comprehension standard score, calculation standard score, and applied problems standard score) resulting in 44 hypotheses.

NLTS2 comparisons. The Benjamini-Hochberg method was applied across all comparisons to identify comparisons that were statistically significant at the 5 percent level: each disability category versus a nominal value of 100, across four measures (letter-word identification standard score, passage comprehension standard score, calculation standard score, and applied problems standard score) resulting in 48 hypotheses.

Exhibit 4.20. National percentage of youth identified for services under IDEA no longer in high school, by exit type (1998–2005)

Exhibit 4.20 displays the percentage of youth who had been identified for services under IDEA and who had exited high school by graduating with a regular diploma, receiving a certificate of completion, reaching the maximum age for services, or dropping out. For a given year, the percentage of students in each exit classification was calculated by dividing the number of students in the respective exit classification by the sum of the number of students in each of the four exit classifications and multiplying the quotient by 100. The numbers for each exit classification were retrieved from DANS for all 50 states on June 10, 2008, from https://www.ideadata.org (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997–2005).

Exhibit 4.21. National percentage of school-age youth who had been identified for services under IDEA and were no longer in high school, by exit type and disability category (2005)

Exhibit 4.21 displays the percentage of youth who had been identified for services under IDEA and who had exited high school in 2005 by graduating with a regular diploma, receiving a certificate of completion, reaching the maximum age for services, or dropping out for all youth with disabilities and by disability category. For each disability category, the percentage of students in each exit classification was calculated by dividing the number of students in the respective exit classification by the sum of the number of students in each of the four exit classifications and multiplying the quotient by 100. The numbers for each exit classification were retrieved from DANS for all 50 states on June 10, 2008 from https://www.ideadata.org (U.S.

Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2005).

Exhibit 4.22. National percentage of school-age youth identified for services under IDEA exiting high school with a diploma, by disability cluster and category (2003 through 2005)

Exhibit 4.22 displays the percentage of youth who had been identified for services under IDEA and who had exited high school by graduating with a regular diploma, by disability cluster and disability category for the years 2003, 2004, and 2005. Disability clusters are based on the recommendations from the President's Commission on Excellence in Special Education (PCESES 2002). For each year and each disability cluster, the percentage of exiters who graduated was calculated by dividing the number of students receiving a regular diploma by the sum of the number of students in each of the four exit classifications as the denominator and multiplying the quotient by 100. The numbers for each exit classification were retrieved from DANS for all 50 states on June 10, 2008 from https://www.ideadata.org (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997–2005).

Exhibit 4.23. National percentage of school-age youth identified for services under IDEA exiting high school by dropping out, by disability cluster (2003 through 2005)

Exhibit 4.23 displays the percentage of youth who had been identified for services under IDEA and who had exited high school by dropping out, by disability cluster and disability category for the years 2003, 2004, and 2005. Disability clusters are based on the recommendations from the President's Commission on Excellence in Special Education (PCESES 2002). For each year and each disability group, the percentage of exiters who dropped out was calculated by dividing the number of students who dropped out by the sum of the number of students in each of the four exit classifications as the denominator and multiplying the quotient by 100. The numbers for each exit classification were retrieved from DANS for all 50 states on June 10, 2008 from https://www.ideadata.org (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997-2005)..

Exhibit 4.24. National percentage of school-age youth identified services under IDEA exiting high school by receiving a certificate of completion, by disability cluster (2003 through 2005)

Exhibit 4.24 displays the percentage of youth who had been identified for services under IDEA and who had exited high school by receiving a certificate of completion, by disability cluster and disability category for the years 2003, 2004, and 2005. Disability clusters are based on the recommendations from the President's Commission on Excellence in Special Education (PCESES 2002). For each year and each disability group, the percentage of exiters who received a certificate of completion was calculated by dividing the number of students receiving a certificate of completion by the sum of the number of students in each of the four exit classifications as the denominator and multiplying the quotient by 100. The numbers for each exit classification were retrieved from DANS for all 50 states on June 10, 2008 from https://www.ideadata.org (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997–2005).

Exhibit 4.25. National percentage of school-age youth identified for services under IDEA exiting high school by reaching the maximum age for service, by disability cluster (2003 through 2005)

Exhibit 4.25 displays the percentage of youth who had been identified for services under IDEA and who had exited high school by reaching the maximum age for services, by disability cluster and disability category for the years 2003, 2004, and 2005. Disability clusters are based on the recommendations from the President's Commission on Excellence in Special Education (PCESES 2002). For each year and each disability group, the percentage of exiters who exited by reaching the maximum age for services was calculated by dividing the number of students who exited by reaching the maximum age for services by the sum of the number of students in each of the four exit classifications as the denominator and multiplying the quotient by 100. The numbers for each exit classification were retrieved from DANS for all 50 states on June 10, 2008 from https://www.ideadata.org (U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997–2005).

Exhibit 4.26. Averaged freshman graduation rate of school-age youth identified for services under IDEA and total population, by state (2005 and 1998–2004 average)

Exhibit 4.26 presents data on the Averaged Freshman Graduation Rate (AFGR) for students with disabilities and for the total population in 2005, as well as the average AFGR for the years 1998-2004. The AFGR provides an estimate of the percentage of high school students who graduate "on time" (i.e., four years after starting 9th grade) by dividing the number of graduates with regular diplomas by the size of the incoming freshman class 4 years earlier (Seastrom, Hoffman, Chapman, et al. 2007). The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of graduates four years later. For the rates for the total population, the incoming freshman class size is estimated by summing the enrollment (from CCD) in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retentions in the 9th grade.

For the AFGR rates for youth identified for services under IDEA, DANS does not provide number of years of enrollment, so the denominator was the average enrollment (from DANS) for 13-year-olds in one year, for 14-year-olds in the next year, and for 15-year-olds in the following year. For the numerator, DANS provides the number of regular diplomas awarded in a given year to youth identified for special education services.

Data for students identified for services under IDEA come from U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Section 618, Part B, 1997–2005, retrieved on April 19, 2008 from http://www.ideadata.org. Data for the total population come from National Center for Education Statistics, Common Core of Data (CCD), 1997–98 to 2005–06, retrieved December 10, 2007 from http://www.nces.ed.gov/ccd/bat/.

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