Report 105

Separate School Placement Trends by Category and Age for Students with Extensive Support Needs

TIES Center

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Executive Summary

Meaningful access and participation within inclusive settings has been shown to improve outcomes for students with extensive support needs (ESN), including students with significant cognitive disabilities, related to academics, behavior, communication, social skills, peer relationships, and adaptive skills. However, the placement of students in this population in general education settings still lags that of students with less complex support needs, leading to disproportionately higher rates of placement in separate schools (Anderson & Brock, 2020). The purpose of this report is to examine the trends across the country over the past decade related to the placement of students with ESN in separate schools. For this report, we extended the work of Anderson and Brock (2020) by analyzing state-level data from federally reported sources for students with ESN, specifically, students identified with the disabilities of autism, intellectual disability, multiple disabilities, and deaf-blindness, to determine changes over time in the number of students served in separate settings as well as any variances that may have occurred by age and location (state).

Findings

This study uses state-level data files on Individuals with Disabilities Education Act (IDEA) Part B Child Count and Educational Environments from the Office of Special Education Programs (OSEP) to examine the number of children with disabilities ages 3 through 21 served under the IDEA, Part B program, receiving special education and related services according to an Individualized Education Program (IEP) or service plan in place on the count date. More specifically, this study focuses on students with autism, deaf-blindness, intellectual disability, or multiple disabilities who receive academic instruction in separate public-school settings (henceforth referred to as separate schools or separate school settings). Four sets of samples were created in this study for ages 6-11, ages 12-17, ages 18-21, and ages 6-21. Data used for this investigation included placement settings for school-aged students with ESN from the 50 states and the District of Columbia (DC) from 2012-13 through 2019-2020.

Overall, the percentage of students ages 6-21 placed in separate schools decreased by 2.0% from 2012-13 to 2019-2020. Among the three disaggregated age groups (i.e., 6-11, 12-17, 18-21), students with ESN in ages 18-21 showed the highest percentage of students in separate schools from 2012-13 to 2019-20 with an average of 20.2%, followed by students in ages 12-17 with an average of 7.6%, and students ages 6-11 with an average of 5.1%. When looking at students primarily in grades K-12 (ages 6-17) disaggregated by the four disability categories (i.e., deaf-blindness, multiple disabilities, autism, intellectual disability), the percentage of students with deaf-blindness in separate schools was the largest of the four groups over time (M = 17.1%), except for 2015-16. In 2015-16 students with multiple disabilities were the largest (16.4%), followed by students with deaf-blindness (M = 16.0%), autism (M = 5.9%), and intellectual

disability (M = 4.1%). When examining the percentage of students in ages 6-17 served in separate schools by state in 2012-13, there were 13 states that reported higher percentages than the average of the 50 states and DC (M = 6.9%). Ten of these 13 states reported more than 10% of students with ESN in separate schools. In 2019-20, there were 16 states that reported higher percentages than the average of the 50 states and DC (M = 5.9%). Eight of these 16 states reported more than 10% of students with ESN in separate schools. In summary, most states show no significant percentage change over time and the national percentage of students with ESN in separate schools has only decreased by 1% from 2012-13 to 2019-20.

Limitations

Limitations in using data sets across states with varying reporting practices should be taken into consideration when interpreting the results from this landscape study. First, variability in how states report data may result in missing or underrepresentation of schools and students with disabilities in various placements. Second, the research presented is limited because we were only able to access data from available sources which is representative of aggregated data; therefore, this study was not able to explore specific characteristics of students attending separate schools.

Future Research

Outcomes from this study provide the number and percentage of students with ESN in separate school placements by age within all 50 states and DC. These data are the first step to understanding what factors influence placement decisions by state for students in this population. For example, variability in state policy could be a factor in how funding is designated by educational placement for students with disabilities (Anderson & Brock, 2020). Additionally, inconsistencies in state infrastructures often restrict or inflate separate school placements. For example, each state has its own structure of how educational units are defined, which can influence factors such as resources at individual sites resulting in more segregated options for students with disabilities. The availability of separate charter schools or the locale of the separate public school (city, suburb, town, rural) could also be a factor in the number of students with ESN served in separate schools and should be examined for data patterns. Future studies could examine if any of these factors are related to separate school placement results for students with ESN.

When considering the results of this study, it is important to note that we proposed one way of examining the percentage change of separate school enrollment over time when there may be additional ways to explore trends in these data. For example, Kurth et al. (2014) examined the mean change of placement of students served in separate settings from 2004 to 2012 using the mean of 2004 as the baseline for comparison and found that 10 states showed no change in the number of students being served in restrictive placements, 21 states reduced the number, and 20 states increased the number. Mean placement rates were essentially unchanged across time

with approximately 3.5% of the population of students with disabilities being served in the most restrictive settings between 2004 and 2012. The current landscape study indicated similar findings and highlighted the need for future research to investigate states that are demonstrating increasing and decreasing rates of change in the placement of students with ESN in separate schools.

The current study confirmed that there has not been a significant change in the overall placement for students with ESN since 2012 even though academic expectations have become more rigorous over time. Therefore, future research should examine the relationship between curricular expectations by state and placement for students in this population.

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Overview

The Individuals with Disabilities Education Act (IDEA, 2004) mandates that students with disabilities are educated in the least restrictive environment (LRE) and that they have access to and make progress in the general education curriculum. IDEA also requires that students with disabilities are placed in more restrictive settings *only when* "...education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (20 U.S.C. §1412[a][50][A]). This requirement applies to all students with disabilities, including those with extensive support needs (ESN), defined as those with intellectual disability, multiple disabilities, deaf-blindness, and autism who participate in their state's alternate assessment based on alternate achievement standards. We use students with ESN in this report because we specifically examine placements for a broader group of students within these four disability categories (rather than only those students with a significant cognitive disability). Despite the clear preference in the law for inclusive education, students with ESN are largely educated in separate settings (including separate classrooms and separate schools; Brock, 2018; Kleinert et al., 2015), often without a compelling justification or any consideration of supplementary aids and services (Kurth et al., 2019).

Benefits of Inclusion

There is substantial research evidence that supports the benefits of the implementation of the tenet of LRE. This research provides evidence of the many benefits of inclusive programs for students with disabilities, including students with ESN, as well as their peers without disabilities. When students with disabilities are educated in the same classroom as their peers without disabilities, they experience positive gains across academic and social domains (Hehir et al., 2016; National Council on Disability, 2018). For example, Carter et al. (2016) found that students with and without ESN formed meaningful relationships as a result of participating in an inclusive peer support arrangement intervention. Additionally, placement in an inclusive setting has shown to increase student access to the general education curriculum and highly qualified teachers (Kurth et al., 2019; Quirk et al., 2017; Soukup et al., 2007; Wehmeyer et al., 2003) and improve student outcomes in academics (Gee et al., 2020), communication and social skills (Carter & Hughes, 2005; Fisher & Meyer, 2002; Gee et al., 2020), and adaptive skills (McDonnell et al., 2003). In a recent study by Gee et al. (2020), researchers used student Individualized Education Program (IEP) data over the course of their education to compare the progress of 15 matched pairs of students in literacy, mathematics, and communication. After analyzing the blinded data, the research team found that students who were included in general education classrooms made overwhelmingly more educational progress compared to those students educated in separate settings. Additionally, education in inclusive settings is related to improved

post-school outcomes (McConnell et al., 2021). McConnell et al. conducted a literature review to examine skills, behaviors, expectations, and experiences related to improved postsecondary outcomes for students with ESN and found that inclusion in the general education classroom is associated with improved employment and postsecondary education outcomes.

Given the benefits for students in inclusive placements, it is necessary to examine the rate at which students with disabilities, particularly those with ESN, are being included. There is a range of educational placement options that IEP teams can consider, including options within the regular public-school building such as regular settings (80% or more with nondisabled peers), resource settings (40-79% of the day with nondisabled peers), or separate settings (39% or less of the day with nondisabled peers) and options outside of the regular public school building, including separate schools. According to the Office of Special Education Programs (OSEP, 2019b), separate schools are defined as,

> Public and private day schools for students with disabilities; public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or public and private residential facilities if the student does not live at the facility (p. 10).

Within this definition, separate public special education schools include those in traditional public education districts, public charter schools, and students who are publicly funded to attend private separate schools.

Inclusion Rates

In general, the rates for inclusion for most students with disabilities have increased over time. Williamson et al. (2020) reviewed LRE data from 1990 to 2015 for students with disabilities and found that general education placements increased while more restrictive placements, such as in separate settings or separate schools, decreased. In 2018, 64.0% of all students with disabilities, ages 6 to 21 were educated in the regular class 80% or more of the day (i.e., fully included; U.S. Department of Education, 2021). These data represent an increase in the number of students with disabilities served in inclusive settings compared to 2009 when rates of inclusion were 59.4% (U.S. Department of Education, 2021). While this increase in inclusive placements is promising, rates are less promising for students with ESN (Morningstar et al., 2016). It is difficult to determine accurate rates of inclusion for students with ESN, as there is no separate data report for students who participate in alternate assessments based on alternate achievement standards. As a proxy, the field has looked at rates of inclusion for individuals with autism, deaf-blindness, intellectual disability, and multiple disabilities with the understanding that individuals in each of these eligibility categories may not be considered students with ESN.

With that caveat, analysis by disability category is the closest we can come to understanding the enrollment of students with ESN in separate schools. As such, the placement of students with ESN in general education settings is not keeping pace with that of students with disabilities that have less intensive support needs. Compared to the 64.0% of all students with disabilities fully included with their peers without disabilities, only 39.7% of students with autism, 25.7% of students with deaf-blindness, 17.4% of students with intellectual disability, and 14.3% of students with multiple disabilities were fully included for 80% or more of their school day in general education classrooms in 2018 (U.S. Department of Education, 2021).

Evidence has shown these rates of placement for students with intellectual disabilities have been consistent over the past 25 years. Researchers have reported that placement of students with intellectual disabilities in separate schools persists, with very little change over the course of two decades (Polloway et al., 2019; Wehmeyer et al., 2020). Williamson et al. (2006) reported there was a 46% reduction in students with intellectual disabilities educated in separate facilities throughout the 1990s. However, the transition of students to traditional public schools plateaued around 1997 (Williamson et al., 2006). Brock (2018) investigated trends in educational placements for students with intellectual disabilities since 1975. He found that while there was a positive trend toward more inclusive placements in the 1990s and 2000s, that trend has since stabilized. Similarly, Wehmeyer et al. (2020) looked at the change in the percentage of students with intellectual disabilities served in different settings from the 1992-93 school year to 2014-15 and found a 1.8% decrease in the percentage of students served in separate settings. Despite this recent research, the field does not have clear data on the broader category of students with ESN (i.e., those with intellectual disability, autism, multiple disabilities, and deaf-blindness) and how placement into separate schools differs for this student population by state and across disability category and age.

Purpose of This Study

If research (e.g., Gee et al., 2020) shows clear benefits for all students when students with ESN are included in general education classrooms, it is important to understand trends (decreasing, maintaining, or increasing) occurring by state in the number of students with ESN served in separate schools. This study serves to extend the work of Brock (2018) by examining the separate school placements across the United States (U.S.) for students classified within all categories of disabilities representative of students with ESN. In addition, this study will also examine patterns of placement by disability category and age. We include all school ages (i.e., 6-21) to get a comprehensive picture of student placement patterns.

The research questions include:

1. What is the number and percentage of students served in separate schools by age and disability category between 2012-13 and 2019-20?

2. How do separate school placement trends change overall and in individual states based on the disability category and the age range of students between 2012-13 and 2019-20?

Methods

Data Source

This study used state-level data files on IDEA Part B Child Count and Educational Environments from OSEP. We included data files from 2012-13 to 2019-20 (OSEP 2014a, 2014b, 2015, 2016, 2017, 2018, 2019a, 2020a) in the analyses. The data provided the annual number of children with disabilities ages 3 through 21 served under the IDEA, Part B program, receiving special education and related services according to an IEP or service plan. These data were organized by disability category for each state and nationally. They provide an unduplicated count; each child is counted once and only once. In addition to the standard variables indicating numbers of students by disability category and age, an educational environment variable was added in 2012-13. The educational environment variable contains information on separate schools. It is important to note that some states did not provide some types of data (e.g., Iowa did not report data in 2019-20 by federal disability categories).

Sample

For this study, we focused on students with ESN (defined as those with autism, deaf-blindness, intellectual disability, and multiple disabilities) who were in separate school settings from 2012-13 through 2019-20. Nationally, for the 50 states and DC, there were approximately 87,779 students in the data set across all grades per year. We created four sets of samples for students who were ages 6-11, 12-17, 18-21, and 6-21. On average, these samples had 23,519, 38,651, and 25,609 students per year respectively. Table A.1 in Appendix A presents the number of the national sample for each disability category, by grade level, by year. See Appendices B1-B5 for the number of students by state, for each age group and disability category.

Data analysis

Using available data, we calculated several additional variables for this study. We list these variables and how we calculated them for each research question.

Research Question 1: Percentage of Students in Separate Schools. For this question, the percentages of students in separate schools are absolute percentages. For example, for calculating the percentage of students in separate schools in 2012-13, only the information from that school year is included in the calculation. The calculation is $\frac{Number\ of\ students\ with\ ESN\ in\ separate\ schools}{All\ students\ with\ ESN}$.

Research Question 2: Percentage Change of Students in Separate Schools. Looking at the absolute number and percentage of students with ESN in separate schools between 2012-13 and 2019-20 (Research Question 1) provides one way to consider this complex issue. However, this analysis alone does not provide insight into whether the trend in the percentage change of students with ESN in separate schools was significant over time in either a negative direction (e.g., a decreasing percentage of students with ESN being placed in separate schools over time) or a positive direction (e.g., an increasing percentage of students with ESN being placed in separate schools over time). Research Question 2 is designed to provide information regarding the direction over time.

For this question, we examined the percentage change of students in separate schools. The formula is $percentage\ change = \frac{Target\ year\ amount - Base\ year\ amount}{Base\ year\ amount}$. Percentage change includes the absolute percentages calculated in Research Question 1. This variable has been used in previous studies to conduct trend analyses (Anderson, 2019; Bansilal, 2017; Curran-Everett & Williams, 2015; Vickers, 2001). An example is provided in Table 1 to illustrate how percentage change highlights something different from a change in the absolute percentage of students with ESN in separate schools. For example, as seen in the table, the absolute percentages in Years 1–4 for State A were 5%, 10%, 15%, and 20%. For State B, the absolute percentages were 50%, 55%, 60%, and 65%. The interpretation is the same for these two states based on each set of the four absolute percentages: the percentage increased 5% yearly without considering the effect of the starting point. However, the *percentage changes* were different for these two states and show more rapid changes for State A. The percentage change from Year 1 to Year 2 was 100%, from Year 1 to Year 3 was 200%, and from Year 1 to Year 4 was 300% for State A. For State B the percentage change was 10% from Year 1 to Year 2, 20% from Year 1 to Year 3, and 30% from Year 1 to Year 4.

Table 1. Example of Percentage and Percentage Change

State	Variables	Year 1	Year 2	Year 3	Year 4
A	Percentage of students in separate schools	5	10	15	20
	Percentage change of students in separate schools	NA	100	200	300
B	Percentage of students in separate schools	50	55	60	65
	Percentage change of students in separate schools	NA	10	20	30

Note. The percentage in Year 1 is the base year amount used in the formula above. NA= not applicable.

This study used the percentage change to explore variation over time by including the effect of the starting point. We defined the base year amount as the absolute percentage of the students with ESN in separate schools in 2012-13. The target year amount is the absolute percentage of the students with ESN in separate schools in the target year. Thus, two absolute percentages are used to calculate the percentage change for a target year—the absolute percentage in 2012-13 (base year) and the absolute percentage in the target year. For example, to calculate the percentage change in the target year of 2013-14, the absolute percentages in 2012-13 and 2013-14 were used in the calculation. There were eight years of data in this study, so we calculated seven percentage change calculations of separate schools for students with ESN for 50 states and DC for the seven target years (2013-14 to 2019-20).

In addition, percentile rank (PR) was calculated for each state's percentage change of students in separate schools in each year to present the state's status among the 50 states and DC. For example, if State A's percentage change of students in separate schools was greater than or equal to 80% of all other states' percentage changes, State A's PR is at the 80th percentile or PR_{80}. In other words, State A's percentage change of students in separate schools was higher than 80% of the other states.

Results

Research Question 1: What is the number and percentage of students served in separate schools by age and disability category between 2012-13 and 2019-20?

Number. Table 2 provides the number of students in each category who were served in separate schools by the four age groups—ages 6-11, 12-17, 18-21, and 6-21 (see Appendices B1-B5 for a detailed table breaking down the data by age group and disability category). While the total number of students served in separate schools has increased from 2012-13 to 2019-20, there are differing patterns for students in different disability categories. The number of students with intellectual disabilities and multiple disabilities served in separate schools has decreased by 12% (from 25,430 to 22,358) and 8% (from 23,860 to 21,843) respectively. The number of students with deaf-blindness, ages 6-21 served in separate schools has increased slightly (n = 16). The number of students with autism served in separate schools, however, increased 40% from 33,853 to 47,371 within the 8-year span.

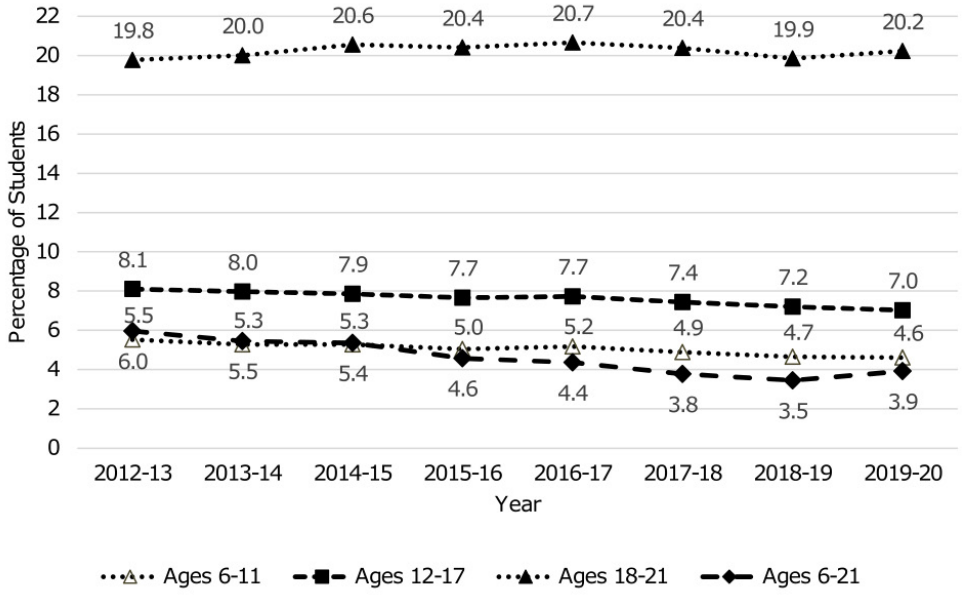
Table 2. Number of Students Ages 6-21 with ESN in Separate Schools by Disability Category and Year

Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Autism	33,853	35,274	37,451	39,100	42,480	43,280	45,043	47,371
Deaf-Blindness	254	235	224	221	235	234	251	270
Intellectual Disability	25,430	25,238	25,101	24,603	24,201	23,627	22,796	22,358
Multiple Disabilities	23,860	23,312	23,458	22,898	23,059	22,346	22,324	21,843
All	83,397	84,059	86,234	86,822	89,975	89,487	90,414	91,842

Source: Data are from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Percentage. Figure 1 presents the percentages of students with ESN in separate schools by four age groups. Overall, the percentage of students ages 6-21 who were placed in separate schools decreased by 2.1% from 2012-13 to 2019-20. When looking at the separate school placement data disaggregated by age groups, students with ESN who were 18-21 years old represented the largest percentage of placement into separate schools from 2012-13 to 2019-20. An average of 20.2% of these students attended separate schools. They were followed by students ages 12-17 with an average of 7.6%, and students ages 6-11 with an average of 5.1%. Over time, the percentage of students with ESN ages 18-21 in separate schools increased 0.4% from 19.8% in 2012-13 to 20.2% in 2019-20. In contrast, for ages 6-11 and 12-17, the percentages of students with ESN in separate schools decreased 0.9% (from 5.5% in 2012-13 to 4.6% in 2019-20) and 1.1 % (from 8.1% in 2012-13 to 7.0% in 2019-20) respectively.

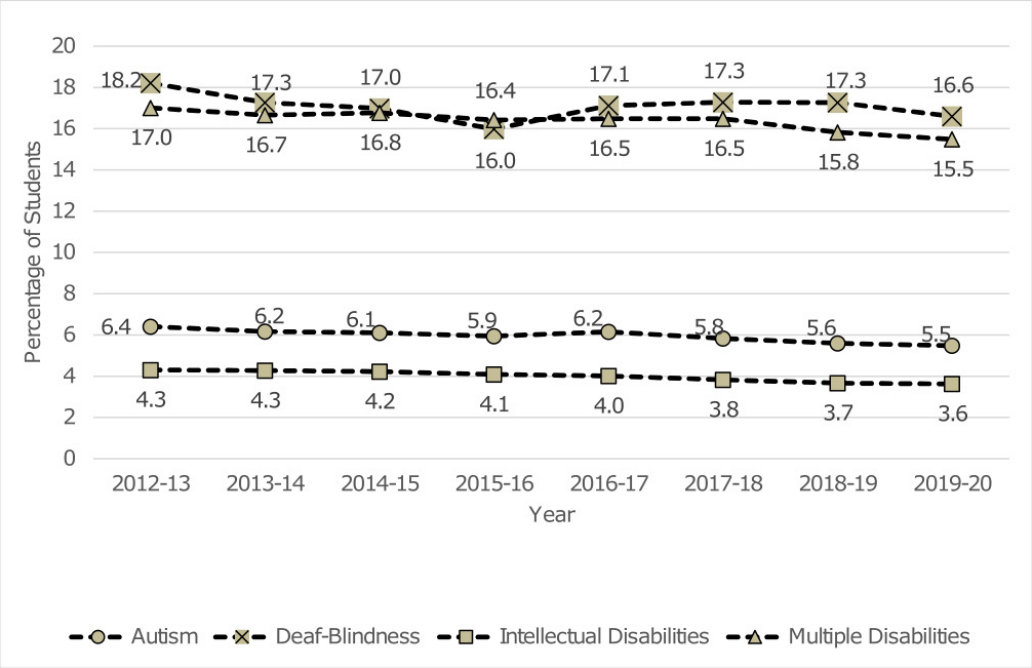
Figure 1. National Percentage of Students with ESN in Separate Schools by Age Group from 2012-13 to 2019-20



Source. Data were from *IDEA Section 618 Data Products State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-21. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

The percentages of students with ESN in separate schools by disability category for students ages 6-17 (i.e., those attending grades K-12, excluding students age 18-21 receiving transition supports) for 2012-13 to 2019-20 are presented in Figure 2. Figure 2 provides the percentages for each age group (ages 6-11, 12-17, and 18-21) by year as well as the percentage of school-aged students (ages 6-17) by disability category. Among these four categories, the percentage of students with deaf-blindness in separate schools was the largest one over time (M = 17.1%) followed by multiple disabilities (M = 16.4%), autism (M = 6.0%), and intellectual disability (M = 4.0%). Overall, the four disability categories showed decreasing percentages of students in separate schools. The discrepancies between the percentages in 2012-13 and 2019-20 from largest to smallest were students with deaf-blindness (-1.6%), students with multiple disabilities (-1.5%), students with autism (-0.9%), and students with intellectual disability (-0.7%).

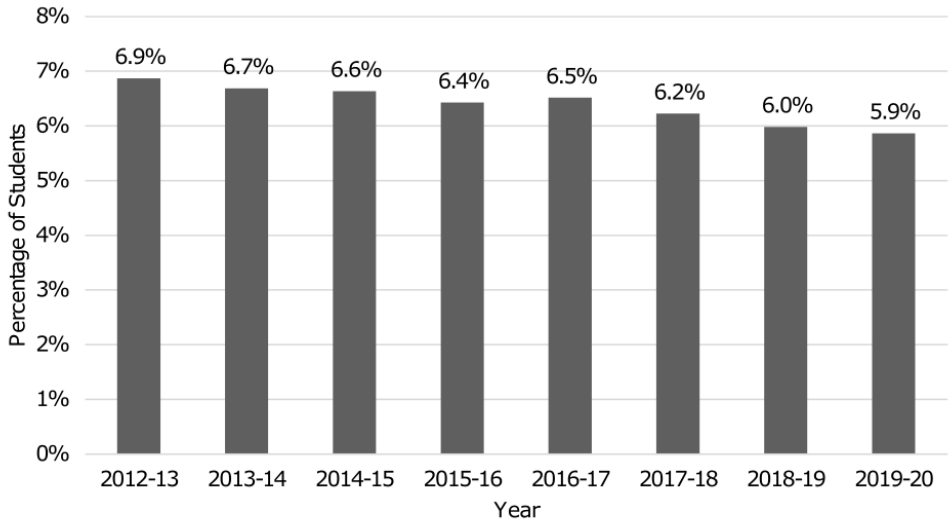
Figure 2. National Percentage of Students with ESN Who Were Ages 6-17 in Separate Schools, by Disability Category, from 2012-13 to 2019-20



Source. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Figure 3 presents the percentages of students with ESN in separate schools ages 6-17 nationally (50 states and DC) from 2012-13 to 2019-20. This figure shows the percentages of students with ESN in separate schools who were ages 6-17 have gradually decreased since 2012-13. Overall, the national percentage of students with ESN ages 6-17 in separate schools has decreased by 1% from 2012-13 (6.9%) to 2019-20 (5.9%).

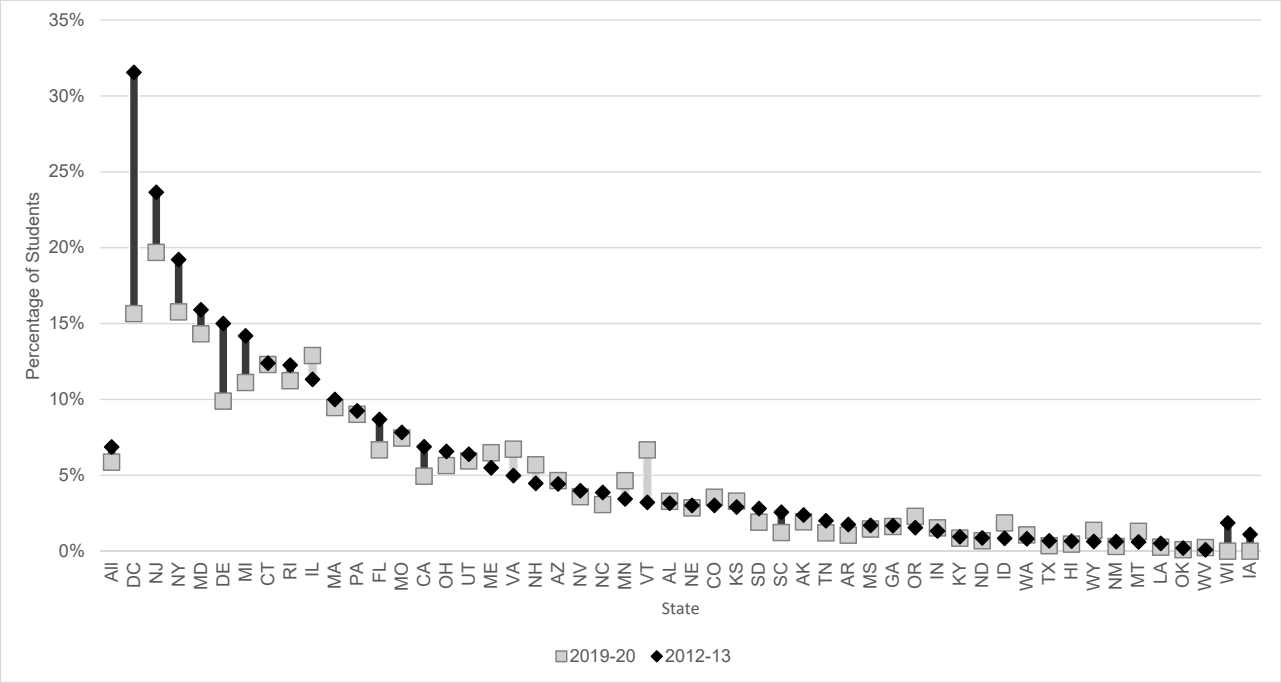
Figure 3. National Percentage of Students with ESN Who Were Ages 6-17 in Separate Schools 2012-13 to 2019-20



Notes: Figure includes the 50 states and DC. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Figure 4 presents a dropline chart to illustrate the percentage of students with ESN in separate schools ages 6-17 nationally and for each state in 2012-13 and 2019-20. This figure shows that most states had decreasing percentages from 2012-13 to 2019-20 (32 states with decreasing percentages; 17 states with increasing percentages). It also shows that the majority of states had a smaller percentage of students with ESN in separate schools than the national average (defined as the 50 states and DC; shown in the "all" column).

Figure 4. Percentages of Students with ESN Who Were Ages 6-17 in Separate Schools in 2012-13 and 2019-20 by State



Notes: The 'All' column includes the 50 States and DC. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

In 2012-13, the national average of students with ESN who were ages 6-17 in separate schools for the 50 states and DC was 6.9%. In 2012-13, 38 states had equal to or less than 6.9% of students with ESN in separate schools, while 13 states reported higher percentages than the national average. Three of these 13 states had percentages between 7.0% and 9.9% (Missouri, 7.8%; Florida 8.7%; Pennsylvania, 9.2%). Ten of the 13 states reported 10% or more of students with ESN in separate schools. From the highest to lowest percentage of students with ESN in separate schools, these 10 states were DC (31.5%), New Jersey (23.6%), New York (19.2%), Maryland (15.9%), Delaware (15.0%), Michigan (14.2%), Connecticut (12.4%), Rhode Island (12.3%), Illinois (11.3%), and Massachusetts (10.0%).

In 2019-20, the national average of students with ESN who were ages 6-17 in separate schools was 5.9%. Thirty-three states had 5.9% or fewer students in separate schools (Iowa and Wisconsin were missing data). Sixteen states reported higher percentages than the national average. Eight of these states had between 6.0% and 9.9%. From largest to smallest percentage, these states were Delaware (9.9%), Massachusetts (9.5%), Pennsylvania (9.0%), Missouri (7.4%), Virginia (6.7%), Vermont (6.7%), Florida (6.7%), and Maine (6.5%). Eight of these 16 states reported more than 10% of students with ESN in separate schools. From the largest to smallest percent-

age, these eight states were New Jersey (19.7%), New York (15.8%), DC (15.7%), Maryland (14.3%), Illinois (12.9%), Connecticut (12.3%), Rhode Island (11.2%), and Michigan (11.1%).

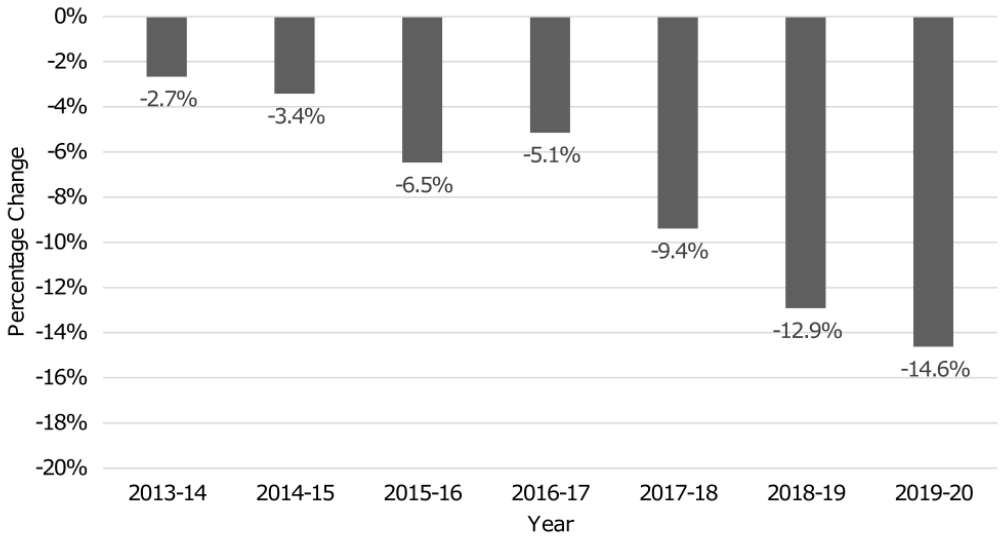
It is important to note that Delaware and Massachusetts changed from being higher than the national percentage in 2012-13 to being lower than the national percentage in 2019-20. The largest decreasing percentage of students with ESN who were ages 6-17 in separate schools was in DC. The percentage dropped from 31.5% in 2012-13 to 15.7% in 2019-20 (-15.8%). In addition to DC, the next five states with the largest decreasing percentage of students with ESN in separate schools from 2012-13 to 2019-20 were Delaware (-5.1%), New Jersey (-4.0%), New York (-3.5%), Michigan (-3.1%), and Florida (-2.0%). See Appendix B6 for the information by each state from 2012-13 to 2019-20. Appendices B.7-B.11 contain data showing the percentages of students ages 6-17 with ESN in separate schools for each state by the disability categories of deaf-blindness, multiple disabilities, intellectual disability, and autism separately.

Research Question 2: How Do Separate School Placement Trends Change Overall and in Individual States Based on the Disability Category and the Age Range of Students Between 2012-13 and 2019-20?

Descriptive analyses, linear regression analyses, and PR analyses were conducted to illustrate the placement trends nationally and in individual states by age groups. First, the results of descriptive analyses provided information on the extent to which the percentage changes varied over time by age group. Next, the results of the linear regression analyses provided information to identify states with significant changes over time. Finally, PRs were used to illustrate a state's status of percentage change among all the other states in each age group by year.

Descriptive Analyses. To show this trend over time, percentage change was calculated using the percentages in 2012-13 as the base year. Figure 5 shows the percentage change of students with ESN for ages 6-17 from the base year of 2012-13 to 2013-14 through 2019-20 for 50 states and DC. Overall, the percentage change of students in separate schools has decreased since 2012-13. Each year except 2016-17 the change was larger than the previous year. As seen in Figure 4, there was a 2.7% reduction in the percentage change from 2012-13 to 2013-14 compared to a 14.6% reduction from 2012-13 to 2019-20. Fewer school-aged students (ages 6-17) with ESN were placed in separate schools each year compared to the 2012-13 data.

Figure 5. Percentage Change for Students with ESN Ages 6-17 Using 2012-2013 as the Base Year for 50 States and DC



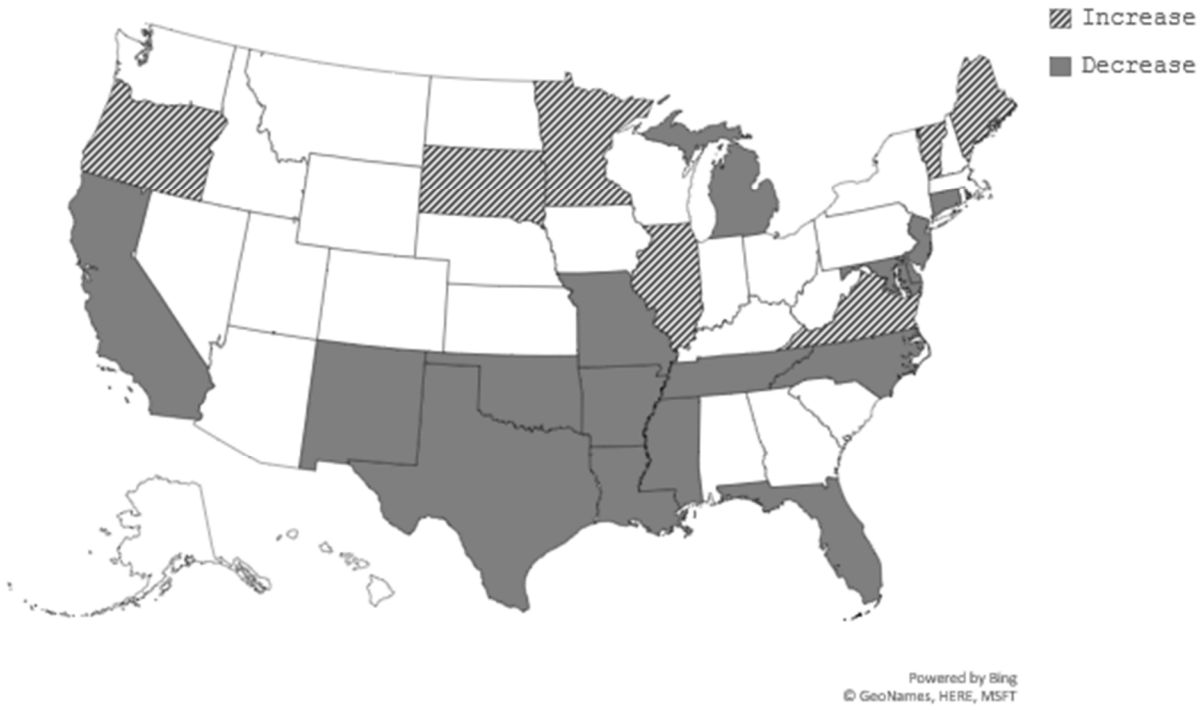
Notes. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. The percentage of students in the separate school setting in 2012-13 was the base year.

This reduction in separate school placement can be further examined by looking at state examples. For example, New Jersey (23.6%, 23.9%, 23.7%, 22.8%, 22.2%, 21.3%, 20.6%, and 19.7%) and South Dakota (2.8%, 2.4%, 2.3%, 2.3%, 2.1%, 2.1%, 1.9%, and 1.9%) are states with decreasing absolute percentages between 2012-13 and 2019-20 for students ages 6-17 (see Table 3). The percentage changes for these two states were New Jersey (0.9%, 0.1%, -3.7%, -6.3%, -10.0%, -12.8%, and -16.8%) and South Dakota (-13.3%, -16.8%, -17.8%, -24.9%, -25.6%, -31.2%, and -32.3%) (see Appendix C). Even though the difference in the absolute percentages between 2012-13 and 2019-20 in New Jersey was approximately 4% decreasing (23.6% in 2012-13 and 19.7% in 2019-20) and in South Dakota was approximately 1% decreasing (2.8% in 2012-13 and 1.9% in 2019-20), the percentage change in 2019-20 in South Dakota (-32.3%) was almost twice of the percentage change in New Jersey (-16.8%). See Appendix C for the percentage change of students with ESN ages 6-17 from 2013-14 to 2019-20 for each state.

Linear Regression Analyses. Linear regression models were conducted to explore the slope of percentage changes over time for each state and age group to examine whether the slope is significantly different from 0. Figures 6–10 show the results of significance tests on slopes at a .05 significance level. In Figure 6, for ages 6–11, there were seven states with statistically significant positive slopes. These figures show that the percentage change of students with ESN

in separate schools increased over time. This means that Illinois, Minnesota, Maine, Oregon, South Dakota, Vermont, and Virginia, regardless of whether they had a high or low count of students with ESN in separate schools, increased the rate of placement of these students in separate schools. Seventeen states showed statistically significant negative slopes showing that the percentage changes of students with ESN decreased over time. These states, regardless of whether they had a high or low count of students with ESN in separate schools, reduced the rate of students placed in separate schools. Twenty-seven states had slopes of percentage changes that were not statistically significant from 0. That is, percentage changes of students with ESN in separate schools were very similar over time for these states.

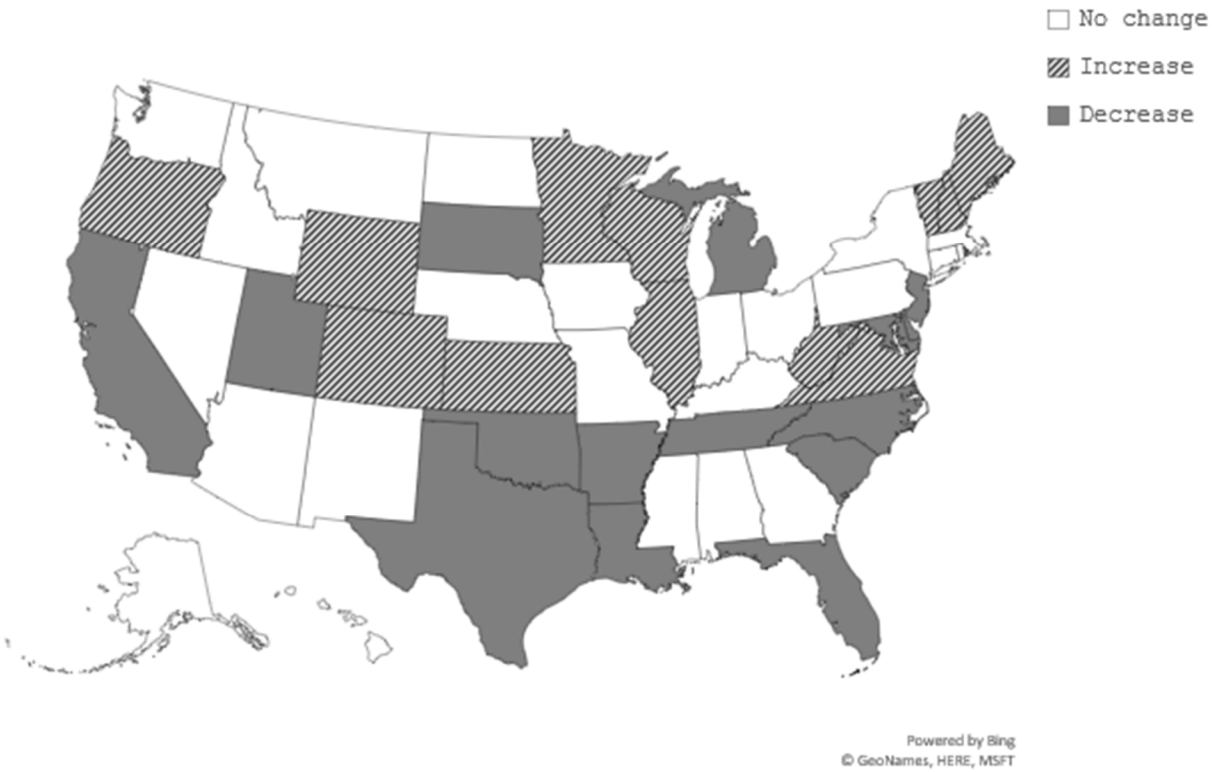
Figure 6. Percentage Change of Students Ages 6-11 with ESN in Separate Schools 2013-14 to 2019-20



Note. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

Figure 7 presents the significance test results for the slope of percentage changes for students with ESN who were ages 12-17 in separate schools. The map shows there were 12 states with statistically significant positive slopes (i.e., increasing separate school placements), 16 states with statistically significant negative slopes (i.e., decreasing separate school placements), and 23 states with no significant change on the slopes (i.e., no change in separate school placements).

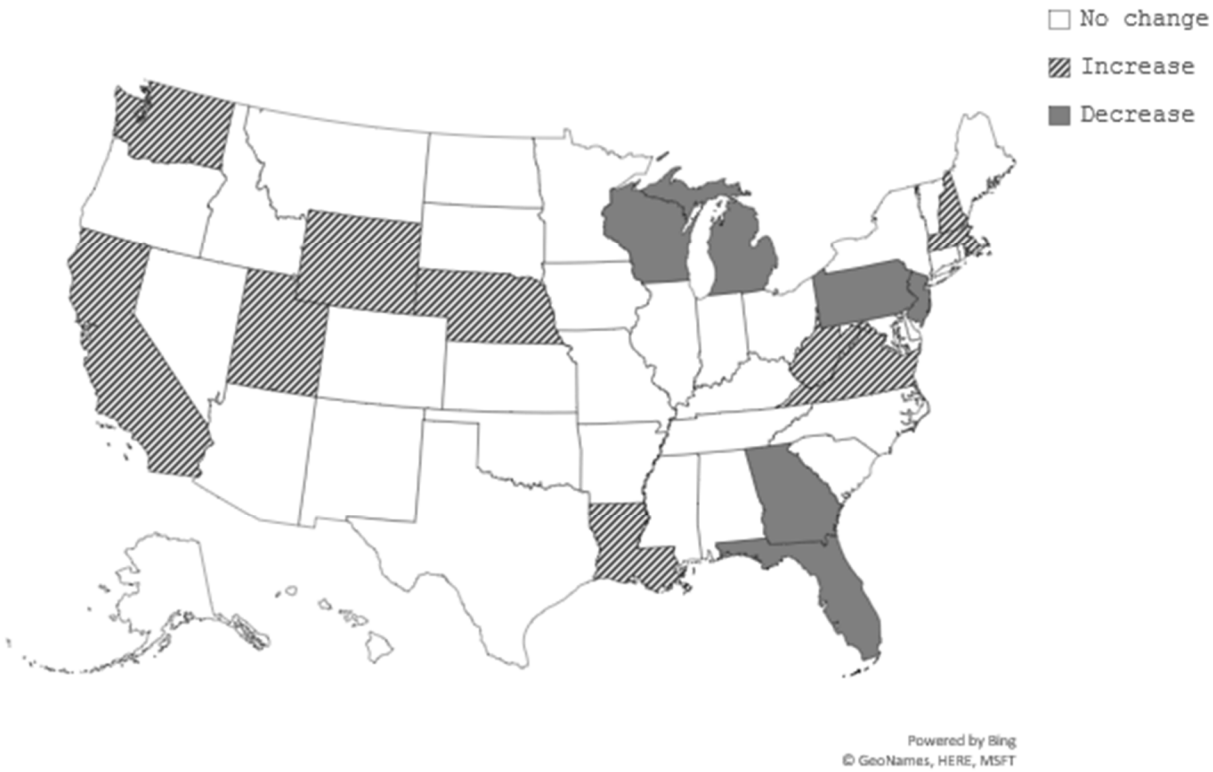
Figure 7. Percentage Change of Students Ages 12-17 with ESN in Separate Schools 2013-14 to 2019-20



Note. Data were from IDEA Section 618 Data Products: State-Level Data *Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

Figure 8 presents the significance test results for the slope of percentage changes for students with ESN who were ages 18-21 in separate schools. The map shows there were 10 states with statistically significant positive slopes, seven states with statistically significant negative slopes, and 34 states with no significant change on the slopes.

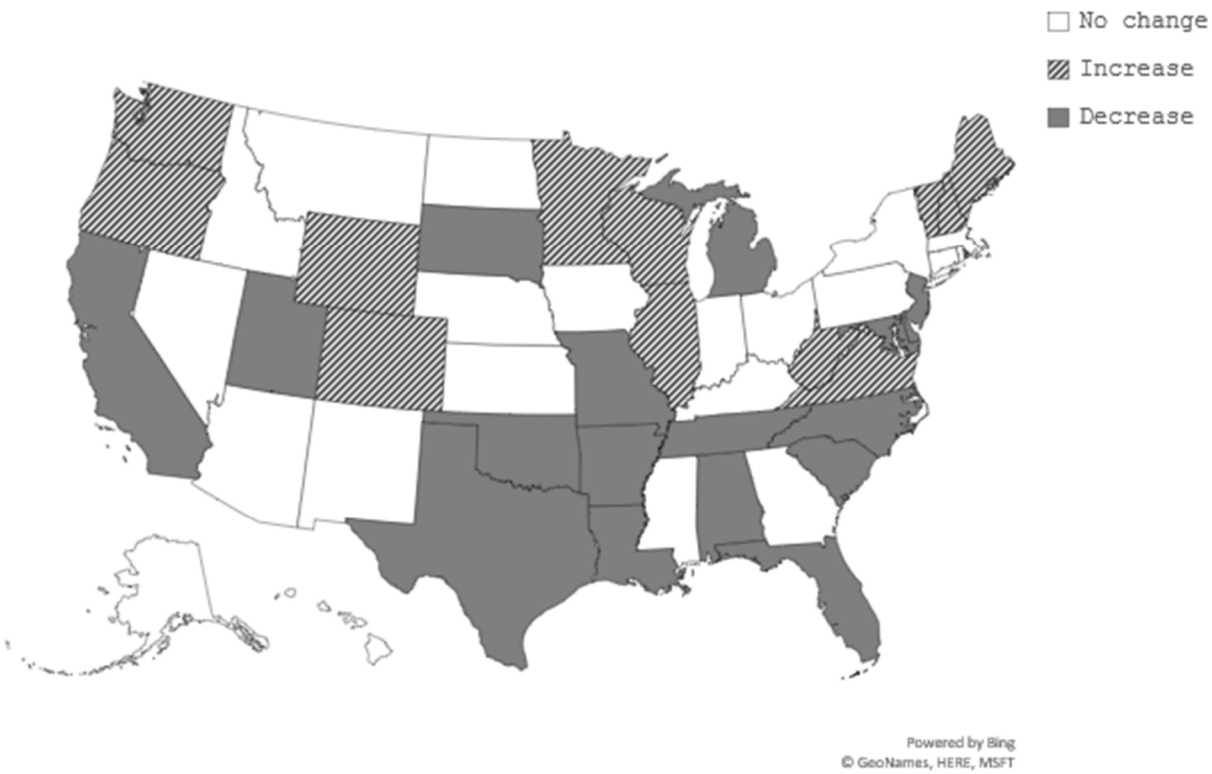
Figure 8. Percentage Change of Students Ages 18-21 with ESN in Separate Schools 2013-14 to 2019-20



Note. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

Figure 9 presents the significance test results for the slope of percentage changes for students with ESN who were ages 6-17 in separate schools. The map shows there were 12 states with statistically significant positive slopes, 18 states with statistically significant negative slopes, and 21 states with no significant change on the slopes.

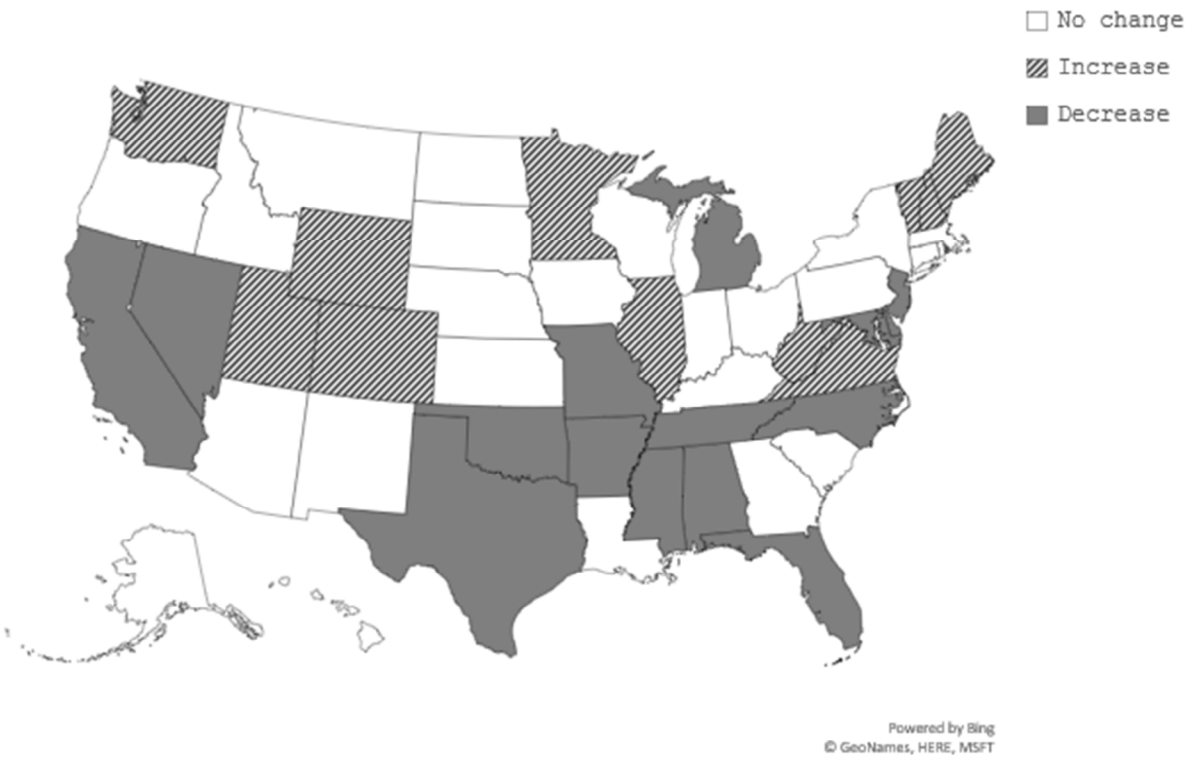
Figure 9. Percentage Change of Students Ages 6-17 with ESN in Separate Schools from 2013-14 to 2019-20



Note. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

Figure 10 presents the significance test results for the slope of percentage changes for students with ESN who were ages 6-21 in separate schools. The map shows there were 11 states with statistically significant positive slopes, 16 states with statistically significant negative slopes, and 24 states with no significant change on the slopes.

Figure 10. Percentage Change of Students Ages 6-21 with ESN in Separate Schools from 2013-14 to 2019-20



Note. Data were from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

In summary, Figures 6-10 indicate that most states showed no significant percentage changes over time. There were more states showing a decreasing percentage change in the percent of students with ESN in separate schools for ages 6-11 and 12-17, compared to ages 18-21.

Table 3 presents an overview of Figures 5-9 by including states with at least one age group showing a significant decreasing or increasing percentage change in the percentage of students with ESN in separate schools. Results showed there were 25 states with at least one significant decreasing percentage change over time and there were 19 states with at least one significant increasing percentage change over time. Only five states showed mixed decreasing and increasing across age groups—California, Louisiana, South Dakota, Utah, and Wisconsin.

Table 3. The Slope of Percentage Changes for Students with ESN in Separate Schools by State and Age Group from 2012-13 to 2019-20

	Age Groups				
	6 to 11	**12 to 17**	**18 to 21**	**6 to 17**	**6 to 21**
Alabama	No change	No change	No change	Decrease	Decrease
Arkansas	Decrease	Decrease	No change	Decrease	Decrease
California	Decrease	Decrease	Increase	Decrease	Decrease
Colorado	No change	Increase	No change	Increase	Increase

Table 3. The Slopes of Percentage Changes for Students with ESN in Separate Schools by State and Age Group from 2012-13 to 2019-20 (continued)

	Age Groups				
	6 to 11	**12 to 17**	**18 to 21**	**6 to 17**	**6 to 21**
Connecticut	Decrease	No change	No change	No change	No change
Delaware	Decrease	Decrease	No change	Decrease	Decrease
DC	Decrease	Decrease	Decrease	Decrease	Decrease
Florida	Decrease	Decrease	Decrease	Decrease	Decrease
Georgia	No change	No change	Decrease	No change	No change
Illinois	Increase	Increase	No change	Increase	Increase
Kansas	No change	Increase	No change	No change	No change
Louisiana	Decrease	Decrease	Increase	Decrease	No change
Maine	Increase	Increase	No change	Increase	Increase
Maryland	Decrease	Decrease	No change	Decrease	Decrease
Massachusetts	No change	No change	Increase	No change	No change
Michigan	Decrease	Decrease	Decrease	Decrease	Decrease
Minnesota	Increase	Increase	No change	Increase	Increase
Mississippi	Decrease	No change	No change	No change	Decrease
Montana	Decrease	No change	No change	Decrease	Decrease
Nebraska	No change	No change	Increase	No change	No change
New Hampshire	No change	Increase	Increase	Increase	Increase
New Jersey	Decrease	Decrease	Decrease	Decrease	Decrease
New Mexico	Decrease	No change	No change	No change	No change
Nevada	No change	No change	No change	No change	Decrease
North Carolina	Decrease	Decrease	No change	Decrease	Decrease
Oklahoma	Decrease	Decrease	No change	Decrease	Decrease
Oregon	Increase	Increase	No change	Increase	No change
Pennsylvania	No change	No change	Decrease	No change	No change
South Carolina	No change	Decrease	No change	Decrease	No change
South Dakota	Increase	Decrease	No change	Decrease	No change
Tennessee	Decrease	Decrease	No change	Decrease	Decrease
Texas	Decrease	Decrease	No change	Decrease	Decrease
Utah	No change	Decrease	Increase	Decrease	Increase
Virginia	Increase	Increase	Increase	Increase	Increase
Vermont	Increase	Increase	No change	Increase	Increase
Washington	No change	No change	Increase	Increase	Increase
Wisconsin	No change	Increase	Decrease	Increase	No change
West Virginia	No change	Increase	Increase	Increase	Increase
Wyoming	No change	Increase	Increase	Increase	Increase

Notes: The slope of the percentage changes is from the regression analysis for each state. Data are from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

In Table 4 PR was used to explore a state's status of the percentage change in comparison to other states in 2013-14 and 2019-20 for the 6-17 age group. For example, Alabama's PR was 90 in 2013-14. That means that in 2013-14, Alabama's percentage change for students with ESN in separate schools who were ages 6-17 was higher than 90% of the other states and DC. Results showed the PR of 18 states with significant decreasing percentage changes in the 6-17 age group were scattered, ranging from PR_4 to PR_{92} in 2013-14 and ranging from PR_2 to PR_{67} in 2019-20; however, PRs of most of these 18 states were below the 50th percentile (8 states in 2013-14 and 15 states in 2019-20). That means these states' percentage changes were smaller than 50% of the other states. Twelve states had significant increasing percentage changes in the age 6-17 group. Most states' PRs were above PR_{75} (8 states in 2013-14 and 10 states in 2019-20). That means these states' percentage changes were higher than 75% of the other states.

Table 4. Percentile Rank of Students with ESN Who Were Ages 6-17 in Separate Schools in 2013-14 and 2019-20 and the Slope of Percentage Changes by State

State	Percentile Rank		Slope of Percentage Changes
	2013-14	2019-20	
Alabama	90	67	Decrease
Arkansas	61	14	Decrease
California	43	24	Decrease
Colorado	49	78	Increase
Connecticut	65	65	No change
Delaware	10	18	Decrease
District of Columbia	4	8	Decrease
Florida	59	27	Decrease
Georgia	24	61	No change
Illinois	86	73	Increase
Kansas	67	71	No change
Louisiana	35	12	Decrease
Maine	37	80	Increase
Maryland	57	47	Decrease
Massachusetts	31	57	No change
Michigan	22	31	Decrease
Minnesota	82	86	Increase
Mississippi	27	43	No change
Montana	75	59	Decrease
Nebraska	84	55	No change
New Hampshire	45	82	Increase
New Jersey	63	39	Decrease
New Mexico	29	6	No change
Nevada	71	49	No change

Table 4. Percentile Rank of Students with ESN Who Were Ages 6-17 in Separate Schools in 2013-14 and 2019-20 and the Slope of Percentage Changes by State (continued)

State	Percentile Rank		Slope of Percentage Changes
	2013-14	2019-20	
North Carolina	51	33	Decrease
Oklahoma	92	2	Decrease
Oregon	2	90	Increase
Pennsylvania	39	63	No change
South Carolina	53	4	Decrease
South Dakota	14	20	Decrease
Tennessee	73	16	Decrease
Texas	16	10	Decrease
Utah	47	53	Decrease
Virginia	88	88	Increase
Vermont	96	92	Increase
Washington	80	84	Increase
Wisconsin	76	N/A	Increase
West Virginia	100	100	Increase
Wyoming	94	94	Increase

Notes: The slope of the percentage change is from the regression analysis for each state.
Data are from *IDEA Section 618 Data Products: State-Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20.

Discussion

The purpose of this study was to examine the number and patterns in the data regarding placement in separate special education schools across the nation for students with ESN ages 6-21. For our purposes, students with ESN are those specifically identified with the disabilities of autism, intellectual disability, multiple disabilities, and deaf-blindness. We examined state-level data from federally reported sources associated with the IDEA Part B and Child Count and Educational Environments from OSEP to determine changes over time for the number of students served in separate schools as well as any differences by age and location (state). There are several interesting points to note regarding the age ranges and disability categories.

There were numerous relevant findings related to Research Question 1. The first relevant finding is that nationally, the overall percentage of students served in separate schools has changed very little over an 8-year period (see Figure 1) even though the number of students in two of these disability categories (i.e., autism, deaf-blindness) in separate placements continues to rise (albeit a very small number for deaf-blindness; see Table 1 ages 6-21). The percentages for both age ranges and disability categories are stable. This stability has two potential implications.

First, when students in any category enter separate schools, they likely remain in that setting. This lack of change is notable given the emphasis of least restrictive environment and inclusion in the reauthorization of IDEA. Additionally, these data are also consistent with findings from previous research. Brock (2018) examined LRE data from 1976 to 2014 that indicated a plateau in the incremental progress being made towards providing more inclusive opportunities for students with intellectual disabilities. Furthermore, Wehmeyer et al. (2020) reviewed OSEP data that found reports published 22 years apart showed only slight improvements in access to inclusive settings for students with intellectual disability (9%) and an overall reduction of students (under 2%) educated in fully separate settings. Although the findings from Brock and Wehmeyer et al. examined data specific to students with intellectual disability in inclusive settings, findings from these studies are reflective of data we found when examining separate school placement for students with ESN.

What our results are not able to discern is if any reduction in separate school placement means students are being included more in general education classrooms. Morningstar et al. (2016) found that when analyzing educational placement trends over time, there has been a progressive and positive trend in the overall number of students with disabilities receiving education for most of their day in general education settings. As we examined trends in separate school placements, we are not able to identify with these data where students with ESN went when their numbers in the separate school declined.

Second, regarding the stability of the data, there is the need to examine students who have more complex health (Lehr, 2020) and communication needs (Kleinert, 2020), as these students are often excluded. There are varied numbers and percentages of students ages 6-17 by disability category being served in separate schools (see Table A.1 in Appendix A for overall data). For students identified with multiple disabilities and students with intellectual disabilities, the number and percentage of students in those two categories decreased in separate schools over time. For students ages 6-17 identified with autism and deaf-blindness, the number of students in these categories increased from 2012-13 to 2019-20 (for autism an increase of 9,261; for deaf-blindness an increase of 18), but the percentage of the students in separate schools decreased (for autism, a decrease of 0.9% and deaf-blindness a decrease of 1.6% at the same time). This means we may have more students than ever being identified with autism and deaf-blindness (even though only 214 students in ages 6-17 were identified as deaf-blind in 2019-20), but a lesser percentage of the students in these populations are being served in separate placements. These findings support the data reviewed by Morningstar et al. (2017) which found that students with autism were the only group who made significant progress toward increased time spent in general education settings. First, students need to be enrolled in a traditional public school to increase their time in general education settings.

Another relevant finding is that regardless of disability category, examining placements by age group for students with ESN shows that students ages 18-21 are most likely to be served in separate schools. In fact, the percentage of students in this age group nationally who are served in a separate school has held relatively steady over time with a very small increase (19.8% in 2012-13 to 20.2% in 2019-20) to note. There is a large difference in the percentage of students served in a separate school who are in the age ranges of 12-17 (7% in 2019-20) and 18-21 (20.2% in 2019-20). This dramatic change indicates that at least 13 of every 100 students who remain in public schools upon graduation age *move* to a more restrictive placement during their post-secondary education. These data support the continued need for increasing postsecondary inclusive options through multiple strategies including (a) enhancing the preparation for inclusive post-high school options by having postsecondary education or competitive employment IEP goals (Grigal et. al, 2011); (b) increasing the active participation of students with ESN in their transition planning (Johnson et al., 2020); and (c) increasing parent voice about community employment options and supports for achieving these options (Blustein et al., 2016).

There were 16 states above the national mean (5.9%) for the four most common disability categories of students with ESN who were ages 6-17 in 2019-20. However, when you look at the individual disability categories encompassing students with ESN, there is variability in these states. For example, there are 16 states that are above the mean (3.6%) for serving students with intellectual disabilities; 14 states above the mean for multiple disabilities (15.5%); 17 states above the mean percentage for autism (5.5%); and, while the actual count of students is small, 18 states above the mean percentage for deaf-blindness (16.6%). Of additional interest, it is important to note there are six states above the national mean in each of the four disability categories that comprise the category of students with ESN: Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island. Furthermore, seven states are above the national mean in three of the disability categories, though it is not the same three categories for all these entities: Delaware, DC, Illinois, Maryland, Michigan, Missouri, and New Hampshire. Conversely, there are 5 states (Arizona, Indiana, North Carolina, South Carolina, and Texas) that are at or below the mean for all four disability categories.

These data are important because the determination of the disability category for individual students can vary depending on district practices and sociodemographic characteristics (Howard et al., 2021), as well as how state eligibility criteria for a disability category are defined (MacFarlane & Kanaya, 2009). Potentially, this could lead to a state being over the mean in one disability category but not in another, because of IEP team disability classification decisions rather than placement decisions in less restrictive settings. However, states that are above the mean for three to four of these disability categories may indicate a general tendency for placement in separate schools for students with ESN regardless of the disability label. Conversely, those that are below the means in three to four disability categories seem to have a general tendency for fewer placements in separate schools for students with ESN regardless of the disability label.

Future research should examine the policies in these states that may be leading to more and less restrictive placement settings for students across disability category areas.

Finally, the findings of this study for placement trends over time are consistent with findings from Anderson and Brock (2020). We also found variations in the percentage change at which different states place students in more restrictive educational settings. However, when examining changes in separate school placement trends from 2012-13 to 2019-20 for students with ESN ages 6-17, data indicate that 24% of states (n = 12) showed an increase in percentage change in their placement trends in separate schools, whereas 35% of states (n = 18) decreased and 41% of states (n = 21) demonstrated no change (see Figure 8) for all 50 states and DC. It is also important to note that some percentage changes may be attributed to the small number of students with disabilities in those states. Even so, the percentage change is a useful perspective for understanding the data because it captures the significance of the overall change occurring during the eight-year period reviewed regardless of if the state has a large or small number of students with ESN in separate schools. There are not always similar rates of change across all age groups, so some states are increasing the placement of students in separate schools faster in some age groups than in others.

It should be noted that we proposed one way of looking at the percentage change of separate school enrollment over time. There may be other ways of looking at that change. Kurth et al. (2014) examined the mean (the percentage of the total number of students served in separate settings) between 2006 and 2012 and found that 10 states showed no change in the number of students being served in restrictive placements, 21 states showed progress in reducing restrictive placement, and 20 increased in their restrictive placement rates. Mean placement rates were essentially unchanged for 3.5% of the population of students with ESN. Outcomes of the current study had similar findings and provided analysis that could lead to greater research into the states that are showing increasing and decreasing rates of percentage change in the placement of students with ESN in separate schools. The Kurth et al. study included all disability category areas with deaf-blindness, multiple disabilities, and emotional behavioral disorders being the largest categories to be served in separate settings during this time frame.

Limitations

We note two primary limitations of this research. First, caution is required when using multi-state data where each state has different reporting practices. Variability in how states report data can result in missing data or underrepresentation of schools and students in various placements. For example, Iowa was not included in some analyses because its 2019-20 data by disability category is not available. Second, the research is also limited because we can only use the data available from a data resource that contains aggregate data. As a result, this study is not able to explore specific characteristics of students who are in a separate school setting.

Future Research

Variability in several contexts provides areas for future research. Variability in state policy can influence how funding is designated and the educational placement within states. Additionally, the variability in how the schools in a state are organized and reported can restrict or inflate the identification of separate schools. Each state has its own configuration of how educational units are defined. Those units, depending on where they are, may or may not have more funding and resources that could result in more segregated options for student placement. Another factor to consider is the role of charter schools within the separate school data set and the percentage of separate school placements represented by these schools. Additionally, the locale of the separate schools (city, suburb, town, rural) could influence student placement for what options are and are not available to districts.

Little has changed in placement for students with ESN, even though academic expectations within standards, including those within the development, adoption, and evolution of the Common Core State Standards by most states, have become more rigorous. As research has shown that access to the general curriculum content is greater in inclusive classrooms (Gee et al., 2020) and teachers in those classrooms are more likely to be highly qualified (Agran et al., 2020; Soukup et al., 2007), the current study illuminates that the percentage of students with ESN served in separate schools is not changing much over time. Future research should examine the relationship between curricular expectations and placement for students in this population.

Conclusions

Overall, the percentage of students ages 6-21 placed in separate schools decreased by 1.1% from 2012-13 to 2019-2020, but it is important to examine the individual state outcomes and trends as there is great variability across states for the number of students and the percentage change over time. During that same time, the percentage of students being served in separate schools by age group goes from highest (ages 18-21; 20.2% average) to lowest (ages 6-11; 5.1% average) in the sequence of the age groups. Students identified as deaf-blind are the most likely to attend a separate school (average of 17.1%) but have the smallest number of total students (n = 270 in 2019-2020) with students with intellectual disabilities the least likely to attend a separate school (average of 4.0%). As this study examined the data regarding the number and percentage of students with ESN within separate schools as well as trends in placement data over time, there remains much work to be done to better understand factors that influence student placement in separate schools.

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Appendix A

Table A1. Number of Students with Extensive Support Needs in Separate Schools by Disability Category, Age Group, and Year

Age Group	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Ages 6-11	Autism	11,422	11,206	11,748	11,661	12,919	12,980	13,369	14,203
	Deaf-Blindness	100	85	83	82	100	98	97	100
	Intellectual Disability	4,610	4,519	4,459	4,364	4,300	4,065	3,929	3,786
	Multiple Disabilities	6,720	6,693	6,920	6,871	6,922	6,711	6,620	6,409
	All	22,852	22,503	23,210	22,978	24,241	23,854	24,015	24,498
Ages 12-17	Autism	14,678	15,947	17,099	18,394	19,746	19,985	20,639	21,158
	Deaf-Blindness	96	95	88	90	88	97	113	114
	Intellectual Disability	10,319	10,191	10,087	9,872	9,633	9,357	9,098	8,889
	Multiple Disabilities	11,070	10,796	10,675	10,316	10,406	10,083	10,125	9,867
	All	36,163	37,029	37,949	38,672	39,873	39,522	39,975	40,028
Ages 18-21	Autism	7,753	8,121	8,604	9,045	9,815	10,315	11,035	12,010
	Deaf-Blindness	58	55	53	49	47	39	41	56
	Intellectual Disability	10,501	10,528	10,555	10,367	10,268	10,205	9,769	9,683
	Multiple Disabilities	6,070	5,823	5,863	5,711	5,731	5,552	5,579	5,567
	All	24,382	24,527	25,075	25,172	25,861	26,111	26,424	27,316
Ages 6-21	Autism	33,853	35,274	37,451	39,100	42,480	43,280	45,043	47,371
	Deaf-Blindness	254	235	224	221	235	234	251	270
	Intellectual Disability	25,430	25,238	25,101	24,603	24,201	23,627	22,796	22,358
	Multiple Disabilities	23,860	23,312	23,458	22,898	23,059	22,346	22,324	21,843
	All	83,397	84,059	86,234	86,822	89,975	89,487	90,414	91,842

Source: Data are from *IDEA* Section 618 Data Products: State Level Data Files under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Appendix B

Table B1. Number of Students with Extensive Support Needs Who Were Ages 6-11 by Disability Category and Year by State

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alabama	Autism	39	49	58	54	48	60	72	69
	Deaf-Blindness	0	0	0	2	1	1	1	1
	Intellectual Disability	38	44	35	43	28	35	41	36
	Multiple Disabilities	50	68	65	69	58	65	66	69
Alaska	Autism	10	6	16	24	20	7	6	6
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	0	0	0	1	1	0	1	1
	Multiple Disabilities	2	5	6	5	3	3	2	4
Arizona	Autism	165	174	182	171	167	235	274	285
	Deaf-Blindness	13	8	11	4	6	7	7	5
	Intellectual Disability	37	44	40	38	42	45	49	55
	Multiple Disabilities	55	44	43	54	42	57	48	37
Arkansas	Autism	23	20	21	26	35	32	27	17
	Deaf-Blindness	1	.	0	0	0	0	0	0
	Intellectual Disability	20	27	25	26	33	21	20	20
	Multiple Disabilities	42	36	44	35	28	22	20	23
California	Autism	1,458	1,534	1,545	1,528	1,628	1,621	1,401	1,457
	Deaf-Blindness	7	3	2	3	4	6	7	3
	Intellectual Disability	806	821	786	700	687	650	509	478
	Multiple Disabilities	262	292	355	371	401	399	295	325
Colorado	Autism	30	36	41	46	56	53	75	87
	Deaf-Blindness	3	2	2	2	2	4	3	4
	Intellectual Disability	9	8	5	7	4	5	8	6
	Multiple Disabilities	47	48	42	48	53	42	45	47

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Connecticut	Autism	266	260	297	261	284	319	315	345
	Deaf-Blindness	1	1	2	3	3	2	1	2
	Intellectual Disability	25	33	27	21	28	32	34	34
	Multiple Disabilities	125	147	158	158	121	136	131	119
Delaware	Autism	97	95	96	111	102	108	115	126
	Deaf-Blindness	11	10	8	6	8	8	10	12
	Intellectual Disability	42	37	44	33	41	44	40	39
	Multiple Disabilities	0	.	0	.	.	.	.	.
District of Columbia	Autism	43	46	39	39	48	57	57	61
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	30	23	24	20	15	12	9	8
	Multiple Disabilities	119	82	78	74	76	63	68	78
Florida	Autism	694	749	768	774	847	725	808	852
	Deaf-Blindness	3	1	4	5	7	8	4	5
	Intellectual Disability	686	679	693	671	696	612	656	625
	Multiple Disabilities	0	.	0	.	.	.	.	.
Georgia	Autism	119	124	132	141	156	176	131	139
	Deaf-Blindness	0	2	2	2	2	0	0	0
	Intellectual Disability	44	37	47	58	64	58	65	45
	Multiple Disabilities	0	.	0	.	.	.	.	.
Hawaii	Autism	1	5	5	4	5	10	4	1
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	0	0	0	0	0	1	2	0
	Multiple Disabilities	3	1	2	3	1	1	0	0
Idaho	Autism	9	11	13	28	30	24	35	21
	Deaf-Blindness	0	.	0	1	0	0	0	1
	Intellectual Disability	2	5	4	7	10	9	3	7
	Multiple Disabilities	4	5	5	16	14	19	23	19

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Illinois	Autism	775	868	885	890	964	1,047	1,113	1,159
	Deaf-Blindness	2	0	0	0	0	0	0	0
	Intellectual Disability	370	434	413	372	365	340	350	333
	Multiple Disabilities	259	266	278	285	283	257	267	271
Indiana	Autism	82	76	93	85	103	101	80	136
	Deaf-Blindness	1	1	1	1	1	1	1	1
	Intellectual Disability	31	32	29	34	17	29	28	26
	Multiple Disabilities	35	32	34	35	26	28	32	29
Iowa	Autism	1	0	0	0	1	1	1	.
	Deaf-Blindness	0	.	0	0	0	0	0	.
	Intellectual Disability	39	33	27	25	31	29	27	.
	Multiple Disabilities	0	.	0	0	0	0	0	.
Kansas	Autism	18	28	34	27	39	54	51	41
	Deaf-Blindness	1	0	1	0	0	0	1	2
	Intellectual Disability	9	11	16	10	11	10	6	2
	Multiple Disabilities	33	27	32	40	36	41	43	42
Kentucky	Autism	17	13	10	9	14	9	6	13
	Deaf-Blindness	2	.	1	0	0	0	0	0
	Intellectual Disability	14	12	16	14	12	14	9	12
	Multiple Disabilities	23	18	26	24	28	26	24	30
Louisiana	Autism	4	5	8	4	3	3	8	8
	Deaf-Blindness	0	0	0	.	0	0	0	0
	Intellectual Disability	5	3	4	3	5	4	4	2
	Multiple Disabilities	9	10	8	8	3	0	2	1
Maine	Autism	61	57	60	51	50	.	78	93
	Deaf-Blindness	0	0	0	0	0	.	0	1
	Intellectual Disability	3	3	4	3	6	.	8	7
	Multiple Disabilities	44	43	42	48	54	.	63	57

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Maryland	Autism	450	447	468	487	517	529	536	541
	Deaf-Blindness	0	1	1	1	1	1	0	0
	Intellectual Disability	108	120	108	123	109	107	102	97
	Multiple Disabilities	395	444	478	524	529	567	587	582
Massachu-setts	Autism	469	456	480	471	500	522	535	558
	Deaf-Blindness	19	21	19	18	18	16	16	14
	Intellectual Disability	50	47	34	43	58	59	51	52
	Multiple Disabilities	196	168	165	162	169	171	147	137
Michigan	Autism	575	522	454	496	492	541	533	570
	Deaf-Blindness	0	2	1	1	1	1	2	1
	Intellectual Disability	660	554	571	589	515	528	500	460
	Multiple Disabilities	627	571	612	610	586	558	542	518
Minnesota	Autism	144	157	180	208	219	252	283	308
	Deaf-Blindness	4	3	3	6	7	7	6	11
	Intellectual Disability	50	49	55	53	60	61	63	65
	Multiple Disabilities	51	49	43	38	51	50	50	57
Mississippi	Autism	26	28	34	39	39	37	44	44
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	5	6	6	7	3	4	4	3
	Multiple Disabilities	21	21	17	16	13	19	14	17
Missouri	Autism	171	185	192	222	234	234	263	273
	Deaf-Blindness	2	1	0	1	3	3	1	0
	Intellectual Disability	154	172	158	157	176	168	159	178
	Multiple Disabilities	184	185	176	178	167	146	137	132
Montana	Autism	1	.	0	0	1	0	2	6
	Deaf-Blindness	0	1	1	1	0	0	0	0
	Intellectual Disability	0	.	0	0	0	0	0	1
	Multiple Disabilities	16	26	20	17	13	11	24	22

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Nebraska	Autism	20	21	21	21	30	29	36	29
	Deaf-Blindness	1	2	2	0	0	0	0	1
	Intellectual Disability	20	22	16	8	9	15	13	12
	Multiple Disabilities	21	21	22	20	17	20	25	20
Nevada	Autism	15	17	20	20	24	27	32	36
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	5	7	12	13	12	9	10	8
	Multiple Disabilities	73	82	93	97	106	102	100	94
New Hampshire	Autism	31	32	31	24	27	29	36	40
	Deaf-Blindness	0	0	0	0	1	0	0	1
	Intellectual Disability	2	4	3	3	2	2	2	3
	Multiple Disabilities	8	8	8	7	10	11	5	4
New Jersey	Autism	1,388	1,352	1,294	1,235	1,303	1,303	1,308	1,325
	Deaf-Blindness	0	2	2	2	2	3	6	4
	Intellectual Disability	164	166	186	185	170	129	119	130
	Multiple Disabilities	1,361	1,365	1,385	1,323	1,332	1,280	1,256	1,170
New Mexico	Autism	0	1	2	4	4	3	1	0
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	0	1	0	1	2	2	0	0
	Multiple Disabilities	11	16	16	15	15	13	5	9
New York	Autism	2,007	1,580	2,150	1,989	2,685	2,449	2,503	2,616
	Deaf-Blindness	0	2	2	1	3	3	2	2
	Intellectual Disability	394	315	379	392	413	392	382	368
	Multiple Disabilities	1,209	1,152	1,244	1,206	1,320	1,289	1,286	1,202
North Carolina	Autism	127	122	133	127	129	143	145	149
	Deaf-Blindness	1	1	0	0	1	1	1	1
	Intellectual Disability	157	148	144	135	119	97	74	78
	Multiple Disabilities	143	138	125	131	118	131	138	130

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
North Dakota	Autism	0	0	4	2	2	4	5	2
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	2	2	2	1	0	3	0	0
	Multiple Disabilities	0	.	0	.	.	.	.	.
Ohio	Autism	664	673	455	459	444	486	525	579
	Deaf-Blindness	2	1	1	2	6	4	5	4
	Intellectual Disability	48	64	55	65	71	55	77	69
	Multiple Disabilities	591	568	569	513	517	483	490	476
Oklahoma	Autism	1	6	6	5	6	6	6	2
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	3	4	3	6	2	2	1	1
	Multiple Disabilities	2	1	2	2	0	0	1	3
Oregon	Autism	42	32	45	30	35	46	59	77
	Deaf-Blindness	0	.	0	0	0	0	0	1
	Intellectual Disability	9	7	6	6	10	11	13	14
	Multiple Disabilities	0	.	0	.	.	.	.	.
Pennsylva-nia	Autism	749	750	780	823	911	950	1,011	1,153
	Deaf-Blindness	21	17	13	16	17	19	15	14
	Intellectual Disability	345	310	271	267	307	323	342	359
	Multiple Disabilities	275	284	285	309	286	290	276	278
Rhode Island	Autism	82	86	71	78	64	67	84	89
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	5	7	6	7	7	6	8	9
	Multiple Disabilities	43	34	36	38	29	21	23	21
South Carolina	Autism	31	22	7	6	8	10	7	11
	Deaf-Blindness	1	1	1	0	0	0	0	0
	Intellectual Disability	53	50	18	19	16	13	14	13
	Multiple Disabilities	39	42	21	30	37	40	41	41

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
South Dakota	Autism	6	3	6	7	8	9	9	10
	Deaf-Blindness	0	.	1	0	0	0	0	0
	Intellectual Disability	1	1	4	4	4	6	3	3
	Multiple Disabilities	17	12	9	11	11	14	13	18
Tennessee	Autism	44	39	45	43	37	32	30	28
	Deaf-Blindness	1	.	0	2	2	0	2	2
	Intellectual Disability	17	17	29	31	24	27	20	15
	Multiple Disabilities	55	62	69	63	61	44	34	29
Texas	Autism	54	47	46	56	55	57	61	72
	Deaf-Blindness	1	1	1	1	2	1	3	2
	Intellectual Disability	40	33	28	26	23	14	15	30
	Multiple Disabilities	49	49	25	30	35	31	30	28
Utah	Autism	54	57	57	59	65	80	77	129
	Deaf-Blindness	1	.	0	0	0	0	2	2
	Intellectual Disability	23	25	24	28	27	30	31	24
	Multiple Disabilities	131	143	159	143	142	140	156	146
Vermont	Autism	8	7	9	10	16	.	17	18
	Deaf-Blindness	0	.	0	0	0	.	0	0
	Intellectual Disability	2	4	5	5	3	.	3	3
	Multiple Disabilities	0	2	1	0	3	.	1	1
Virginia	Autism	285	320	353	361	407	443	514	564
	Deaf-Blindness	0	.	0	0	1	1	0	2
	Intellectual Disability	33	48	47	55	58	49	48	50
	Multiple Disabilities	81	116	117	103	112	109	101	113

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Washington	Autism	21	19	35	37	51	48	42	49
	Deaf-Blindness	0	.	0	.	0	0	0	0
	Intellectual Disability	1	1	0	2	3	2	4	5
	Multiple Disabilities	7	9	5	9	13	11	9	9
West Virginia	Autism	1	2	3	5	4	1	3	4
	Deaf-Blindness	1	1	1	1	1	1	1	1
	Intellectual Disability	1	3	2	1	1	0	1	0
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wisconsin	Autism	44	66	64	62	.	.	.	.
	Deaf-Blindness	0	.	0	0	.	.	.	.
	Intellectual Disability	47	45	48	46	.	.	.	.
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wyoming	Autism	0	1	.	2	2	1	5	5
	Deaf-Blindness	0	.	.	0	0	0	0	0
	Intellectual Disability	1	1	.	0	0	1	1	0
	Multiple Disabilities	2	1	.	3	3	1	0	1

Source: Data are from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Note. ".": Data were not available.

Table B2. Number of Students with Extensive Support Needs Who Were Ages 12-17 by Disability Category and Year by State

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alabama	Autism	53	62	66	65	79	70	70	77
	Deaf-Blindness	1	1	2	2	1	1	0	0
	Intellectual Disability	86	99	105	96	105	112	119	117
	Multiple Disabilities	74	84	97	112	125	125	117	117
Alaska	Autism	10	8	12	15	15	14	18	16
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	2	3	1	4	2	1	2	2
	Multiple Disabilities	15	12	14	22	18	25	22	16
Arizona	Autism	226	260	285	324	315	369	435	449
	Deaf-Blindness	11	5	3	4	3	3	4	5
	Intellectual Disability	112	114	114	116	96	120	127	131
	Multiple Disabilities	108	54	46	46	60	62	49	59
Arkansas	Autism	24	25	31	28	26	24	27	27
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	26	37	42	34	37	30	17	21
	Multiple Disabilities	29	29	43	33	39	45	42	37
California	Autism	2,215	2,328	2,421	2,641	2,833	2,971	2,773	2,717
	Deaf-Blindness	6	4	4	5	5	7	8	8
	Intellectual Disability	1,343	1,272	1,137	1,109	1,176	1,157	990	986
	Multiple Disabilities	299	327	340	339	414	432	367	351
Colorado	Autism	80	85	94	122	135	146	159	174
	Deaf-Blindness	1	3	3	1	3	3	3	3
	Intellectual Disability	17	20	19	18	20	17	18	26
	Multiple Disabilities	91	89	105	99	116	119	128	132

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Connecticut	Autism	483	523	586	614	631	622	629	629
	Deaf-Blindness	1	1	0	0	0	0	1	1
	Intellectual Disability	85	76	94	106	93	106	114	120
	Multiple Disabilities	257	256	279	276	288	312	317	328
Delaware	Autism	65	53	63	54	54	77	74	79
	Deaf-Blindness	10	12	10	9	8	10	10	6
	Intellectual Disability	114	91	93	67	73	64	62	61
	Multiple Disabilities	0	.	0	.	.	.	.	.
District of Columbia	Autism	63	52	58	63	64	71	92	105
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	146	92	72	81	71	70	72	62
	Multiple Disabilities	322	225	237	201	208	186	184	169
Florida	Autism	776	952	1,025	1,175	1,297	1,144	1,286	1,346
	Deaf-Blindness	2	4	4	4	3	2	4	7
	Intellectual Disability	1,381	1,388	1,381	1,325	1,286	1,196	1,234	1,190
	Multiple Disabilities	0	.	0	.	.	.	.	.
Georgia	Autism	159	166	209	250	233	244	188	244
	Deaf-Blindness	2	2	3	3	4	1	1	1
	Intellectual Disability	110	94	113	120	111	117	97	129
	Multiple Disabilities	0	.	0	.	.	.	.	.
Hawaii	Autism	4	1	5	5	6	6	9	10
	Deaf-Blindness	0	0	1	1	1	1	0	0
	Intellectual Disability	3	1	2	0	2	2	0	0
	Multiple Disabilities	6	6	4	3	5	4	4	4
Idaho	Autism	9	8	15	27	33	41	33	29
	Deaf-Blindness	0	.	0	2	0	0	0	0
	Intellectual Disability	7	4	9	12	17	14	15	10
	Multiple Disabilities	4	0	11	13	14	8	13	20

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Illinois	Autism	1,004	1,120	1,257	1,352	1,447	1,545	1,622	1,672
	Deaf-Blindness	2	1	1	1	0	0	1	1
	Intellectual Disability	888	1,067	996	959	907	933	902	916
	Multiple Disabilities	296	321	307	300	318	332	350	332
Indiana	Autism	87	102	120	123	127	137	146	162
	Deaf-Blindness	2	3	3	5	3	3	2	1
	Intellectual Disability	56	58	50	47	58	49	44	46
	Multiple Disabilities	62	58	52	49	25	31	38	16
Iowa	Autism	6	6	5	5	5	5	6	.
	Deaf-Blindness	0	.	0	0	0	0	0	.
	Intellectual Disability	71	77	60	55	58	55	58	.
	Multiple Disabilities	0	.	1	0	0	0	0	.
Kansas	Autism	35	42	54	47	62	75	79	79
	Deaf-Blindness	1	1	0	0	0	1	2	1
	Intellectual Disability	37	30	31	24	33	31	35	31
	Multiple Disabilities	94	102	91	103	120	143	138	134
Kentucky	Autism	27	37	39	35	39	44	38	42
	Deaf-Blindness	1	.	0	0	1	1	1	0
	Intellectual Disability	45	39	31	35	40	35	41	50
	Multiple Disabilities	48	49	36	40	36	40	35	32
Louisiana	Autism	2	3	6	7	9	7	6	6
	Deaf-Blindness	0	1	0	.	0	0	0	0
	Intellectual Disability	10	12	8	9	9	6	5	11
	Multiple Disabilities	22	17	11	10	14	14	10	7

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Maine	Autism	72	81	85	94	92	.	101	112
	Deaf-Blindness	0	0	0	0	0	.	1	0
	Intellectual Disability	10	5	11	7	9	.	8	13
	Multiple Disabilities	119	118	108	136	138	.	171	153
Maryland	Autism	672	725	774	802	822	840	840	858
	Deaf-Blindness	2	1	1	3	1	1	1	1
	Intellectual Disability	184	193	193	187	190	192	212	215
	Multiple Disabilities	622	666	691	708	766	824	910	937
Massachu-setts	Autism	787	865	945	1,019	1,130	1,175	1,184	1,205
	Deaf-Blindness	22	24	18	14	11	16	16	18
	Intellectual Disability	276	276	266	283	286	268	248	239
	Multiple Disabilities	451	401	387	378	340	318	285	257
Michigan	Autism	657	657	668	757	738	705	653	666
	Deaf-Blindness	1	0	0	0	0	1	1	1
	Intellectual Disability	1,185	1,128	1,095	1,065	1,011	905	880	794
	Multiple Disabilities	665	670	639	648	623	620	607	575
Minnesota	Autism	257	297	313	371	404	429	453	461
	Deaf-Blindness	4	10	11	8	7	9	10	8
	Intellectual Disability	131	139	125	114	132	136	136	142
	Multiple Disabilities	73	73	94	87	84	100	94	105
Mississippi	Autism	32	33	27	26	26	25	29	39
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	8	8	11	7	17	11	15	15
	Multiple Disabilities	21	18	22	27	21	22	29	25
Missouri	Autism	273	301	347	398	407	427	436	455
	Deaf-Blindness	1	1	1	1	1	1	3	2
	Intellectual Disability	393	400	390	400	384	342	337	327
	Multiple Disabilities	203	218	230	230	231	223	230	232

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Montana	Autism	0	.	0	2	1	2	1	1
	Deaf-Blindness	0	0	0	0	0	0	1	1
	Intellectual Disability	0	.	1	2	0	0	1	0
	Multiple Disabilities	8	19	21	23	25	22	25	40
Nebraska	Autism	37	39	41	35	38	53	47	58
	Deaf-Blindness	0	0	0	2	2	2	2	2
	Intellectual Disability	37	42	41	47	48	49	47	39
	Multiple Disabilities	22	27	26	32	34	32	28	23
Nevada	Autism	21	30	34	35	45	51	58	56
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	22	23	27	28	24	21	23	27
	Multiple Disabilities	105	103	97	113	124	140	135	139
New Hampshire	Autism	48	53	67	89	96	101	102	107
	Deaf-Blindness	1	0	0	0	0	1	1	2
	Intellectual Disability	13	12	13	12	11	13	17	21
	Multiple Disabilities	16	15	16	22	25	30	26	26
New Jersey	Autism	1,662	1,838	1,953	2,028	2,105	2,147	2,146	2,089
	Deaf-Blindness	1	1	1	1	2	3	3	3
	Intellectual Disability	359	349	356	327	297	286	283	263
	Multiple Disabilities	2,972	2,896	2,804	2,585	2,365	2,201	2,129	2,002
New Mexico	Autism	1	3	1	2	1	1	0	2
	Deaf-Blindness	1	1	1	4	4	1	0	0
	Intellectual Disability	2	1	1	2	1	2	6	1
	Multiple Disabilities	10	3	3	7	6	8	6	5
New York	Autism	1,921	1,956	2,268	2,219	2,813	2,627	2,817	2,744
	Deaf-Blindness	0	2	1	0	1	0	2	2
	Intellectual Disability	1,238	1,096	1,268	1,233	1,349	1,283	1,227	1,129
	Multiple Disabilities	1,943	1,841	1,830	1,711	1,827	1,751	1,794	1,750

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
North Carolina	Autism	165	180	216	224	207	209	239	254
	Deaf-Blindness	1	0	1	1	2	2	1	1
	Intellectual Disability	331	357	346	345	320	307	301	292
	Multiple Disabilities	195	194	191	189	196	177	174	178
North Dakota	Autism	8	7	8	8	10	5	9	8
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	1	2	3	1	1	3	2	3
	Multiple Disabilities	0	.	0	.	.	.	.	.
Ohio	Autism	711	773	604	635	700	752	821	857
	Deaf-Blindness	4	4	4	3	3	6	5	6
	Intellectual Disability	119	169	160	164	133	138	160	160
	Multiple Disabilities	914	905	854	818	805	729	708	676
Oklahoma	Autism	4	3	7	6	2	1	3	2
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	6	5	2	9	0	0	1	2
	Multiple Disabilities	5	7	4	3	1	2	2	3
Oregon	Autism	85	61	83	62	67	128	134	157
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	23	16	21	21	21	31	31	45
	Multiple Disabilities	0	.	0	.	.	.	.	.
Pennsylvania	Autism	964	1,083	1,156	1,263	1,329	1,337	1,334	1,543
	Deaf-Blindness	15	11	9	10	10	10	12	14
	Intellectual Disability	850	820	821	801	731	809	776	836
	Multiple Disabilities	334	303	301	324	326	352	325	338
Rhode Island	Autism	128	124	93	121	126	155	150	166
	Deaf-Blindness	0	.	0	0	0	0	0	1
	Intellectual Disability	24	24	19	21	20	24	23	22
	Multiple Disabilities	40	47	50	43	46	50	46	47

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
South Carolina	Autism	36	41	34	35	29	25	27	34
	Deaf-Blindness	0	0	0	1	1	1	1	1
	Intellectual Disability	88	85	59	53	33	33	26	28
	Multiple Disabilities	31	51	44	42	50	45	44	55
South Dakota	Autism	14	18	19	14	10	8	10	9
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	14	10	7	12	15	11	10	7
	Multiple Disabilities	14	15	14	17	17	20	19	18
Tennessee	Autism	41	64	49	52	70	85	69	68
	Deaf-Blindness	0	.	1	1	1	1	2	3
	Intellectual Disability	50	48	71	74	76	73	59	46
	Multiple Disabilities	71	68	72	65	61	49	49	52
Texas	Autism	124	134	153	163	161	168	168	179
	Deaf-Blindness	2	0	1	1	8	8	11	11
	Intellectual Disability	121	117	116	99	108	103	80	69
	Multiple Disabilities	78	67	42	30	54	52	44	46
Utah	Autism	55	70	69	100	100	89	102	97
	Deaf-Blindness	1	2	2	1	0	0	1	1
	Intellectual Disability	33	25	22	43	40	36	46	43
	Multiple Disabilities	203	189	196	165	161	145	135	145
Vermont	Autism	22	36	36	42	50	.	61	63
	Deaf-Blindness	0	.	1	1	1	.	0	0
	Intellectual Disability	14	14	11	13	17	.	21	18
	Multiple Disabilities	5	10	10	6	7	.	9	10

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Virginia	Autism	420	483	520	621	665	722	836	874
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	118	134	138	140	154	152	160	172
	Multiple Disabilities	194	214	214	229	237	246	241	234
Washington	Autism	50	66	74	79	77	88	104	112
	Deaf-Blindness	0	.	0	.	0	0	0	0
	Intellectual Disability	10	7	5	5	8	7	6	9
	Multiple Disabilities	28	27	41	31	33	44	39	35
West Virginia	Autism	0	5	5	6	6	11	8	11
	Deaf-Blindness	0	0	1	1	1	1	2	2
	Intellectual Disability	4	2	3	2	3	5	3	2
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wisconsin	Autism	80	83	99	128	.	.	.	.
	Deaf-Blindness	0	.	0	0	.	.	.	.
	Intellectual Disability	115	109	127	135	.	.	.	.
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wyoming	Autism	3	5	.	6	9	7	7	8
	Deaf-Blindness	0	.	.	0	0	0	0	0
	Intellectual Disability	1	1	.	3	0	2	1	1
	Multiple Disabilities	1	2	.	1	3	3	7	7

Source: Data are from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Note. ".": Data were not available.

Table B3. Number of Students with Extensive Support Needs Who Were Ages 18-21 by Disability Category and Year by State

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alabama	Autism	26	25	27	27	23	26	27	28
	Deaf-Blindness	0	0	0	0	1	1	1	1
	Intellectual Disability	65	61	68	57	63	57	60	57
	Multiple Disabilities	34	46	46	37	40	42	64	64
Alaska	Autism	40	40	37	37	43	46	51	64
	Deaf-Blindness	1	1	0	0	0	0	0	0
	Intellectual Disability	48	51	63	59	61	57	55	54
	Multiple Disabilities	31	28	20	20	26	37	45	38
Arizona	Autism	58	77	85	73	69	92	98	97
	Deaf-Blindness	2	1	2	2	1	1	0	2
	Intellectual Disability	45	47	43	38	31	36	40	37
	Multiple Disabilities	35	18	23	19	19	26	29	24
Arkansas	Autism	2	3	1	3	1	3	5	0
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	5	2	1	4	5	4	4	4
	Multiple Disabilities	3	6	6	7	4	1	4	6
California	Autism	1,281	1,317	1,340	1,567	1,668	1,748	1,867	1,939
	Deaf-Blindness	6	7	9	6	6	4	6	8
	Intellectual Disability	1,554	1,466	1,451	1,666	1,722	1,665	1,586	1,619
	Multiple Disabilities	229	230	257	255	231	223	247	260
Colorado	Autism	64	39	41	45	70	68	98	90
	Deaf-Blindness	0	0	0	0	0	1	0	0
	Intellectual Disability	63	50	39	17	21	25	44	50
	Multiple Disabilities	145	90	97	93	100	92	110	129

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Connecticut	Autism	170	185	209	212	250	245	245	259
	Deaf-Blindness	1	1	1	2	1	1	0	0
	Intellectual Disability	53	59	74	98	75	68	62	56
	Multiple Disabilities	131	143	179	187	179	163	122	114
Delaware	Autism	23	25	32	53	44	41	41	44
	Deaf-Blindness	5	2	5	5	7	5	4	6
	Intellectual Disability	38	33	50	48	49	59	52	43
	Multiple Disabilities	0	.	0	.	.	.	.	.
District of Columbia	Autism	40	42	44	40	38	37	37	39
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	135	98	76	75	69	78	81	80
	Multiple Disabilities	116	74	85	65	72	69	58	62
Florida	Autism	390	457	525	565	582	541	635	687
	Deaf-Blindness	1	.	3	4	3	1	1	0
	Intellectual Disability	1,331	1,300	1,288	1,223	1,217	1,032	1,071	970
	Multiple Disabilities	0	.	0	.	.	.	.	.
Georgia	Autism	79	88	97	93	94	96	80	93
	Deaf-Blindness	3	1	0	0	0	1	0	2
	Intellectual Disability	53	77	94	62	73	71	64	63
	Multiple Disabilities	0	.	0	.	.	.	.	.
Hawaii	Autism	4	2	2	4	4	4	3	4
	Deaf-Blindness	1	1	1	1	0	0	0	1
	Intellectual Disability	2	1	0	1	1	2	1	0
	Multiple Disabilities	1	2	2	5	1	0	2	3
Idaho	Autism	3	5	3	4	8	10	14	18
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	1	4	3	8	8	11	11	7
	Multiple Disabilities	1	5	4	6	13	5	2	3

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Illinois	Autism	569	627	707	750	824	923	1,052	1,185
	Deaf-Blindness	1	2	1	1	1	1	0	0
	Intellectual Disability	921	1,308	1,295	1,260	1,202	1,120	1,095	1,104
	Multiple Disabilities	163	167	188	196	191	216	214	227
Indiana	Autism	32	37	34	44	45	46	49	48
	Deaf-Blindness	0	1	1	0	2	3	4	3
	Intellectual Disability	52	49	43	30	24	26	27	18
	Multiple Disabilities	30	23	20	24	22	12	29	11
Iowa	Autism	2	0	0	0	1	0	1	.
	Deaf-Blindness	0	.	0	0	0	0	0	.
	Intellectual Disability	24	21	19	17	19	20	22	.
	Multiple Disabilities	0	.	0	0	0	0	0	.
Kansas	Autism	33	43	41	50	67	85	76	83
	Deaf-Blindness	1	1	1	1	1	2	1	0
	Intellectual Disability	92	100	102	92	102	105	103	103
	Multiple Disabilities	54	47	60	48	62	57	56	65
Kentucky	Autism	16	11	12	14	14	12	12	13
	Deaf-Blindness	0	.	0	0	0	0	1	2
	Intellectual Disability	28	22	17	14	14	20	24	21
	Multiple Disabilities	17	16	16	16	14	16	15	18
Louisiana	Autism	0	0	0	.	2	2	5	10
	Deaf-Blindness	0	0	1	1	0	0	0	0
	Intellectual Disability	4	2	3	3	4	2	3	13
	Multiple Disabilities	1	4	7	9	8	7	7	7
Maine	Autism	13	23	18	14	24	.	27	30
	Deaf-Blindness	0	1	0	0	0	.	1	0
	Intellectual Disability	2	4	5	1	2	.	4	4
	Multiple Disabilities	27	27	24	19	20	.	25	27

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Maryland	Autism	321	289	289	284	304	313	337	352
	Deaf-Blindness	0	1	1	1	0	0	1	1
	Intellectual Disability	150	128	120	122	124	119	112	109
	Multiple Disabilities	243	254	254	307	307	314	328	334
Massachusetts	Autism	333	351	390	429	454	487	508	577
	Deaf-Blindness	6	5	9	10	5	3	7	7
	Intellectual Disability	262	271	276	246	259	274	267	269
	Multiple Disabilities	242	210	212	203	193	183	183	172
Michigan	Autism	541	578	628	648	603	605	696	766
	Deaf-Blindness	2	2	1	0	0	0	0	0
	Intellectual Disability	1,560	1,433	1,391	1,406	1,367	1,309	1,245	1,185
	Multiple Disabilities	468	474	431	391	394	386	371	407
Minnesota	Autism	405	416	425	432	489	505	536	622
	Deaf-Blindness	5	1	1	3	1	0	1	6
	Intellectual Disability	488	503	481	462	449	445	453	451
	Multiple Disabilities	70	87	100	106	113	112	99	133
Mississippi	Autism	7	4	7	7	12	9	6	5
	Deaf-Blindness	2	.	0	0	0	0	0	0
	Intellectual Disability	9	4	5	3	1	6	3	1
	Multiple Disabilities	8	10	8	6	7	14	6	4
Missouri	Autism	118	120	120	121	143	171	159	165
	Deaf-Blindness	0	0	0	0	0	0	0	1
	Intellectual Disability	228	206	203	179	170	189	185	184
	Multiple Disabilities	111	103	95	84	101	100	99	103
Montana	Autism	0	.	0	0	0	0	0	1
	Deaf-Blindness	1	1	0	0	0	0	0	0
	Intellectual Disability	0	.	0	0	0	0	0	0
	Multiple Disabilities	3	1	3	0	0	1	3	2

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Nebraska	Autism	12	25	31	33	35	53	59	63
	Deaf-Blindness	1	0	0	0	0	0	0	1
	Intellectual Disability	37	40	62	44	45	117	93	106
	Multiple Disabilities	28	27	20	14	10	20	25	26
Nevada	Autism	10	12	13	13	13	14	17	17
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	20	19	19	13	7	11	11	11
	Multiple Disabilities	71	68	75	90	91	72	77	79
New Hampshire	Autism	16	19	21	27	33	27	25	33
	Deaf-Blindness	0	1	1	1	0	0	0	0
	Intellectual Disability	9	5	7	7	10	7	10	12
	Multiple Disabilities	6	4	5	7	6	9	10	13
New Jersey	Autism	769	796	804	842	878	936	1,012	1,143
	Deaf-Blindness	0	0	0	0	0	0	0	1
	Intellectual Disability	320	305	257	245	196	197	172	194
	Multiple Disabilities	1,342	1,331	1,361	1,289	1,194	1,141	1,110	1,137
New Mexico	Autism	0	0	0	0	0	0	3	0
	Deaf-Blindness	2	3	2	1	1	1	0	0
	Intellectual Disability	1	0	0	0	1	1	9	0
	Multiple Disabilities	4	3	2	4	4	4	9	4
New York	Autism	824	807	915	834	1,042	1,060	1,184	1,202
	Deaf-Blindness	2	1	1	0	3	0	0	0
	Intellectual Disability	855	810	933	873	894	923	963	862
	Multiple Disabilities	1,162	1,072	1,051	957	1,013	929	978	851
North Carolina	Autism	82	90	90	82	92	84	97	113
	Deaf-Blindness	1	2	1	0	0	0	0	0
	Intellectual Disability	203	187	169	163	159	156	154	170
	Multiple Disabilities	75	81	78	84	103	98	98	107

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
North Dakota	Autism	1	2	0	2	0	3	3	2
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	3	3	1	2	2	2	0	0
	Multiple Disabilities	0	.	0	.	.	.	.	.
Ohio	Autism	245	267	244	256	244	286	295	322
	Deaf-Blindness	3	3	3	1	0	2	3	2
	Intellectual Disability	68	48	57	41	45	57	55	41
	Multiple Disabilities	501	491	456	449	440	465	459	429
Oklahoma	Autism	1	1	0	3	0	1	0	0
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	1	1	0	2	0	1	0	0
	Multiple Disabilities	2	2	2	0	1	0	1	0
Oregon	Autism	36	33	52	34	23	26	36	37
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	32	23	21	19	15	24	21	17
	Multiple Disabilities	0	.	0	.	.	.	.	.
Pennsylvania	Autism	424	424	435	466	538	536	552	593
	Deaf-Blindness	3	10	5	4	4	5	2	3
	Intellectual Disability	649	568	597	559	545	586	520	566
	Multiple Disabilities	184	155	185	177	170	164	172	162
Rhode Island	Autism	29	33	31	41	32	31	42	53
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	16	16	16	15	14	15	15	21
	Multiple Disabilities	19	24	15	18	23	20	19	25
South Carolina	Autism	12	27	21	26	26	26	31	34
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	58	58	36	36	41	51	47	34
	Multiple Disabilities	5	7	6	11	12	10	13	28

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
South Dakota	Autism	22	22	19	21	23	15	18	21
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	32	33	23	30	35	35	51	61
	Multiple Disabilities	12	12	16	12	18	17	22	27
Tennessee	Autism	25	19	28	28	31	38	43	47
	Deaf-Blindness	0	.	0	1	0	0	0	0
	Intellectual Disability	57	77	101	81	100	109	106	98
	Multiple Disabilities	57	63	70	80	62	59	42	25
Texas	Autism	249	302	320	351	388	442	264	318
	Deaf-Blindness	1	2	0	1	7	3	5	7
	Intellectual Disability	430	479	529	519	514	583	313	363
	Multiple Disabilities	97	78	70	76	100	104	45	73
Utah	Autism	178	129	138	131	190	229	246	283
	Deaf-Blindness	6	4	3	3	3	3	1	1
	Intellectual Disability	287	233	234	251	299	338	353	385
	Multiple Disabilities	224	191	173	180	203	196	201	195
Vermont	Autism	20	20	29	25	24	.	17	17
	Deaf-Blindness	0	.	0	0	0	.	1	1
	Intellectual Disability	20	14	10	11	13	.	9	6
	Multiple Disabilities	5	6	8	8	5	.	5	2
Virginia	Autism	160	234	240	250	288	346	373	429
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	90	208	188	184	176	181	171	204
	Multiple Disabilities	92	129	122	137	145	152	161	150

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Washington	Autism	33	19	16	14	37	42	44	51
	Deaf-Blindness	1	.	0	.	0	1	1	0
	Intellectual Disability	31	16	12	14	21	6	17	25
	Multiple Disabilities	21	13	11	14	14	15	12	19
West Virginia	Autism	1	1	1	0	0	1	2	3
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	0	0	0	0	0	1	0	0
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wisconsin	Autism	33	35	42	46	.	.	.	.
	Deaf-Blindness	0	.	0	0	.	.	.	.
	Intellectual Disability	64	82	73	63	.	.	.	.
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wyoming	Autism	1	0	.	4	2	4	7	10
	Deaf-Blindness	0	.	.	0	0	0	0	0
	Intellectual Disability	5	3	.	4	4	4	5	5
	Multiple Disabilities	0	1	.	1	0	1	2	2

Source: Data are from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Note. ".": Data were not available.

Table B4. Number of Students with Extensive Support Needs Who Were Ages 6-17 by Disability Category and Year by State

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alabama	Autism	92	111	124	119	127	130	142	146
	Deaf-Blindness	1	1	2	4	2	2	1	1
	Intellectual Disability	124	143	140	139	133	147	160	153
	Multiple Disabilities	124	152	162	181	183	190	183	186
Alaska	Autism	20	14	28	39	35	21	24	22
	Deaf-Blindness	0	0	0	0	0	0	0	0
	Intellectual Disability	2	3	1	5	3	1	3	3
	Multiple Disabilities	17	17	20	27	21	28	24	20
Arizona	Autism	391	434	467	495	482	604	709	734
	Deaf-Blindness	24	13	14	8	9	10	11	10
	Intellectual Disability	149	158	154	154	138	165	176	186
	Multiple Disabilities	163	98	89	100	102	119	97	96
Arkansas	Autism	47	45	52	54	61	56	54	44
	Deaf-Blindness	1	.	0	0	0	0	0	0
	Intellectual Disability	46	64	67	60	70	51	37	41
	Multiple Disabilities	71	65	87	68	67	67	62	60
California	Autism	3,673	3,862	3,966	4,169	4,461	4,592	4,174	4,174
	Deaf-Blindness	13	7	6	8	9	13	15	11
	Intellectual Disability	2,149	2,093	1,923	1,809	1,863	1,807	1,499	1,464
	Multiple Disabilities	561	619	695	710	815	831	662	676
Colorado	Autism	110	121	135	168	191	199	234	261
	Deaf-Blindness	4	5	5	3	5	7	6	7
	Intellectual Disability	26	28	24	25	24	22	26	32
	Multiple Disabilities	138	137	147	147	169	161	173	179

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Connecticut	Autism	749	783	883	875	915	941	944	974
	Deaf-Blindness	2	2	2	3	3	2	2	3
	Intellectual Disability	110	109	121	127	121	138	148	154
	Multiple Disabilities	382	403	437	434	409	448	448	447
Delaware	Autism	162	148	159	165	156	185	189	205
	Deaf-Blindness	21	22	18	15	16	18	20	18
	Intellectual Disability	156	128	137	100	114	108	102	100
	Multiple Disabilities	0	.	0	.	.	.	.	.
District of Columbia	Autism	106	98	97	102	112	128	149	166
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	176	115	96	101	86	82	81	70
	Multiple Disabilities	441	307	315	275	284	249	252	247
Florida	Autism	1,470	1,701	1,793	1,949	2,144	1,869	2,094	2,198
	Deaf-Blindness	5	5	8	9	10	10	8	12
	Intellectual Disability	2,067	2,067	2,074	1,996	1,982	1,808	1,890	1,815
	Multiple Disabilities	0	.	0	.	.	.	.	.
Georgia	Autism	278	290	341	391	389	420	319	383
	Deaf-Blindness	2	4	5	5	6	1	1	1
	Intellectual Disability	154	131	160	178	175	175	162	174
	Multiple Disabilities	0	.	0	.	.	.	.	.
Hawaii	Autism	5	6	10	9	11	16	13	11
	Deaf-Blindness	0	0	1	1	1	1	0	0
	Intellectual Disability	3	1	2	0	2	3	2	0
	Multiple Disabilities	9	7	6	6	6	5	4	4
Idaho	Autism	18	19	28	55	63	65	68	50
	Deaf-Blindness	0	.	0	3	0	0	0	1
	Intellectual Disability	9	9	13	19	27	23	18	17
	Multiple Disabilities	8	5	16	29	28	27	36	39

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Illinois	Autism	1,779	1,988	2,142	2,242	2,411	2,592	2,735	2,831
	Deaf-Blindness	4	1	1	1	0	0	1	1
	Intellectual Disability	1,258	1,501	1,409	1,331	1,272	1,273	1,252	1,249
	Multiple Disabilities	555	587	585	585	601	589	617	603
Indiana	Autism	169	178	213	208	230	238	226	298
	Deaf-Blindness	3	4	4	6	4	4	3	2
	Intellectual Disability	87	90	79	81	75	78	72	72
	Multiple Disabilities	97	90	86	84	51	59	70	45
Iowa	Autism	7	6	5	5	6	6	7	.
	Deaf-Blindness	0	.	0	0	0	0	0	.
	Intellectual Disability	110	110	87	80	89	84	85	.
	Multiple Disabilities	0	.	1	0	0	0	0	.
Kansas	Autism	53	70	88	74	101	129	130	120
	Deaf-Blindness	2	1	1	0	0	1	3	3
	Intellectual Disability	46	41	47	34	44	41	41	33
	Multiple Disabilities	127	129	123	143	156	184	181	176
Kentucky	Autism	44	50	49	44	53	53	44	55
	Deaf-Blindness	3	.	1	0	1	1	1	0
	Intellectual Disability	59	51	47	49	52	49	50	62
	Multiple Disabilities	71	67	62	64	64	66	59	62
Louisiana	Autism	6	8	14	11	12	10	14	14
	Deaf-Blindness	0	1	0	.	0	0	0	0
	Intellectual Disability	15	15	12	12	14	10	9	13
	Multiple Disabilities	31	27	19	18	17	14	12	8
Maine	Autism	133	138	145	145	142	.	179	205
	Deaf-Blindness	0	0	0	0	0	.	1	1
	Intellectual Disability	13	8	15	10	15	.	16	20
	Multiple Disabilities	163	161	150	184	192	.	234	210

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Maryland	Autism	1,122	1,172	1,242	1,289	1,339	1,369	1,376	1,399
	Deaf-Blindness	2	2	2	4	2	2	1	1
	Intellectual Disability	292	313	301	310	299	299	314	312
	Multiple Disabilities	1,017	1,110	1,169	1,232	1,295	1,391	1,497	1,519
Massachusetts	Autism	1,256	1,321	1,425	1,490	1,630	1,697	1,719	1,763
	Deaf-Blindness	41	45	37	32	29	32	32	32
	Intellectual Disability	326	323	300	326	344	327	299	291
	Multiple Disabilities	647	569	552	540	509	489	432	394
Michigan	Autism	1,232	1,179	1,122	1,253	1,230	1,246	1,186	1,236
	Deaf-Blindness	1	2	1	1	1	2	3	2
	Intellectual Disability	1,845	1,682	1,666	1,654	1,526	1,433	1,380	1,254
	Multiple Disabilities	1,292	1,241	1,251	1,258	1,209	1,178	1,149	1,093
Minnesota	Autism	401	454	493	579	623	681	736	769
	Deaf-Blindness	8	13	14	14	14	16	16	19
	Intellectual Disability	181	188	180	167	192	197	199	207
	Multiple Disabilities	124	122	137	125	135	150	144	162
Mississippi	Autism	58	61	61	65	65	62	73	83
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	13	14	17	14	20	15	19	18
	Multiple Disabilities	42	39	39	43	34	41	43	42
Missouri	Autism	444	486	539	620	641	661	699	728
	Deaf-Blindness	3	2	1	2	4	4	4	2
	Intellectual Disability	547	572	548	557	560	510	496	505
	Multiple Disabilities	387	403	406	408	398	369	367	364
Montana	Autism	1	.	0	2	2	2	3	7
	Deaf-Blindness	0	1	1	1	0	0	1	1
	Intellectual Disability	0	.	1	2	0	0	1	1
	Multiple Disabilities	24	45	41	40	38	33	49	62

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Nebraska	Autism	57	60	62	56	68	82	83	87
	Deaf-Blindness	1	2	2	2	2	2	2	3
	Intellectual Disability	57	64	57	55	57	64	60	51
	Multiple Disabilities	43	48	48	52	51	52	53	43
Nevada	Autism	36	47	54	55	69	78	90	92
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	27	30	39	41	36	30	33	35
	Multiple Disabilities	178	185	190	210	230	242	235	233
New Hampshire	Autism	79	85	98	113	123	130	138	147
	Deaf-Blindness	1	0	0	0	1	1	1	3
	Intellectual Disability	15	16	16	15	13	15	19	24
	Multiple Disabilities	24	23	24	29	35	41	31	30
New Jersey	Autism	3,050	3,190	3,247	3,263	3,408	3,450	3,454	3,414
	Deaf-Blindness	1	3	3	3	4	6	9	7
	Intellectual Disability	523	515	542	512	467	415	402	393
	Multiple Disabilities	4,333	4,261	4,189	3,908	3,697	3,481	3,385	3,172
New Mexico	Autism	1	4	3	6	5	4	1	2
	Deaf-Blindness	1	1	1	4	4	1	0	0
	Intellectual Disability	2	2	1	3	3	4	6	1
	Multiple Disabilities	21	19	19	22	21	21	11	14
New York	Autism	3,928	3,536	4,418	4,208	5,498	5,076	5,320	5,360
	Deaf-Blindness	0	4	3	1	4	3	4	4
	Intellectual Disability	1,632	1,411	1,647	1,625	1,762	1,675	1,609	1,497
	Multiple Disabilities	3,152	2,993	3,074	2,917	3,147	3,040	3,080	2,952
North Carolina	Autism	292	302	349	351	336	352	384	403
	Deaf-Blindness	2	1	1	1	3	3	2	2
	Intellectual Disability	488	505	490	480	439	404	375	370
	Multiple Disabilities	338	332	316	320	314	308	312	308

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
North Dakota	Autism	8	7	12	10	12	9	14	10
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	3	4	5	2	1	6	2	3
	Multiple Disabilities	0	.	0	.	.	.	.	.
Ohio	Autism	1,375	1,446	1,059	1,094	1,144	1,238	1,346	1,436
	Deaf-Blindness	6	5	5	5	9	10	10	10
	Intellectual Disability	167	233	215	229	204	193	237	229
	Multiple Disabilities	1,505	1,473	1,423	1,331	1,322	1,212	1,198	1,152
Oklahoma	Autism	5	9	13	11	8	7	9	4
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	9	9	5	15	2	2	2	3
	Multiple Disabilities	7	8	6	5	1	2	3	6
Oregon	Autism	127	93	128	92	102	174	193	234
	Deaf-Blindness	0	.	0	0	0	0	0	1
	Intellectual Disability	32	23	27	27	31	42	44	59
	Multiple Disabilities	0	.	0	.	.	.	.	.
Pennsylvania	Autism	1,713	1,833	1,936	2,086	2,240	2,287	2,345	2,696
	Deaf-Blindness	36	28	22	26	27	29	27	28
	Intellectual Disability	1,195	1,130	1,092	1,068	1,038	1,132	1,118	1,195
	Multiple Disabilities	609	587	586	633	612	642	601	616
Rhode Island	Autism	210	210	164	199	190	222	234	255
	Deaf-Blindness	0	.	0	0	0	0	0	1
	Intellectual Disability	29	31	25	28	27	30	31	31
	Multiple Disabilities	83	81	86	81	75	71	69	68
South Carolina	Autism	67	63	41	41	37	35	34	45
	Deaf-Blindness	1	1	1	1	1	1	1	1
	Intellectual Disability	141	135	77	72	49	46	40	41
	Multiple Disabilities	70	93	65	72	87	85	85	96

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
South Dakota	Autism	20	21	25	21	18	17	19	19
	Deaf-Blindness	0	.	1	0	0	0	0	0
	Intellectual Disability	15	11	11	16	19	17	13	10
	Multiple Disabilities	31	27	23	28	28	34	32	36
Tennessee	Autism	85	103	94	95	107	117	99	96
	Deaf-Blindness	1	.	1	3	3	1	4	5
	Intellectual Disability	67	65	100	105	100	100	79	61
	Multiple Disabilities	126	130	141	128	122	93	83	81
Texas	Autism	178	181	199	219	216	225	229	251
	Deaf-Blindness	3	1	2	2	10	9	14	13
	Intellectual Disability	161	150	144	125	131	117	95	99
	Multiple Disabilities	127	116	67	60	89	83	74	74
Utah	Autism	109	127	126	159	165	169	179	226
	Deaf-Blindness	2	2	2	1	0	0	3	3
	Intellectual Disability	56	50	46	71	67	66	77	67
	Multiple Disabilities	334	332	355	308	303	285	291	291
Vermont	Autism	30	43	45	52	66	.	78	81
	Deaf-Blindness	0	.	1	1	1	.	0	0
	Intellectual Disability	16	18	16	18	20	.	24	21
	Multiple Disabilities	5	12	11	6	10	.	10	11
Virginia	Autism	705	803	873	982	1,072	1,165	1,350	1,438
	Deaf-Blindness	0	.	0	0	1	1	0	2
	Intellectual Disability	151	182	185	195	212	201	208	222
	Multiple Disabilities	275	330	331	332	349	355	342	347

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Washington	Autism	71	85	109	116	128	136	146	161
	Deaf-Blindness	0	.	0	.	0	0	0	0
	Intellectual Disability	11	8	5	7	11	9	10	14
	Multiple Disabilities	35	36	46	40	46	55	48	44
West Virginia	Autism	1	7	8	11	10	12	11	15
	Deaf-Blindness	1	1	2	2	2	2	3	3
	Intellectual Disability	5	5	5	3	4	5	4	2
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wisconsin	Autism	124	149	163	190	.	.	.	.
	Deaf-Blindness	0	.	0	0	.	.	.	.
	Intellectual Disability	162	154	175	181	.	.	.	.
	Multiple Disabilities	0	.	0	.	.	.	.	.
Wyoming	Autism	3	6	.	8	11	8	12	13
	Deaf-Blindness	0	.	.	0	0	0	0	0
	Intellectual Disability	2	2	.	3	0	3	2	1
	Multiple Disabilities	3	3	.	4	6	4	7	8

Source: Data are from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Note. ".": Data were not available.

Table B5. Number of Students with Extensive Support Needs Who were Ages 6-21 by Disability Category and Year by State

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alabama	Autism	118	136	151	146	150	156	169	174
	Deaf-Blindness	1	1	2	4	3	3	2	2
	Intellectual Disability	189	204	208	196	196	204	220	210
	Multiple Disabilities	158	198	208	218	223	232	247	250
Alaska	Autism	60	54	65	76	78	67	75	86
	Deaf-Blindness	1	1	0	0	0	0	0	0
	Intellectual Disability	50	54	64	64	64	58	58	57
	Multiple Disabilities	48	45	40	47	47	65	69	58
Arizona	Autism	449	511	552	568	551	696	807	831
	Deaf-Blindness	26	14	16	10	10	11	11	12
	Intellectual Disability	194	205	197	192	169	201	216	223
	Multiple Disabilities	198	116	112	119	121	145	126	120
Arkansas	Autism	49	48	53	57	62	59	59	44
	Deaf-Blindness	1	.	0	0	0	0	0	0
	Intellectual Disability	51	66	68	64	75	55	41	45
	Multiple Disabilities	74	71	93	75	71	68	66	66
California	Autism	4,954	5,179	5,306	5,736	6,129	6,340	6,041	6,113
	Deaf-Blindness	19	14	15	14	15	17	21	19
	Intellectual Disability	3,703	3,559	3,374	3,475	3,585	3,472	3,085	3,083
	Multiple Disabilities	790	849	952	965	1,046	1,054	909	936
Colorado	Autism	174	160	176	213	261	267	332	351
	Deaf-Blindness	4	5	5	3	5	8	6	7
	Intellectual Disability	89	78	63	42	45	47	70	82
	Multiple Disabilities	283	227	244	240	269	253	283	308

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Connecticut	Autism	919	968	1,092	1,087	1,165	1,186	1,189	1,233
	Deaf-Blindness	3	3	3	5	4	3	2	3
	Intellectual Disability	163	168	195	225	196	206	210	210
	Multiple Disabilities	513	546	616	621	588	611	570	561
Delaware	Autism	185	173	191	218	200	226	230	249
	Deaf-Blindness	26	24	23	20	23	23	24	24
	Intellectual Disability	194	161	187	148	163	167	154	143
	Multiple Disabilities	0	.	.	.	.	.	.	.
District of Columbia	Autism	146	140	141	142	150	165	186	205
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	311	213	172	176	155	160	162	150
	Multiple Disabilities	557	381	400	340	356	318	310	309
Florida	Autism	1,860	2,158	2,318	2,514	2,726	2,410	2,729	2,885
	Deaf-Blindness	6	5	11	13	13	11	9	12
	Intellectual Disability	3,398	3,367	3,362	3,219	3,199	2,840	2,961	2,785
	Multiple Disabilities	0	.	.	.	.	.	.	.
Georgia	Autism	357	378	438	484	483	516	399	476
	Deaf-Blindness	5	5	5	5	6	2	1	3
	Intellectual Disability	207	208	254	240	248	246	226	237
	Multiple Disabilities	0	.	.	.	.	.	.	.
Hawaii	Autism	9	8	12	13	15	20	16	15
	Deaf-Blindness	1	1	2	2	1	1	0	1
	Intellectual Disability	5	2	2	1	3	5	3	0
	Multiple Disabilities	10	9	8	11	7	5	6	7

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Idaho	Autism	21	24	31	59	71	75	82	68
	Deaf-Blindness	0	.	0	3	0	0	0	1
	Intellectual Disability	10	13	16	27	35	34	29	24
	Multiple Disabilities	9	10	20	35	41	32	38	42
Illinois	Autism	2,348	2,615	2,849	2,992	3,235	3,515	3,787	4,016
	Deaf-Blindness	5	3	2	2	1	1	1	1
	Intellectual Disability	2,179	2,809	2,704	2,591	2,474	2,393	2,347	2,353
	Multiple Disabilities	718	754	773	781	792	805	831	830
Indiana	Autism	201	215	247	252	275	284	275	346
	Deaf-Blindness	3	5	5	6	6	7	7	5
	Intellectual Disability	139	139	122	111	99	104	99	90
	Multiple Disabilities	127	113	106	108	73	71	99	56
Iowa	Autism	9	6	5	5	7	6	8	.
	Deaf-Blindness	0	.	0	0	0	0	0	.
	Intellectual Disability	134	131	106	97	108	104	107	.
	Multiple Disabilities	0	.	1	0	0	0	0	.
Kansas	Autism	86	113	129	124	168	214	206	203
	Deaf-Blindness	3	2	2	1	1	3	4	3
	Intellectual Disability	138	141	149	126	146	146	144	136
	Multiple Disabilities	181	176	183	191	218	241	237	241
Kentucky	Autism	60	61	61	58	67	65	56	68
	Deaf-Blindness	3	.	1	0	1	1	2	2
	Intellectual Disability	87	73	64	63	66	69	74	83
	Multiple Disabilities	88	83	78	80	78	82	74	80
Louisiana	Autism	6	8	14	11	14	12	19	24
	Deaf-Blindness	0	1	1	1	0	0	0	0
	Intellectual Disability	19	17	15	15	18	12	12	26
	Multiple Disabilities	32	31	26	27	25	21	19	15

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Maine	Autism	146	161	163	159	166	.	206	235
	Deaf-Blindness	0	1	0	0	0	.	2	1
	Intellectual Disability	15	12	20	11	17	.	20	24
	Multiple Disabilities	190	188	174	203	212	.	259	237
Maryland	Autism	1,443	1,461	1,531	1,573	1,643	1,682	1,713	1,751
	Deaf-Blindness	2	3	3	5	2	2	2	2
	Intellectual Disability	442	441	421	432	423	418	426	421
	Multiple Disabilities	1,260	1,364	1,423	1,539	1,602	1,705	1,825	1,853
Massachu-setts	Autism	1,589	1,672	1,815	1,919	2,084	2,184	2,227	2,340
	Deaf-Blindness	47	50	46	42	34	35	39	39
	Intellectual Disability	588	594	576	572	603	601	566	560
	Multiple Disabilities	889	779	764	743	702	672	615	566
Michigan	Autism	1,773	1,757	1,750	1,901	1,833	1,851	1,882	2,002
	Deaf-Blindness	3	4	2	1	1	2	3	2
	Intellectual Disability	3,405	3,115	3,057	3,060	2,893	2,742	2,625	2,439
	Multiple Disabilities	1,760	1,715	1,682	1,649	1,603	1,564	1,520	1,500
Minnesota	Autism	806	870	918	1,011	1,112	1,186	1,272	1,391
	Deaf-Blindness	13	14	15	17	15	16	17	25
	Intellectual Disability	669	691	661	629	641	642	652	658
	Multiple Disabilities	194	209	237	231	248	262	243	295
Mississippi	Autism	65	65	68	72	77	71	79	88
	Deaf-Blindness	2	.	0	0	0	0	0	0
	Intellectual Disability	22	18	22	17	21	21	22	19
	Multiple Disabilities	50	49	47	49	41	55	49	46
Missouri	Autism	562	606	659	741	784	832	858	893
	Deaf-Blindness	3	2	1	2	4	4	4	3
	Intellectual Disability	775	778	751	736	730	699	681	689
	Multiple Disabilities	498	506	501	492	499	469	466	467

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Montana	Autism	1	.	0	2	2	2	3	8
	Deaf-Blindness	1	2	1	1	0	0	1	1
	Intellectual Disability	0	.	1	2	0	0	1	1
	Multiple Disabilities	27	46	44	40	38	34	52	64
Nebraska	Autism	69	85	93	89	103	135	142	150
	Deaf-Blindness	2	2	2	2	2	2	2	4
	Intellectual Disability	94	104	119	99	102	181	153	157
	Multiple Disabilities	71	75	68	66	61	72	78	69
Nevada	Autism	46	59	67	68	82	92	107	109
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	47	49	58	54	43	41	44	46
	Multiple Disabilities	249	253	265	300	321	314	312	312
New Hampshire	Autism	95	104	119	140	156	157	163	180
	Deaf-Blindness	1	1	1	1	1	1	1	3
	Intellectual Disability	24	21	23	22	23	22	29	36
	Multiple Disabilities	30	27	29	36	41	50	41	43
New Jersey	Autism	3,819	3,986	4,051	4,105	4,286	4,386	4,466	4,557
	Deaf-Blindness	1	3	3	3	4	6	9	8
	Intellectual Disability	843	820	799	757	663	612	574	587
	Multiple Disabilities	5,675	5,592	5,550	5,197	4,891	4,622	4,495	4,309
New Mexico	Autism	1	4	3	6	5	4	4	2
	Deaf-Blindness	3	4	3	5	5	2	0	0
	Intellectual Disability	3	2	1	3	4	5	15	1
	Multiple Disabilities	25	22	21	26	25	25	20	18

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
New York	Autism	4,752	4,343	5,333	5,042	6,540	6,136	6,504	6,562
	Deaf-Blindness	2	5	4	1	7	3	4	4
	Intellectual Disability	2,487	2,221	2,580	2,498	2,656	2,598	2,572	2,359
	Multiple Disabilities	4,314	4,065	4,125	3,874	4,160	3,969	4,058	3,803
North Carolina	Autism	374	392	439	433	428	436	481	516
	Deaf-Blindness	3	3	2	1	3	3	2	2
	Intellectual Disability	691	692	659	643	598	560	529	540
	Multiple Disabilities	413	413	394	404	417	406	410	415
North Dakota	Autism	9	9	12	12	12	12	17	12
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	6	7	6	4	3	8	2	3
	Multiple Disabilities	0	.	.	.	.	.	.	.
Ohio	Autism	1,620	1,713	1,303	1,350	1,388	1,524	1,641	1,758
	Deaf-Blindness	9	8	8	6	9	12	13	12
	Intellectual Disability	235	281	272	270	249	250	292	270
	Multiple Disabilities	2,006	1,964	1,879	1,780	1,762	1,677	1,657	1,581
Oklahoma	Autism	6	10	13	14	8	8	9	4
	Deaf-Blindness	0	.	0	0	0	0	0	0
	Intellectual Disability	10	10	5	17	2	3	2	3
	Multiple Disabilities	9	10	8	5	2	2	4	6
Oregon	Autism	163	126	180	126	125	200	229	271
	Deaf-Blindness	0	.	0	0	0	0	0	1
	Intellectual Disability	64	46	48	46	46	66	65	76
	Multiple Disabilities	0	.	.	.	.	.	.	.

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pennsylvania	Autism	2,137	2,257	2,371	2,552	2,778	2,823	2,897	3,289
	Deaf-Blindness	39	38	27	30	31	34	29	31
	Intellectual Disability	1,844	1,698	1,689	1,627	1,583	1,718	1,638	1,761
	Multiple Disabilities	793	742	771	810	782	806	773	778
Rhode Island	Autism	239	243	195	240	222	253	276	308
	Deaf-Blindness	0	.	0	0	0	0	0	1
	Intellectual Disability	45	47	41	43	41	45	46	52
	Multiple Disabilities	102	105	101	99	98	91	88	93
South Carolina	Autism	79	90	62	67	63	61	65	79
	Deaf-Blindness	1	1	1	1	1	1	1	1
	Intellectual Disability	199	193	113	108	90	97	87	75
	Multiple Disabilities	75	100	71	83	99	95	98	124
South Dakota	Autism	42	43	44	42	41	32	37	40
	Deaf-Blindness	0	.	1	0	0	0	0	0
	Intellectual Disability	47	44	34	46	54	52	64	71
	Multiple Disabilities	43	39	39	40	46	51	54	63
Tennessee	Autism	110	122	122	123	138	155	142	143
	Deaf-Blindness	1	.	1	4	3	1	4	5
	Intellectual Disability	124	142	201	186	200	209	185	159
	Multiple Disabilities	183	193	211	208	184	152	125	106
Texas	Autism	427	483	519	570	604	667	493	569
	Deaf-Blindness	4	3	2	3	17	12	19	20
	Intellectual Disability	591	629	673	644	645	700	408	462
	Multiple Disabilities	224	194	137	136	189	187	119	147

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Utah	Autism	287	256	264	290	355	398	425	509
	Deaf-Blindness	8	6	5	4	3	3	4	4
	Intellectual Disability	343	283	280	322	366	404	430	452
	Multiple Disabilities	558	523	528	488	506	481	492	486
Vermont	Autism	50	63	74	77	90	.	95	98
	Deaf-Blindness	0	.	1	1	1	.	1	1
	Intellectual Disability	36	32	26	29	33	.	33	27
	Multiple Disabilities	10	18	19	14	15	.	15	13
Virginia	Autism	865	1,037	1,113	1,232	1,360	1,511	1,723	1,867
	Deaf-Blindness	0	.	0	0	1	1	0	2
	Intellectual Disability	241	390	373	379	388	382	379	426
	Multiple Disabilities	367	459	453	469	494	507	503	497
Washington	Autism	104	104	125	130	165	178	190	212
	Deaf-Blindness	1	.	0	.	0	1	1	0
	Intellectual Disability	42	24	17	21	32	15	27	39
	Multiple Disabilities	56	49	57	54	60	70	60	63
West Virginia	Autism	2	8	9	11	10	13	13	18
	Deaf-Blindness	1	1	2	2	2	2	3	3
	Intellectual Disability	5	5	5	3	4	6	4	2
	Multiple Disabilities	0	.	.	.	.	.	.	.
Wisconsin	Autism	157	184	205	236	.	.	.	.
	Deaf-Blindness	0	.	0	0	.	.	.	.
	Intellectual Disability	226	236	248	244	.	.	.	.
	Multiple Disabilities	0	.	.	.	.	.	.	.

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Wyoming	Autism	4	6	.	12	13	12	19	23
	Deaf-Blindness	0	.	.	0	0	0	0	0
	Intellectual Disability	7	5	.	7	4	7	7	6
	Multiple Disabilities	3	4	.	5	6	5	9	10

Source: Data are from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Note. ".": Data were not available.

Table B6. Number and Percentage of Students with Extensive Support Needs Ages 6-17 in Separate Schools by State by Year

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
50 states + D.C.	59,015	6.9	59,532	6.7	61,159	6.6	61,650	6.4	64,114	6.5	63,376	6.2	63,990	6.0	64,526	5.9
Alabama	341	3.2	407	3.6	428	3.6	443	3.6	445	3.5	469	3.5	486	3.4	486	3.3
Alaska	39	2.4	34	1.9	49	2.6	71	3.5	59	2.8	50	2.3	51	2.3	45	1.9
Arizona	727	4.4	703	4.1	724	4.1	757	4.2	731	3.8	898	4.5	993	4.7	1,026	4.6
Arkansas	165	1.8	174	1.8	206	2.0	182	1.7	198	1.7	174	1.4	153	1.2	145	1.1
California	6,396	6.9	6,581	6.7	6,590	6.4	6,696	6.2	7,148	6.2	7,243	6.0	6,350	5.0	6,325	4.9
Colorado	278	3.0	291	3.0	311	3.0	343	3.2	389	3.4	389	3.2	439	3.5	479	3.5
Connecticut	1,243	12.4	1,297	12.5	1,443	13.3	1,439	12.8	1,448	12.5	1,529	12.8	1,542	12.5	1,578	12.3
Delaware	339	15.0	298	12.9	314	12.8	280	10.8	286	10.7	311	10.5	311	10.1	323	9.9
District of Columbia	723	31.5	520	23.9	508	21.8	478	20.4	482	19.5	459	17.2	482	16.5	483	15.7
Florida	3,542	8.7	3,773	8.8	3,875	8.5	3,954	8.2	4,136	8.2	3,687	6.9	3,992	7.0	4,025	6.7
Georgia	434	1.7	425	1.6	506	1.8	574	2.0	570	1.9	596	1.9	482	1.5	558	1.6
Hawaii	17	0.7	14	0.5	19	0.7	16	0.6	20	0.7	25	0.8	19	0.6	15	0.5
Idaho	35	0.8	33	0.8	57	1.3	106	2.2	118	2.4	115	2.2	122	2.2	107	1.9
Illinois	3,596	11.3	4,077	12.4	4,137	12.3	4,159	12.1	4,284	12.4	4,454	12.7	4,605	12.9	4,684	12.9
Indiana	356	1.3	362	1.3	382	1.4	379	1.4	360	1.3	379	1.4	371	1.3	417	1.5
Iowa	117	1.1	116	1.1	93	0.9	85	0.8	95	0.9	90	0.8	92	0.8	-	-
Kansas	228	2.9	241	3.0	259	3.1	251	2.9	301	3.3	355	3.8	355	3.7	332	3.3
Kentucky	177	1.0	168	0.9	159	0.9	157	0.8	170	0.9	169	0.8	154	0.8	179	0.9
Louisiana	52	0.5	51	0.5	45	0.4	41	0.4	43	0.4	34	0.3	35	0.3	35	0.3
Maine	309	5.5	307	5.3	310	5.3	339	5.6	349	5.4	-	-	430	6.3	436	6.5
Maryland	2,433	15.9	2,597	15.9	2,714	15.8	2,835	15.7	2,935	15.4	3,061	15.1	3,188	14.8	3,231	14.3
Massachu-setts	2,270	10.0	2,258	9.6	2,314	9.6	2,388	10.0	2,512	10.3	2,545	10.1	2,482	9.7	2,480	9.5

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Michigan	4,370	14.2	4,104	13.3	4,040	13.1	4,166	13.5	3,966	12.7	3,859	12.1	3,718	11.6	3,585	11.1
Minnesota	714	3.4	777	3.7	824	3.8	885	4.0	964	4.2	1,044	4.5	1,095	4.5	1,157	4.6
Mississippi	113	1.7	114	1.6	117	1.6	122	1.5	119	1.4	118	1.3	135	1.4	143	1.5
Missouri	1,381	7.8	1,463	8.1	1,494	8.1	1,587	8.3	1,603	8.2	1,544	7.6	1,566	7.5	1,599	7.4
Montana	25	0.6	46	1.1	43	1.0	45	1.0	40	0.8	35	0.7	54	1.0	71	1.3
Nebraska	158	3.0	174	3.2	169	3.1	165	2.9	178	3.1	200	3.3	198	3.2	184	2.8
Nevada	241	4.0	262	4.1	283	3.9	306	4.0	335	4.1	350	4.0	358	3.9	360	3.6
New Hampshire	119	4.5	124	4.4	138	4.6	157	5.1	172	5.3	187	5.5	189	5.4	204	5.7
New Jersey	7,907	23.6	7,969	23.9	7,981	23.7	7,686	22.8	7,576	22.2	7,352	21.3	7,250	20.6	6,986	19.7
New Mexico	25	0.6	26	0.6	24	0.5	35	0.7	33	0.7	30	0.6	18	0.3	17	0.3
New York	8,712	19.2	7,944	16.6	9,142	18.5	8,751	17.1	10,411	19.2	9,794	17.2	10,013	16.8	9,813	15.8
North Carolina	1,120	3.9	1,140	3.9	1,156	3.8	1,152	3.7	1,092	3.4	1,067	3.2	1,073	3.1	1,083	3.1
North Dakota	11	0.9	11	0.8	17	1.2	12	0.8	13	0.8	15	0.9	16	0.9	13	0.7
Ohio	3,053	6.6	3,157	6.8	2,702	5.8	2,659	5.7	2,679	5.6	2,653	5.4	2,791	5.6	2,827	5.6
Oklahoma	21	0.2	26	0.3	24	0.2	31	0.3	11	0.1	11	0.1	14	0.1	13	0.1
Oregon	159	1.5	116	1.1	155	1.4	119	1.1	133	1.2	216	1.8	237	1.9	294	2.3
Pennsylvania	3,553	9.2	3,578	9.0	3,636	8.8	3,813	8.9	3,917	8.8	4,090	8.8	4,091	8.5	4,535	9.0
Rhode Island	322	12.3	322	12.0	275	10.0	308	10.9	292	10.0	323	10.7	334	10.8	355	11.2
South Carolina	279	2.6	292	2.6	184	1.5	186	1.5	174	1.3	167	1.2	160	1.1	183	1.2
South Dakota	66	2.8	59	2.4	60	2.3	65	2.3	65	2.1	68	2.1	64	1.9	65	1.9
Tennessee	279	2.0	298	2.1	336	2.2	331	2.0	332	1.9	311	1.7	265	1.4	243	1.2
Texas	469	0.7	448	0.6	412	0.5	406	0.5	446	0.5	434	0.4	412	0.4	437	0.4
Utah	501	6.4	511	6.4	529	6.4	539	6.3	535	6.0	520	5.7	550	5.7	587	5.9
Vermont	51	3.2	73	4.5	73	4.5	77	4.7	97	5.9	-	-	112	6.8	113	6.7
Virginia	1,131	5.0	1,315	5.6	1,389	5.7	1,509	5.9	1,634	6.2	1,722	6.3	1,900	6.6	2,009	6.7

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Washington	117	0.8	129	0.9	160	1.0	163	1.0	185	1.1	200	1.1	204	1.0	219	1.1
West Virginia	7	0.1	13	0.2	15	0.2	16	0.2	16	0.2	19	0.2	18	0.2	20	0.2
Wisconsin	286	1.9	303	1.9	338	2.1	371	2.3	-	-	-	-	-	-	-	-
Wyoming	8	0.6	11	0.8	-	-	15	1.0	17	1.2	15	1.0	21	1.3	22	1.4

Source: Data were from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Note. "-": Data were not available.

Table B7. Number and Percentage of Students with Deaf-Blindness Ages 6-17 in Separate Schools in Each State by Year

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
50 states + D.C.	196	18.2	180	17.3	171	17.0	172	16.0	188	17.1	195	17.3	210	17.3	214	16.6
Alabama	1	12.5	1	11.1	2	22.2	4	36.4	2	16.7	2	22.2	1	10.0	1	9.1
Alaska	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Arizona	24	20.7	13	11.3	14	13.1	8	9.8	9	8.9	10	9.7	11	9.4	10	8.4
Arkansas	1	14.3	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
California	13	14.0	7	9.6	6	9.0	8	12.1	9	12.9	13	18.8	15	21.4	11	19.6
Colorado	4	21.1	5	31.3	5	25.0	3	14.3	5	22.7	7	36.8	6	25.0	7	26.9
Connecticut	2	16.7	2	28.6	2	25.0	3	37.5	3	37.5	2	25.0	2	28.6	3	42.9
Delaware	21	41.2	22	44.9	18	41.9	15	40.5	16	42.1	18	46.2	20	51.3	18	51.4
District of Columbia	0	-	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	-
Florida	5	10.6	5	10.9	8	16.3	9	15.0	10	15.6	10	13.9	8	11.6	12	16.4
Georgia	2	11.1	4	21.1	5	23.8	5	16.1	6	19.4	1	4.5	1	4.5	1	3.7
Hawaii	0	0.0	0	0.0	1	20.0	1	25.0	1	33.3	1	25.0	0	0.0	0	0.0
Idaho	0	0.0	-	-	0	0.0	3	6.1	0	0.0	0	0.0	0	0.0	1	20.0
Illinois	4	21.1	1	7.1	1	4.8	1	6.3	0	0.0	0	0.0	1	4.2	1	4.2
Indiana	3	12.0	4	18.2	4	17.4	6	26.1	4	16.0	4	20.0	3	13.6	2	9.5
Iowa	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Kansas	2	18.2	1	7.7	1	8.3	0	0.0	0	0.0	1	7.7	3	20.0	3	16.7
Kentucky	3	21.4	-	-	1	11.1	0	0.0	1	11.1	1	10.0	1	14.3	0	0.0
Louisiana	0	0.0	1	50.0	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0
Maine	0	0.0	0	0.0	0	0.0	0	-	0	0.0	-	-	1	7.7	1	6.3
Maryland	2	18.2	2	18.2	2	16.7	4	36.4	2	28.6	2	22.2	1	14.3	1	12.5
Massachu-setts	41	31.1	45	32.1	37	28.7	32	24.6	29	23.8	32	27.1	32	23.9	32	22.5

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Michigan	1	10.0	2	15.4	1	14.3	1	11.1	1	7.1	2	9.5	3	11.5	2	6.7
Minnesota	8	20.0	13	25.0	14	32.6	14	21.2	14	18.7	16	18.8	16	16.8	19	20.0
Mississippi	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Missouri	3	11.5	2	10.5	1	5.3	2	10.0	4	19.0	4	17.4	4	16.7	2	11.8
Montana	0	0.0	1	20.0	1	20.0	1	14.3	0	0.0	0	0.0	1	16.7	1	16.7
Nebraska	1	20.0	2	33.3	2	25.0	2	16.7	2	18.2	2	20.0	2	22.2	3	30.0
Nevada	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
New Hampshire	1	14.3	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0	1	20.0	3	37.5
New Jersey	1	7.1	3	16.7	3	15.8	3	14.3	4	28.6	6	28.6	9	39.1	7	41.2
New Mexico	1	50.0	1	14.3	1	10.0	4	40.0	4	40.0	1	16.7	0	0.0	0	0.0
New York	0	0.0	4	25.0	3	18.8	1	12.5	4	30.8	3	25.0	4	30.8	4	26.7
North Carolina	2	7.7	1	5.3	1	5.6	1	5.3	3	13.0	3	14.3	2	8.7	2	8.7
North Dakota	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Ohio	6	15.4	5	13.9	5	14.3	5	15.2	9	20.5	10	18.5	10	18.9	10	16.4
Oklahoma	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Oregon	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.3
Pennsylva-nia	36	46.2	28	50.0	22	40.0	26	54.2	27	61.4	29	59.2	27	57.4	28	52.8
Rhode Island	0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
South Carolina	1	33.3	1	16.7	1	14.3	1	8.3	1	8.3	1	8.3	1	7.1	1	5.3
South Dakota	0	0.0	-	-	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tennessee	1	14.3	-	-	1	9.1	3	21.4	3	25.0	1	7.7	4	30.8	5	50.0

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Texas	3	3.4	1	1.1	2	2.2	2	1.9	10	8.8	9	7.3	14	10.2	13	7.8
Utah	2	9.5	2	11.1	2	13.3	1	5.0	0	0.0	0	0.0	3	13.0	3	18.8
Vermont	0	0.0	-	-	1	25.0	1	50.0	1	50.0	-	-	0	0.0	0	0.0
Virginia	0	0.0	-	-	0	0.0	0	0.0	1	5.9	1	5.6	0	0.0	2	9.1
Washington	0	0.0	-		0	0.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0
West Virginia	1	10.0	1	12.5	2	20.0	2	15.4	2	12.5	2	11.1	3	16.7	3	16.7
Wisconsin	0	0.0	-	-	0	0.0	0	0.0	-	-	-	-	-	-	-	-
Wyoming	0	-	-	-	-	-	0	-	0	-	0	-	0	-	0	-

Source: Data were from *IDEA* Section 618 Data Products: State Level Data Files under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee.

Note: A dash (-) means that data were not available.

Table B8. Number and Percentage of Students with Multiple Disabilities Ages 6-17 in Separate Schools in Each State by Year

	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
State	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
50 states + D.C.	17,790	17.0	17,489	16.7	17,595	16.8	17,187	16.4	17,328	16.5	16,794	16.5	16,745	15.8	16,276	15.5
Alabama	124	11.9	152	14.6	162	15.8	181	18.1	183	18.6	190	19.4	183	18.8	186	18.8
Alaska	17	5.3	17	4.8	20	5.3	27	6.8	21	5.0	28	6.3	24	5.2	20	4.3
Arizona	163	8.8	98	5.3	89	4.7	100	5.3	102	5.4	119	6.3	97	5.3	96	5.4
Arkansas	71	5.8	65	5.2	87	7.1	68	5.4	67	5.3	67	5.4	62	5.1	60	4.8
California	561	14.5	619	15.4	695	16.6	710	16.1	815	17.7	831	17.2	662	13.4	676	12.9
Colorado	138	5.1	137	4.8	147	4.8	147	4.6	169	5.0	161	4.7	173	4.9	179	4.8
Connecticut	382	17.3	403	17.9	437	19.3	434	18.9	409	17.9	448	19.9	448	19.9	447	20.2
Delaware	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
District of Columbia	441	37.8	307	28.9	315	27.8	275	25.0	284	24.7	249	20.4	252	18.8	247	17.9
Florida	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
Georgia	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
Hawaii	9	2.0	7	1.5	6	1.3	6	1.3	6	1.3	5	1.0	4	0.8	4	0.8
Idaho	8	1.8	5	1.1	16	3.3	29	5.6	28	5.4	27	5.1	36	6.3	39	6.3
Illinois	555	31.7	587	31.3	585	29.4	585	28.7	601	28.5	589	28.3	617	29.4	603	27.9
Indiana	97	5.8	90	5.3	86	5.1	84	5.0	51	3.1	59	3.6	70	4.4	45	2.9
Iowa	0	0.0	-	-	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	-	-
Kansas	127	5.7	129	5.6	123	5.1	143	5.8	156	6.0	184	6.5	181	6.1	176	5.7
Kentucky	71	3.7	67	3.7	62	3.6	64	3.8	64	3.9	66	4.0	59	3.6	62	3.9
Louisiana	31	4.0	27	3.5	19	2.4	18	2.2	17	2.1	14	1.8	12	1.6	8	1.0
Maine	163	6.3	161	6.0	150	5.6	184	6.5	192	6.4	-	-	234	7.5	210	7.5
Maryland	1,017	32.0	1,110	30.8	1,169	29.3	1,232	28.2	1,295	27.1	1,391	26.1	1,497	25.6	1,519	24.2
Massachu-setts	647	17.8	569	15.5	552	15.5	540	18.0	509	18.7	489	19.7	432	19.9	394	20.6

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Michigan	1,292	61.0	1,241	60.4	1,251	61.4	1,258	62.7	1,209	61.2	1,178	61.9	1,149	62.3	1,093	61.4
Minnesota	124	11.5	122	10.9	137	11.8	125	10.9	135	11.6	150	12.9	144	11.8	162	13.0
Mississippi	42	4.8	39	4.1	39	3.8	43	4.0	34	3.0	41	3.6	43	3.6	42	3.4
Missouri	387	32.1	403	33.6	406	34.2	408	34.7	398	33.6	369	31.9	367	32.2	364	31.9
Montana	24	0.8	45	1.4	41	1.2	40	1.2	38	1.1	33	0.9	49	1.3	62	1.6
Nebraska	43	14.3	48	15.5	48	15.3	52	15.6	51	14.7	52	15.4	53	16.8	43	13.1
Nevada	178	20.8	185	20.3	190	19.8	210	20.8	230	23.0	242	23.8	235	25.2	233	24.8
New Hampshire	24	8.3	23	7.7	24	7.9	29	9.9	35	11.4	41	13.3	31	10.5	30	10.2
New Jersey	4,333	27.4	4,261	28.5	4,189	29.4	3,908	29.0	3,697	28.5	3,481	28.0	3,385	28.4	3,172	27.8
New Mexico	21	3.1	19	2.8	19	2.8	22	3.4	21	3.2	21	3.3	11	1.8	14	2.5
New York	3,152	22.7	2,993	22.1	3,074	23.6	2,917	23.3	3,147	25.4	3,040	25.3	3,080	26.4	2,952	26.4
North Carolina	338	17.0	332	16.2	316	15.0	320	14.5	314	14.1	308	13.7	312	13.9	308	14.0
North Dakota	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
Ohio	1,505	13.8	1,473	13.7	1,423	13.2	1,331	12.6	1,322	12.5	1,212	11.7	1,198	11.7	1,152	11.5
Oklahoma	7	0.5	8	0.6	6	0.4	5	0.4	1	0.1	2	0.1	3	0.2	6	0.4
Oregon	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
Pennsylva-nia	609	25.7	587	24.3	586	24.7	633	25.7	612	24.5	642	24.8	601	24.0	616	24.4
Rhode Island	83	30.9	81	28.9	86	29.9	81	26.1	75	24.0	71	22.8	69	22.8	68	20.7
South Carolina	70	9.2	93	10.7	65	6.7	72	6.7	87	8.0	85	7.4	85	7.0	96	7.5
South Dakota	31	7.6	27	6.9	23	6.1	28	7.0	28	6.7	34	7.8	32	7.2	36	7.7
Tennessee	126	7.7	130	7.8	141	8.4	128	7.9	122	7.5	93	5.8	83	5.2	81	5.1

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Texas	127	2.5	116	2.1	67	1.3	60	1.1	89	1.6	83	1.5	74	1.1	74	1.1
Utah	334	27.6	332	27.8	355	29.3	308	27.6	303	27.7	285	26.5	291	26.1	291	26.7
Vermont	5	3.0	12	6.7	11	5.8	6	3.3	10	5.1	-	-	10	5.6	11	5.9
Virginia	275	10.4	330	12.6	331	12.7	332	13.4	349	14.2	355	14.6	342	14.5	347	14.9
Washington	35	1.7	36	1.7	46	2.1	40	1.8	46	2.1	55	2.5	48	2.1	44	1.9
West Virginia	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
Wisconsin	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-
Wyoming	3	1.6	3	1.4	-	-	4	1.6	6	2.6	4	1.6	7	2.5	8	2.5

Source: Data were from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee.

Note: A dash (-) means that data were not available.

Table B9. Number and Percentage of Students with Intellectual Disability Ages 6-17 in Separate Schools in Each State by Year

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
50 states + D.C.	14,929	4.3	14,710	4.3	14,546	4.2	14,236	4.1	13,933	4.0	13,422	3.8	13,027	3.7	12,675	3.6
Alabama	124	2.4	143	2.7	140	2.6	139	2.5	133	2.3	147	2.4	160	2.6	153	2.4
Alaska	2	0.4	3	0.6	1	0.2	5	1.0	3	0.7	1	0.2	3	0.7	3	0.7
Arizona	149	2.4	158	2.6	154	2.5	154	2.5	138	2.2	165	2.5	176	2.7	186	2.8
Arkansas	46	0.9	64	1.2	67	1.3	60	1.1	70	1.2	51	0.8	37	0.5	41	0.6
California	2,149	7.2	2,093	7.0	1,923	6.3	1,809	5.8	1,863	5.9	1,807	5.7	1,499	4.7	1,464	4.7
Colorado	26	1.1	28	1.2	24	1.1	25	1.2	24	1.1	22	1.0	26	1.3	32	1.6
Connecticut	110	6.2	109	6.2	121	6.8	127	7.0	121	6.3	138	7.0	148	7.4	154	7.5
Delaware	156	12.0	128	10.1	137	10.8	100	8.0	114	9.2	108	8.4	102	8.0	100	7.8
District of Columbia	176	28.6	115	21.2	96	16.5	101	18.5	86	15.8	82	14.2	81	13.8	70	11.6
Florida	2,067	10.1	2,067	10.2	2,074	10.4	1,996	10.1	1,982	10.1	1,808	9.2	1,890	9.5	1,815	9.0
Georgia	154	1.1	131	0.9	160	1.2	178	1.3	175	1.3	175	1.3	162	1.2	174	1.3
Hawaii	3	0.3	1	0.1	2	0.2	0	0.0	2	0.2	3	0.3	2	0.2	0	0.0
Indiana	9	0.5	9	0.5	13	0.8	19	1.1	27	1.5	23	1.2	18	0.9	17	0.8
Illinois	1,258	8.7	1,501	10.7	1,409	10.4	1,331	10.1	1,272	10.1	1,273	10.5	1,252	10.6	1,249	10.8
Indiana	87	0.6	90	0.7	79	0.6	81	0.7	75	0.6	78	0.7	72	0.6	72	0.6
Iowa	110	1.1	110	1.2	87	0.9	80	0.8	89	0.9	84	0.9	85	0.9	-	-
Kansas	46	1.6	41	1.4	47	1.6	34	1.2	44	1.5	41	1.4	41	1.4	33	1.2
Kentucky	59	0.5	51	0.4	47	0.4	49	0.4	52	0.4	49	0.4	50	0.4	62	0.5
Louisiana	15	0.2	15	0.2	12	0.2	12	0.2	14	0.2	10	0.2	9	0.1	13	0.2
Maine	13	2.2	8	1.3	15	2.4	10	1.5	15	2.1	-	-	16	2.1	20	2.5
Maryland	292	7.3	313	7.5	301	6.9	310	6.8	299	6.2	299	6.0	314	6.1	312	6.0
Massachu-setts	326	4.2	323	4.3	300	4.3	326	4.9	344	5.4	327	5.1	299	5.1	291	5.0

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Michigan	1,845	12.1	1,682	11.3	1,666	11.6	1,654	11.7	1,526	10.9	1,433	10.4	1,380	10.1	1,254	9.5
Minnesota	181	2.8	188	3.0	180	3.0	167	2.8	192	3.1	197	3.3	199	3.4	207	3.5
Mississippi	13	0.4	14	0.5	17	0.6	14	0.5	20	0.6	15	0.4	19	0.5	18	0.5
Missouri	547	6.3	572	6.6	548	6.5	557	6.7	560	6.7	510	6.2	496	6.1	505	6.3
Montana	0	0.0	-	-	1	0.2	2	0.4	0	0.0	0	0.0	1	0.2	1	0.2
Nebraska	57	2.1	64	2.4	57	2.3	55	2.2	57	2.4	64	2.7	60	2.6	51	2.2
Nevada	27	1.8	30	1.9	39	2.4	41	2.5	36	2.2	30	1.7	33	1.9	35	1.9
New Hampshire	15	2.6	16	2.8	16	2.7	15	2.5	13	2.1	15	2.3	19	2.9	24	3.7
New Jersey	523	12.2	515	12.2	542	12.6	512	12.0	467	10.9	415	9.5	402	8.9	393	8.6
New Mexico	2	0.1	2	0.1	1	0.1	3	0.2	3	0.2	4	0.2	6	0.3	1	0.1
New York	1,632	17.7	1,411	14.5	1,647	16.7	1,625	15.9	1,762	17.1	1,675	16.1	1,609	15.4	1,497	14.5
North Carolina	488	3.2	505	3.5	490	3.4	480	3.4	439	3.1	404	2.9	375	2.7	370	2.6
North Dakota	3	0.5	4	0.6	5	0.8	2	0.3	1	0.2	6	1.0	2	0.3	3	0.5
Ohio	167	0.8	233	1.2	215	1.2	229	1.3	204	1.1	193	1.1	237	1.4	229	1.3
Oklahoma	9	0.2	9	0.2	5	0.1	15	0.3	2	<0.1	2	<0.1	2	<0.1	3	0.1
Oregon	32	1.1	23	0.8	27	0.9	27	0.8	31	0.9	42	1.3	44	1.3	59	1.7
Pennsylva-nia	1,195	7.8	1,130	7.7	1,092	7.4	1,068	7.2	1,038	6.9	1,132	7.3	1,118	7.2	1,195	7.5
Rhode Island	29	4.8	31	5.2	25	4.3	28	4.7	27	4.3	30	4.5	31	4.6	31	4.6
South Carolina	141	2.4	135	2.3	77	1.4	72	1.3	49	0.9	46	0.9	40	0.8	41	0.8
South Dakota	15	1.2	11	0.8	11	0.8	16	1.1	19	1.2	17	1.1	13	0.8	10	0.6
Tennessee	67	1.1	65	1.0	100	1.6	105	1.6	100	1.4	100	1.4	79	1.1	61	0.8

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Texas	161	0.5	150	0.5	144	0.4	125	0.3	131	0.3	117	0.3	95	0.2	99	0.2
Utah	56	2.1	50	1.9	46	1.8	71	2.7	67	2.5	66	2.5	77	3.0	67	2.5
Vermont	16	2.6	18	3.1	16	2.9	18	3.2	20	3.6	-	-	24	4.5	21	3.9
Virginia	151	2.0	182	2.5	185	2.5	195	2.6	212	2.9	201	2.7	208	2.8	222	3.0
Washington	11	0.3	8	0.2	5	0.1	7	0.2	11	0.3	9	0.2	10	0.2	14	0.3
West Virginia	5	0.1	5	0.1	5	0.1	3	<0.1	4	0.1	5	0.1	4	0.1	2	<0.1
Wisconsin	162	2.3	154	2.2	175	2.6	181	2.7	-	-	-	-	-	-	-	-
Wyoming	2	0.5	2	0.5	-	-	3	0.7	0	0.0	3	0.7	2	0.5	1	0.2

Source: Data were from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee.

Note: A dash (-) means that data were not available.

Table B10. Number and Percentage of Students with Autism Age 6-17 in Separate Schools in Each State for 2012-13 to 2019-20

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
50 states + D.C.	26,100	6.4	27,153	6.2	28,847	6.1	30,055	5.9	32,665	6.2	32,965	5.8	34,008	5.6	35,361	5.5
Alabama	92	2.0	111	2.2	124	2.3	119	2.1	127	2.1	130	2.0	142	2.0	146	2.0
Alaska	20	2.4	14	1.5	28	2.8	39	3.5	35	2.9	21	1.7	24	1.8	22	1.6
Arizona	391	4.8	434	4.9	467	4.9	495	4.9	482	4.5	604	5.2	709	5.6	734	5.4
Arkansas	47	1.5	45	1.3	52	1.4	54	1.4	61	1.5	56	1.2	54	1.1	44	0.8
California	3,673	6.2	3,862	6.1	3,966	5.8	4,169	5.7	4,461	5.7	4,592	5.4	4,174	4.6	4,174	4.6
Colorado	110	2.7	121	2.7	135	2.7	168	3.1	191	3.2	199	3.1	234	3.3	261	3.4
Connecticut	749	12.4	783	12.3	883	13.1	875	12.3	915	12.4	941	12.2	944	11.7	974	11.4
Delaware	162	17.8	148	15.1	159	13.9	165	12.6	156	11.3	185	11.4	189	10.7	205	10.5
District of Columbia	106	20.7	98	17.0	97	15.7	102	14.7	112	14.4	128	14.7	149	15.2	166	15.0
Florida	1,470	7.3	1,701	7.5	1,793	7.0	1,949	6.9	2,144	6.9	1,869	5.5	2,094	5.7	2,198	5.5
Georgia	278	2.4	290	2.3	341	2.5	391	2.6	389	2.4	420	2.4	319	1.7	383	1.9
Hawaii	5	0.4	6	0.5	10	0.8	9	0.7	11	0.8	16	1.1	13	0.9	11	0.7
Idaho	18	0.9	19	0.9	28	1.2	55	2.3	63	2.4	65	2.3	68	2.3	50	1.6
Illinois	1,779	11.4	1,988	11.7	2,142	11.9	2,242	11.8	2,411	12.1	2,592	12.5	2,735	12.6	2,831	12.5
Indiana	169	1.4	178	1.5	213	1.7	208	1.6	230	1.7	238	1.7	226	1.6	298	2.1
Iowa	7	1.1	6	1.0	5	0.8	5	0.8	6	1.0	6	1.0	7	1.1	-	-
Kansas	53	2.0	70	2.3	88	2.8	74	2.2	101	2.8	129	3.4	130	3.3	120	2.9
Kentucky	44	1.1	50	1.1	49	1.0	44	0.8	53	0.9	53	0.9	44	0.7	55	0.8
Louisiana	6	0.2	8	0.2	14	0.4	11	0.3	12	0.3	10	0.2	14	0.3	14	0.3
Maine	133	5.5	138	5.6	145	5.8	145	5.6	142	5.2	-	-	179	6.0	205	6.6
Maryland	1,122	13.9	1,172	13.8	1,242	14.1	1,289	14.1	1,339	14.2	1,369	13.7	1,376	13.1	1,399	12.7
Massachu-setts	1,256	11.2	1,321	10.7	1,425	10.7	1,490	10.6	1,630	10.8	1,697	10.4	1,719	9.9	1,763	9.6

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Michigan	1,232	9.2	1,179	8.5	1,122	7.9	1,253	8.5	1,230	8.0	1,246	7.8	1,186	7.1	1,236	7.2
Minnesota	401	3.0	454	3.3	493	3.5	579	3.9	623	4.0	681	4.2	736	4.3	769	4.3
Mississippi	58	2.1	61	1.9	61	1.8	65	1.7	65	1.6	62	1.4	73	1.5	83	1.7
Missouri	444	5.7	486	5.9	539	6.1	620	6.5	641	6.3	661	6.1	699	6.1	728	5.9
Montana	1	0.2	-	-	0	-	2	0.3	2	0.3	2	0.2	3	0.3	7	0.7
Nebraska	57	2.6	60	2.5	62	2.4	56	2.0	68	2.2	82	2.5	83	2.3	87	2.3
Nevada	36	1.0	47	1.2	54	1.2	55	1.1	69	1.3	78	1.3	90	1.4	92	1.3
New Hampshire	79	4.4	85	4.4	98	4.7	113	5.1	123	5.3	130	5.4	138	5.4	147	5.6
New Jersey	3,050	22.9	3,190	22.4	3,247	21.4	3,263	20.4	3,408	20.1	3,450	19.5	3,454	18.5	3,414	17.5
New Mexico	1	0.1	4	0.2	3	0.1	6	0.3	5	0.2	4	0.1	1	<0.1	2	0.1
New York	3,928	17.7	3,536	14.4	4,418	16.6	4,208	14.8	5,498	17.4	5,076	14.7	5,320	14.2	5,360	13.1
North Carolina	292	2.5	302	2.3	349	2.5	351	2.3	336	2.1	352	2.1	384	2.1	403	2.1
North Dakota	8	1.2	7	1.0	12	1.5	10	1.2	12	1.3	9	0.8	14	1.2	10	0.8
Ohio	1,375	8.8	1,446	8.7	1,059	6.0	1,094	6.0	1,144	5.9	1,238	6.0	1,346	6.2	1,436	6.2
Oklahoma	5	0.1	9	0.2	13	0.3	11	0.2	8	0.1	7	0.1	9	0.1	4	0.1
Oregon	127	1.8	93	1.3	128	1.7	92	1.2	102	1.3	174	2.1	193	2.2	234	2.5
Pennsylvania	1,713	8.3	1,833	8.1	1,936	8.1	2,086	8.2	2,240	8.3	2,287	8.0	2,345	7.8	2,696	8.5
Rhode Island	210	12.0	210	11.6	164	8.8	199	10.4	190	9.6	222	10.9	234	11.0	255	11.8
South Carolina	67	1.6	63	1.3	41	0.8	41	0.7	37	0.6	35	0.5	34	0.4	45	0.5
South Dakota	20	3.0	21	3.0	25	3.2	21	2.2	18	1.7	17	1.4	19	1.5	19	1.4
Tennessee	85	1.4	103	1.5	94	1.3	95	1.2	107	1.3	117	1.3	99	1.0	96	0.9

State	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Texas	178	0.5	181	0.5	199	0.5	219	0.5	216	0.4	225	0.4	229	0.4	251	0.4
Utah	109	2.7	127	3.0	126	2.8	159	3.3	165	3.2	169	3.1	179	3.0	226	3.7
Vermont	30	3.8	43	5.1	45	5.3	52	5.8	66	7.4	-	-	78	8.3	81	8.3
Virginia	705	5.7	803	6.0	873	6.0	982	6.3	1,072	6.5	1,165	6.6	1,350	7.1	1,438	7.1
Washington	71	0.8	85	0.9	109	1.1	116	1.1	128	1.1	136	1.1	146	1.1	161	1.1
West Virginia	1	0.1	7	0.5	8	0.5	11	0.6	10	0.5	12	0.5	11	0.5	15	0.6
Wisconsin	124	1.5	149	1.7	163	1.8	190	2.0	-	-	-	-	-	-	-	-
Wyoming	3	0.5	6	0.8	-	-	8	1.0	11	1.4	8	1.0	12	1.4	13	1.5

Source: Data were from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee.

Note: A dash (-) means that data were not available.

Table B11. Number and Percentage of Students with Extensive Support Needs Ages 6-17 in Separate Schools in Each State by Disability Category by Year

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
50 states + D.C.	Autism	26,100 (6.4)	27,153 (6.2)	28,847 (6.1)	30,055 (5.9)	32,665 (6.2)	32,965 (5.8)	34,008 (5.6)	35,361 (5.5)
	DB	196 (18.2)	180 (17.3)	171 (17.0)	172 (16.0)	188 (17.1)	195 (17.3)	210 (17.3)	214 (16.6)
	ID	14,929 (4.3)	14,710 (4.3)	14,546 (4.2)	14,236 (4.1)	13,933 (4.0)	13,422 (3.8)	13,027 (3.7)	12,675 (3.6)
	MD	1,779 (17.0)	17,48 (16.7)	17,59 (16.8)	17,18 (16.4)	17,32 (16.5)	16,79 (16.5)	16,74 (15.8)	16,27 (15.5)
Alabama	Autism	92 (2.0)	111 (2.2)	124 (2.3)	119 (2.1)	127 (2.1)	130 (2.0)	142 (2.0)	146 (2.0)
	DB	1 (12.5)	1 (11.1)	2 (22.2)	4 (36.4)	2 (16.7)	2 (22.2)	1 (10.0)	1 (9.1)
	ID	124 (2.4)	143 (2.7)	140 (2.6)	139 (2.5)	133 (2.3)	147 (2.4)	160 (2.6)	153 (2.4)
	MD	124 (11.9)	152 (14.6)	162 (15.8)	181 (18.1)	183 (18.6)	190 (19.4)	183 (18.8)	186 (18.8)
Alaska	Autism	20 (2.4)	14 (1.5)	28 (2.8)	39 (3.5)	35 (2.9)	21 (1.7)	24 (1.8)	22 (1.6)
	DB	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (-)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	2 (0.4)	3 (0.6)	1 (0.2)	5 (1.0)	3 (0.7)	1 (0.2)	3 (0.7)	3 (0.7)
	MD	17 (5.3)	17 (4.8)	20 (5.3)	27 (6.8)	21 (5.0)	28 (6.3)	24 (5.2)	20 (4.3)
Arizona	Autism	391 (4.8)	434 (4.9)	467 (4.9)	495 (4.9)	482 (4.5)	604 (5.2)	709 (5.6)	734 (5.4)
	DB	24 (20.7)	13 (11.3)	14 (13.1)	8 (9.8)	9 (8.9)	10 (9.7)	11 (9.4)	10 (8.4)
	ID	149 (2.4)	158 (2.6)	154 (2.5)	154 (2.5)	138 (2.2)	165 (2.5)	176 (2.7)	186 (2.8)
	MD	163 (8.8)	98 (5.3)	89 (4.7)	100 (5.3)	102 (5.4)	119 (6.3)	97 (5.3)	96 (5.4)
Arkansas	Autism	47 (1.5)	45 (1.3)	52 (1.4)	54 (1.4)	61 (1.5)	56 (1.2)	54 (1.1)	44 (0.8)
	DB	1 (14.3)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	46 (0.9)	64 (1.2)	67 (1.3)	60 (1.1)	70 (1.2)	51 (0.8)	37 (0.5)	41 (0.6)
	MD	71 (5.8)	65 (5.2)	87 (7.1)	68 (5.4)	67 (5.3)	67 (5.4)	62 (5.1)	60 (4.8)
California	Autism	3,673 (6.2)	3,862 (6.1)	3,966 (5.8)	4,169 (5.7)	4,461 (5.7)	4,592 (5.4)	4,174 (4.6)	4,174 (4.6)
	DB	13 (14.0)	7 (9.6)	6 (9.0)	8 (12.1)	9 (12.9)	13 (18.8)	15 (21.4)	11 (19.6)
	ID	2,149 (7.2)	2,093 (7.0)	1,923 (6.3)	1,809 (5.8)	1,863 (5.9)	1,807 (5.7)	1,499 (4.7)	1,464 (4.7)
	MD	561 (14.5)	619 (15.4)	695 (16.6)	710 (16.1)	815 (17.7)	831 (17.2)	662 (13.4)	676 (12.9)

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Colorado	Autism	110 (2.7)	121 (2.7)	135 (2.7)	168 (3.1)	191 (3.2)	199 (3.1)	234 (3.3)	261 (3.4)
	DB	4 (21.1)	5 (31.3)	5 (25)	3 (14.3)	5 (22.7)	7 (36.8)	6 (25.0)	7 (26.9)
	ID	26 (1.1)	28 (1.2)	24 (1.1)	25 (1.2)	24 (1.1)	22 (1.0)	26 (1.3)	32 (1.6)
	MD	138 (5.1)	137 (4.8)	147 (4.8)	147 (4.6)	169 (5.0)	161 (4.7)	173 (4.9)	179 (4.8)
Connecticut	Autism	749 (12.4)	783 (12.3)	883 (13.1)	875 (12.3)	915 (12.4)	941 (12.2)	944 (11.7)	974 (11.4)
	DB	2 (16.7)	2 (28.6)	2 (25.0)	3 (37.5)	3 (37.5)	2 (25.0)	2 (28.6)	3 (42.9)
	ID	110 (6.2)	109 (6.2)	121 (6.8)	127 (7.0)	121 (6.3)	138 (7.0)	148 (7.4)	154 (7.5)
	MD	382 (17.3)	403 (17.9)	437 (19.3)	434 (18.9)	409 (17.9)	448 (19.9)	448 (19.9)	447 (20.2)
Delaware	Autism	162 (17.8)	148 (15.1)	159 (13.9)	165 (12.6)	156 (11.3)	185 (11.4)	189 (10.7)	205 (10.5)
	DB	21 (41.2)	22 (44.9)	18 (41.9)	15 (40.5)	16 (42.1)	18 (46.2)	20 (51.3)	18 (51.4)
	ID	156 (12.0)	128 (10.1)	137 (10.8)	100 (8.0)	114 (9.2)	108 (8.4)	102 (8.0)	100 (7.8)
	MD	0 (-)	-	0 (-)	-	-	-	-	-
District of Columbia	Autism	106 (20.7)	98 (17.0)	97 (15.7)	102 (14.7)	112 (14.4)	128 (14.7)	149 (15.2)	166 (15.0)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	176 (28.6)	115 (21.2)	96 (16.5)	101 (18.5)	86 (15.8)	82 (14.2)	81 (13.8)	70 (11.6)
	MD	441 (37.8)	307 (28.9)	315 (27.8)	275 (25.0)	284 (24.7)	249 (20.4)	252 (18.8)	247 (17.9)
Florida	Autism	1,470 (7.3)	1,701 (7.5)	1,793 (7.0)	,1949 (6.9)	2,144 (6.9)	1,869 (5.5)	2,094 (5.7)	2,198 (5.5)
	DB	5 (10.6)	5 (10.9)	8 (16.3)	9 (15.0)	10 (15.6)	10 (13.9)	8 (11.6)	12 (16.4)
	ID	2,067 (10.1)	2,067 (10.2)	2,074 (10.4)	1,996 (10.1)	1,982 (10.1)	1,808 (9.2)	1,890 (9.5)	1,815 (9.0)
	MD	0 (-)	-	0 (-)	-	-	-	-	-
Georgia	Autism	278 (2.4)	290 (2.3)	341 (2.5)	391 (2.6)	389 (2.4)	420 (2.4)	319 (1.7)	383 (1.9)
	DB	2 (11.1)	4 (21.1)	5 (23.8)	5 (16.1)	6 (19.4)	1 (4.5)	1 (4.5)	1 (3.7)
	ID	154 (1.1)	131 (0.9)	160 (1.2)	178 (1.3)	175 (1.3)	175 (1.3)	162 (1.2)	174 (1.3)
	MD	0 (-)	-	0 (-)	-	-	-	-	-

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Hawaii	Autism	5 (0.4)	6 (0.5)	10 (0.8)	9 (0.7)	11 (0.8)	16 (1.1)	13 (0.9)	11 (0.7)
	DB	0 (0.0)	0 (0.0)	1 (20.0)	1 (25.0)	1 (33.3)	1 (25.0)	0 (0.0)	0 (0.0)
	ID	3 (0.3)	1 (0.1)	2 (0.2)	0 (0.0)	2 (0.2)	3 (0.3)	2 (0.2)	0 (0.0)
	MD	9 (2.0)	7 (1.5)	6 (1.3)	6 (1.3)	6 (1.3)	5 (1.0)	4 (0.8)	4 (0.8)
Idaho	Autism	18 (0.9)	19 (0.9)	28 (1.2)	55 (2.3)	63 (2.4)	65 (2.3)	68 (2.3)	50 (1.6)
	DB	0 (0.0)	-	0 (0.0)	3 (6.1)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)
	ID	9 (0.5)	9 (0.5)	13 (0.8)	19 (1.1)	27 (1.5)	23 (1.2)	18 (0.9)	17 (0.8)
	MD	8 (1.8)	5 (1.1)	16 (3.3)	29 (5.6)	28 (5.4)	27 (5.1)	36 (6.3)	39 (6.3)
Illinois	Autism	1,779 (11.4)	1,988 (11.7)	2,142 (11.9)	2,242 (11.8)	2,411 (12.1)	2,592 (12.5)	2,735 (12.6)	2,831 (12.5)
	DB	4 (21.1)	1 (7.1)	1 (4.8)	1 (6.3)	0 (0.0)	0 (0.0)	1 (4.2)	1 (4.2)
	ID	1,258 (8.7)	1,501 (10.7)	1,409 (10.4)	1,331 (10.1)	1,272 (10.1)	1,273 (10.5)	1,252 (10.6)	1,249 (10.8)
	MD	555 (31.7)	587 (31.3)	585 (29.4)	585 (28.7)	601 (28.5)	589 (28.3)	617 (29.4)	603 (27.9)
Indiana	Autism	169 (1.4)	178 (1.5)	213 (1.7)	208 (1.6)	230 (1.7)	238 (1.7)	226 (1.6)	298 (2.1)
	DB	3 (12.0)	4 (18.2)	4 (17.4)	6 (26.1)	4 (16.0)	4 (20.0)	3 (13.6)	2 (9.5)
	ID	87 (0.6)	90 (0.7)	79 (0.6)	81 (0.7)	75 (0.6)	78 (0.7)	72 (0.6)	72 (0.6)
	MD	97 (5.8)	90 (5.3)	86 (5.1)	84 (5.0)	51 (3.1)	59 (3.6)	70 (4.4)	45 (2.9)
Iowa	Autism	7 (1.1)	6 (1.0)	5 (0.8)	5 (0.8)	6 (1.0)	6 (1.0)	7 (1.1)	-
	DB	0 (-)	-	0 (-)	0 (-)	0 (-)	0 (-)	0 (-)	-
	ID	110 (1.1)	110 (1.2)	87 (0.9)	80 (0.8)	89 (0.9)	84 (0.9)	85 (0.9)	-
	MD	0 (0.0)	-	1 (0.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	-
Kansas	Autism	53 (2.0)	70 (2.3)	88 (2.8)	74 (2.2)	101 (2.8)	129 (3.4)	130 (3.3)	120 (2.9)
	DB	2 (18.2)	1 (7.7)	1 (8.3)	0 (0.0)	0 (0.0)	1 (7.7)	3 (20.0)	3 (16.7)
	ID	46 (1.6)	41 (1.4)	47 (1.6)	34 (1.2)	44 (1.5)	41 (1.4)	41 (1.4)	33 (1.2)
	MD	127 (5.7)	129 (5.6)	123 (5.1)	143 (5.8)	156 (6.0)	184 (6.5)	181 (6.1)	176 (5.7)
Kentucky	Autism	44 (1.1)	50 (1.1)	49 (1.0)	44 (0.8)	53 (0.9)	53 (0.9)	44 (0.7)	55 (0.8)
	DB	3 (21.4)	-	1 (11.1)	0 (0.0)	1 (11.1)	1 (10.0)	1 (14.3)	0 (0.0)
	ID	59 (0.5)	51 (0.4)	47 (0.4)	49 (0.4)	52 (0.4)	49 (0.4.0)	50 (0.4)	62 (0.5)
	MD	71 (3.7)	67 (3.7)	62 (3.6)	64 (3.8)	64 (3.9)	66 (4.0)	59 (3.6)	62 (3.9)

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Louisiana	Autism	6 (0.2)	8 (0.2)	14 (0.4)	11 (0.3)	12 (0.3)	10 (0.2)	14 (0.3)	14 (0.3)
	DB	0 (0.0)	1 (50.0)	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	15 (0.2)	15 (0.2)	12 (0.2)	12 (0.2)	14 (0.2)	10 (0.2)	9 (0.1)	13 (0.2)
	MD	31 (4.0)	27 (3.5)	19 (2.4)	18 (2.2)	17 (2.1)	14 (1.8)	12 (1.6)	8 (1.0)
Maine	Autism	133 (5.5)	138 (5.6)	145 (5.8)	145 (5.6)	142 (5.2)	-	179 (6)	205 (6.6)
	DB	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	-	1 (7.7)	1 (6.3)
	ID	13 (2.2)	8 (1.3)	15 (2.4)	10 (1.5)	15 (2.1)	-	16 (2.1)	20 (2.5)
	MD	163 (6.3)	161 (6.0)	150 (5.6)	184 (6.5)	192 (6.4)	-	234 (7.5)	210 (7.5)
Maryland	Autism	1,122 (13.9)	1,172 (13.8)	1,242 (14.1)	1,289 (14.1)	1,339 (14.2)	1,369 (13.7)	1,376 (13.1)	1,399 (12.7)
	DB	2 (18.2)	2 (18.2)	2 (16.7)	4 (36.4)	2 (28.6)	2 (22.2)	1 (14.3)	1 (12.5)
	ID	292 (7.3)	313 (7.5)	301 (6.9)	310 (6.8)	299 (6.2)	299 (6.0)	314 (6.1)	312 (6.0)
	MD	1,017 (32.0)	1,110 (30.8)	1,169 (29.3)	1,232 (28.2)	1,295 (27.1)	1,391 (26.1)	1,497 (25.6)	1,519 (24.2)
Massachusetts	Autism	1,256 (11.2)	1,321 (10.7)	1,425 (10.7)	1,490 (10.6)	1,630 (10.8)	1,697 (10.4)	1,719 (9.9)	1,763 (9.6)
	DB	41 (31.1)	45 (32.1)	37 (28.7)	32 (24.6)	29 (23.8)	32 (27.1)	32 (23.9)	32 (22.5)
	ID	326 (4.2)	323 (4.3)	300 (4.3)	326 (4.9)	344 (5.4)	327 (5.1)	299 (5.1)	291 (5.0)
	MD	647 (17.8)	569 (15.5)	552 (15.5)	540 (18)	509 (18.7)	4,89 (19.7)	432 (19.9)	394 (20.6)
Michigan	Autism	1,232 (9.2)	1,179 (8.5)	1,122 (7.9)	1,253 (8.5)	1,230 (8.0)	1,246 (7.8)	1,186 (7.1)	1,236 (7.2)
	DB	1 (10.0)	2 (15.4)	1 (14.3)	1 (11.1)	1 (7.1)	2 (9.5)	3 (11.5)	2 (6.7)
	ID	1,845 (12.1)	1,682 (11.3)	1,666 (11.6)	1,654 (11.7)	1,526 (10.9)	1,433 (10.4)	1,380 (10.1)	1,254 (9.5)
	MD	1,292 (61)	1,241 (60.4)	1,251 (61.4)	1,258 (62.7)	1,209 (61.2)	1,178 (61.9)	1,149 (62.3)	1,093 (61.4)
Minnesota	Autism	401 (3.0)	454 (3.3)	493 (3.5)	579 (3.9)	623 (4)	681 (4.2)	736 (4.3)	769 (4.3)
	DB	8 (20.0)	13 (25.0)	14 (32.6)	14 (21.2)	14 (18.7)	16 (18.8)	16 (16.8)	19 (20.0)
	ID	181 (2.8)	188 (3.0)	180 (3.0)	167 (2.8)	192 (3.1)	197 (3.3)	199 (3.4)	207 (3.5)
	MD	124 (11.5)	122 (10.9)	137 (11.8)	125 (10.9)	135 (11.6)	150 (12.9)	144 (11.8)	162 (13.0)
Mississippi	Autism	58 (2.1)	61 (1.9)	61 (1.8)	65 (1.7)	65 (1.6)	62 (1.4)	73 (1.5)	83 (1.7)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	13 (0.4)	14 (0.5)	17 (0.6)	14 (0.5)	20 (0.6)	15 (0.4)	19 (0.5)	18 (0.5)
	MD	42 (4.8)	39 (4.1)	39 (3.8)	43 (4.0)	34 (3.0)	41 (3.6)	43 (3.6)	42 (3.4)

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Missouri	Autism	444 (5.7)	486 (5.9)	539 (6.1)	620 (6.5)	641 (6.3)	661 (6.1)	699 (6.1)	728 (5.9)
	DB	3 (11.5)	2 (10.5)	1 (5.3)	2 (10.0)	4 (19.0)	4 (17.4)	4 (16.7)	2 (11.8)
	ID	547 (6.3)	572 (6.6)	548 (6.5)	557 (6.7)	560 (6.7)	510 (6.2)	496 (6.1)	505 (6.3)
	MD	387 (32.1)	403 (33.6)	406 (34.2)	408 (34.7)	398 (33.6)	369 (31.9)	367 (32.2)	364 (31.9)
Montana	Autism	1 (0.2)	-	0 (0.0)	2 (0.3)	2 (0.3)	2 (0.2)	3 (0.3)	7 (0.7)
	DB	0 (0.0)	1 (20.0)	1 (20.0)	1 (14.3)	0 (0.0)	0 (0.0)	1 (16.7)	1 (16.7)
	ID	0 (0.0)	-	1 (0.2)	2 (0.4)	0 (0.0)	0 (0.0)	1 (0.2)	1 (0.2)
	MD	24 (0.8)	45 (1.4)	41 (1.2)	40 (1.2)	38 (1.1)	33 (0.9)	49 (1.3)	62 (1.6)
Nebraska	Autism	57 (2.6)	60 (2.5)	62 (2.4)	56 (2.0)	68 (2.2)	82 (2.5)	83 (2.3)	87 (2.3)
	DB	1 (20.0)	2 (33.3)	2 (25.0)	2 (16.7)	2 (18.2)	2 (20.0)	2 (22.2)	3 (30.0)
	ID	57 (2.1)	64 (2.4)	57 (2.3)	55 (2.2)	57 (2.4)	64 (2.7)	60 (2.6)	51 (2.2)
	MD	43 (14.3)	48 (15.5)	48 (15.3)	52 (15.6)	51 (14.7)	52 (15.4)	53 (16.8)	43 (13.1)
Nevada	Autism	36 (1.0)	47 (1.2)	54 (1.2)	55 (1.1)	69 (1.3)	78 (1.3)	90 (1.4)	92 (1.3)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	27 (1.8)	30 (1.9)	39 (2.4)	41 (2.5)	36 (2.2)	30 (1.7)	33 (1.9)	35 (1.9)
	MD	178 (20.8)	185 (20.3)	190 (19.8)	210 (20.8)	230 (23.0)	242 (23.8)	235 (25.2)	233 (24.8)
New Hampshire	Autism	79 (4.4)	85 (4.4)	98 (4.7)	113 (5.1)	123 (5.3)	130 (5.4)	138 (5.4)	147 (5.6)
	DB	1 (14.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)	1 (20.0)	1 (20.0)	3 (37.5)
	ID	15 (2.6)	16 (2.8)	16 (2.7)	15 (2.5)	13 (2.1)	15 (2.3)	19 (2.9)	24 (3.7)
	MD	24 (8.3)	23 (7.7)	24 (7.9)	29 (9.9)	35 (11.4)	41 (13.3)	31 (10.5)	30 (10.2)
New Jersey	Autism	3,050 (22.9)	3,190 (22.4)	3,247 (21.4)	3,263 (20.4)	3,408 (20.1)	34,50 (19.5)	3,454 (18.5)	3,414 (17.5)
	DB	1 (7.1)	3 (16.7)	3 (15.8)	3 (14.3)	4 (28.6)	6 (28.6)	9 (39.1)	7 (41.2)
	ID	523 (12.2)	515 (12.2)	542 (12.6)	512 (12)	467 (10.9)	415 (9.5)	402 (8.9)	393 (8.6)
	MD	4,333 (27.4)	4,261 (28.5)	4,189 (29.4)	3,908 (29)	3,697 (28.5)	3,481 (28)	3,385 (28.4)	3,172 (27.8)
New Mexico	Autism	1 (0.1)	4 (0.2)	3 (0.1)	6 (0.3)	5 (0.2)	4 (0.1)	1 (< 0.1)	2 (0.1)
	DB	1 (50.0)	1 (14.3)	1 (10.0)	4 (40.0)	4 (40.0)	1 (16.7)	0 (0.0)	0 (0.0)
	ID	2 (0.1)	2 (0.1)	1 (0.1)	3 (0.2)	3 (0.2)	4 (0.2)	6 (0.3)	1 (0.1)
	MD	21 (3.1)	19 (2.8)	19 (2.8)	22 (3.4)	21 (3.2)	21 (3.3)	11 (1.8)	14 (2.5)

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
New York	Autism	3,928 (17.7)	3,536 (14.4)	4,418 (16.6)	4,208 (14.8)	5,498 (17.4)	5,076 (14.7)	5,320 (14.2)	5,360 (13.1)
	DB	0 (0.0)	4 (25.0)	3 (18.8)	1 (12.5)	4 (30.8)	3 (25.0)	4 (30.8)	4 (26.7)
	ID	1,632 (17.7)	1,411 (14.5)	1,647 (16.7)	1,625 (15.9)	1,762 (17.1)	1,675 (16.1)	1,609 (15.4)	1,497 (14.5)
	MD	3,152 (22.7)	2,993 (22.1)	3,074 (23.6)	2,917 (23.3)	3,147 (25.4)	3,040 (25.3)	3,080 (26.4)	2,952 (26.4)
North Carolina	Autism	292 (2.5)	302 (2.3)	349 (2.5)	351 (2.3)	336 (2.1)	352 (2.1)	384 (2.1)	403 (2.1)
	DB	2 (7.7)	1 (5.3)	1 (5.6)	1 (5.3)	3 (13.0)	3 (14.3)	2 (8.7)	2 (8.7)
	ID	488 (3.2)	505 (3.5)	490 (3.4)	480 (3.4)	439 (3.1)	404 (2.9)	375 (2.7)	370 (2.6)
	MD	338 (17)	332 (16.2)	316 (15)	320 (14.5)	314 (14.1)	308 (13.7)	312 (13.9)	308 (14)
North Dakota	Autism	8 (1.2)	7 (1)	12 (1.5)	10 (1.2)	12 (1.3)	9 (0.8)	14 (1.2)	10 (0.8)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (-)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	3 (0.5)	4 (0.6)	5 (0.8)	2 (0.3)	1 (0.2)	6 (1.0)	2 (0.3)	3 (0.5)
	MD	0 (-)	-	0 (-)	-	-	-	-	-
Ohio	Autism	1,375 (8.8)	1,446 (8.7)	1,059 (6.0)	1,094 (6.0)	1,144 (5.9)	1,238 (6)	1,346 (6.2)	1,436 (6.2)
	DB	6 (15.4)	5 (13.9)	5 (14.3)	5 (15.2)	9 (20.5)	10 (18.5)	10 (18.9)	10 (16.4)
	ID	167 (0.8)	233 (1.2)	215 (1.2)	229 (1.3)	204 (1.1)	193 (1.1)	237 (1.4)	229 (1.3)
	MD	1,505 (13.8)	1,473 (13.7)	1,423 (13.2)	1,331 (12.6)	1,322 (12.5)	1,212 (11.7)	1,198 (11.7)	1,152 (11.5)
Oklahoma	Autism	5 (0.1)	9 (0.2)	13 (0.3)	11 (0.2)	8 (0.1)	7 (0.1)	9 (0.1)	4 (0.1)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	9 (0.2)	9 (0.2)	5 (0.1)	15 (0.3)	2 (< 0.1)	2 (< 0.1)	2 (0)	3 (0.1)
	MD	7 (0.5)	8 (0.6)	6 (0.4)	5 (0.4)	1 (0.1)	2 (0.1)	3 (0.2)	6 (0.4)
Oregon	Autism	127 (1.8)	93 (1.3)	128 (1.7)	92 (1.2)	102 (1.3)	174 (2.1)	193 (2.2)	234 (2.5)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (5.3)
	ID	32 (1.1)	23 (0.8)	27 (0.9)	27 (0.8)	31 (0.9)	42 (1.3)	44 (1.3)	59 (1.7)
	MD	0 (0.0)	-	0 (0.0)	-	-	-	-	-
Pennsylvania	Autism	1,713 (8.3)	1,833 (8.1)	1,936 (8.1)	2,086 (8.2)	2,240 (8.3)	2,287 (8.0)	2,345 (7.8)	2,696 (8.5)
	DB	36 (46.2)	28 (50.0)	22 (40.0)	26 (54.2)	27 (61.4)	29 (59.2)	27 (57.4)	28 (52.8)
	ID	1,195 (7.8)	1130 (7.7)	1,092 (7.4)	1,068 (7.2)	1,038 (6.9)	1,132 (7.3)	1,118 (7.2)	1,195 (7.5)
	MD	609 (25.7)	587 (24.3)	586 (24.7)	633 (25.7)	612 (24.5)	642 (24.8)	601 (24.0)	616 (24.4)

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Rhode Island	Autism	210 (12.0)	210 (11.6)	164 (8.8)	199 (10.4)	190 (9.6)	222 (10.9)	234 (11.0)	255 (11.8)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (33.3)
	ID	29 (4.8)	31 (5.2)	25 (4.3)	28 (4.7)	27 (4.3)	30 (4.5)	31 (4.6)	31 (4.6)
	MD	83 (30.9)	81 (28.9)	86 (29.9)	81 (26.1)	75 (24.0)	71 (22.8)	69 (22.8)	68 (20.7)
South Carolina	Autism	67 (1.6)	63 (1.3)	41 (0.8)	41 (0.7)	37 (0.6)	35 (0.5)	34 (0.4)	45 (0.5)
	DB	1 (33.3)	1 (16.7)	1 (14.3)	1 (8.3)	1 (8.3)	1 (8.3)	1 (7.1)	1 (5.3)
	ID	141 (2.4)	135 (2.3)	77 (1.4)	72 (1.3)	49 (0.9)	46 (0.9)	40 (0.8)	41 (0.8)
	MD	70 (9.2)	93 (10.7)	65 (6.7)	72 (6.7)	87 (8.0)	85 (7.4)	85 (7.0)	96 (7.5)
South Dakota	Autism	20 (3.0)	21 (3.0)	25 (3.2)	21 (2.2)	18 (1.7)	17 (1.4)	19 (1.5)	19 (1.4)
	DB	0 (0.0)	-	1 (100)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	15 (1.2)	11 (0.8)	11 (0.8)	16 (1.1)	19 (1.2)	17 (1.1)	13 (0.8)	10 (0.6)
	MD	31 (7.6)	27 (6.9)	23 (6.1)	28 (7.0)	28 (6.7)	34 (7.8)	32 (7.2)	36 (7.7)
Tennessee	Autism	85 (1.4)	103 (1.5)	94 (1.3)	95 (1.2)	107 (1.3)	117 (1.3)	99 (1)	96 (0.9)
	DB	1 (14.3)	-	1 (9.1)	3 (21.4)	3 (25)	1 (7.7)	4 (30.8)	5 (50.0)
	ID	67 (1.1)	65 (1.0)	100 (1.6)	105 (1.6)	100 (1.4)	100 (1.4)	79 (1.1)	61 (0.8)
	MD	126 (7.7)	130 (7.8)	141 (8.4)	128 (7.9)	122 (7.5)	93 (5.8)	83 (5.2)	81 (5.1)
Texas	Autism	178 (0.5)	181 (0.5)	199 (0.5)	219 (0.5)	216 (0.4)	225 (0.4)	229 (0.4)	251 (0.4)
	DB	3 (3.4)	1 (1.1)	2 (2.2)	2 (1.9)	10 (8.8)	9 (7.3)	14 (10.2)	13 (7.8)
	ID	161 (0.5)	150 (0.5)	144 (0.4)	125 (0.3)	131 (0.3)	117 (0.3)	95 (0.2)	99 (0.2)
	MD	127 (2.5)	116 (2.1)	67 (1.3)	60 (1.1)	89 (1.6)	83 (1.5)	74 (1.1)	74 (1.1)
Utah	Autism	109 (2.7)	127 (3)	126 (2.8)	159 (3.3)	165 (3.2)	169 (3.1)	179 (3.0)	226 (3.7)
	DB	2 (9.5)	2 (11.1)	2 (13.3)	1 (5.0)	0 (0.0)	0 (0.0)	3 (13)	3 (18.8)
	ID	56 (2.1)	50 (1.9)	46 (1.8)	71 (2.7)	67 (2.5)	66 (2.5)	77 (3.0)	67 (2.5)
	MD	334 (27.6)	332 (27.8)	355 (29.3)	308 (27.6)	303 (27.7)	285 (26.5)	291 (26.1)	291 (26.7)
Vermont	Autism	30 (3.8)	43 (5.1)	45 (5.3)	52 (5.8)	66 (7.4)	-	78 (8.3)	81 (8.3)
	DB	0 (0.0)	-	1 (25.0)	1 (50.0)	1 (50.0)	-	0 (0.0)	0 (0.0)
	ID	16 (2.6)	18 (3.1)	16 (2.9)	18 (3.2)	20 (3.6)	-	24 (4.5)	21 (3.9)
	MD	5 (3.0)	12 (6.7)	11 (5.8)	6 (3.3)	10 (5.1)	-	10 (5.6)	11 (5.9)

State	Disability	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Virginia	Autism	705 (5.7)	803 (6)	873 (6)	982 (6.3)	1,072 (6.5)	1,165 (6.6)	1,350 (7.1)	1,438 (7.1)
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	1 (5.9)	1 (5.6)	0 (0.0)	2 (9.1)
	ID	151 (2.0)	182 (2.5)	185 (2.5)	195 (2.6)	212 (2.9)	201 (2.7)	208 (2.8)	222 (3.0)
	MD	275 (10.4)	330 (12.6)	331 (12.7)	332 (13.4)	349 (14.2)	355 (14.6)	342 (14.5)	347 (14.9)
Washington	Autism	71 (0.8)	85 (0.9)	109 (1.1)	116 (1.1)	128 (1.1)	136 (1.1)	146 (1.1)	161 (1.1)
	DB	0 (0.0)	-	0 (0.0)	-	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	ID	11 (0.3)	8 (0.2)	5 (0.1)	7 (0.2)	11 (0.3)	9 (0.2)	10 (0.2)	14 (0.3)
	MD	35 (1.7)	36 (1.7)	46 (2.1)	40 (1.8)	46 (2.1)	55 (2.5)	48 (2.1)	44 (1.9)
West Virginia	Autism	1 (0.1)	7 (0.5)	8 (0.5)	11 (0.6)	10 (0.5)	12 (0.5)	11 (0.5)	15 (0.6)
	DB	1 (10.0)	1 (12.5)	2 (20)	2 (15.4)	2 (12.5)	2 (11.1)	3 (16.7)	3 (16.7)
	ID	5 (0.1)	5 (0.1)	5 (0.1)	3 (< 0.1)	4 (0.1)	5 (0.1)	4 (0.1)	2 (< 0.1)
	MD	0 (-)	-	0 (-)	-	-	-	-	-
Wisconsin	Autism	124 (1.5)	149 (1.7)	163 (1.8)	190 (2)	-	-	-	-
	DB	0 (0.0)	-	0 (0.0)	0 (0.0)	-	-	-	-
	ID	162 (2.3)	154 (2.2)	175 (2.6)	181 (2.7)	-	-	-	-
	MD	0 (-)	-	0 (-)	-	-	-	-	-
Wyoming	Autism	3 (0.5)	6 (0.8)	-	8 (1)	11 (1.4)	8 (1.0)	12 (1.4)	13 (1.5)
	DB	0 (-)	-	-	0 (-)	0 (-)	0 (-)	0 (-)	0 (-)
	ID	2 (0.5)	2 (0.5)	-	3 (0.7)	0 (-)	3 (0.7)	2 (0.5)	1 (0.2)
	MD	3 (1.6)	3 (1.4)	-	4 (1.6)	6 (2.6)	4 (1.6)	7 (2.5)	8 (2.5)

Source: Data were from *IDEA Section 618 Data Products: State Level Data Files* under Part B Child Count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Notes: DB= Deaf-Blindness; ID= Intellectual disability; MD= Multiple Disabilities. Percentages of students who were ages 6-17 in separate schools were listed in the parentheses (). A dash (-) means that data were not available.

Appendix C

Research Question (RQ) 2

The base year for these tables is Year 2012-13.

The scale range of the percentage changes was from -0.6 to +0.6, except for the four states (ID, MT, VT, and WY) with larger percentages changes with a scale range from -0.6 to +1.8.

Data were taken from *IDEA* Section 618 Data Products: State Level Data Files under Part B Child count and Educational Environments from 2012-13 to 2019-20 for ages 6-17. https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee

Figure C1. Percentage change for Students with Extensive Support Needs, Age 6-17 in Separate Schools in Alabama

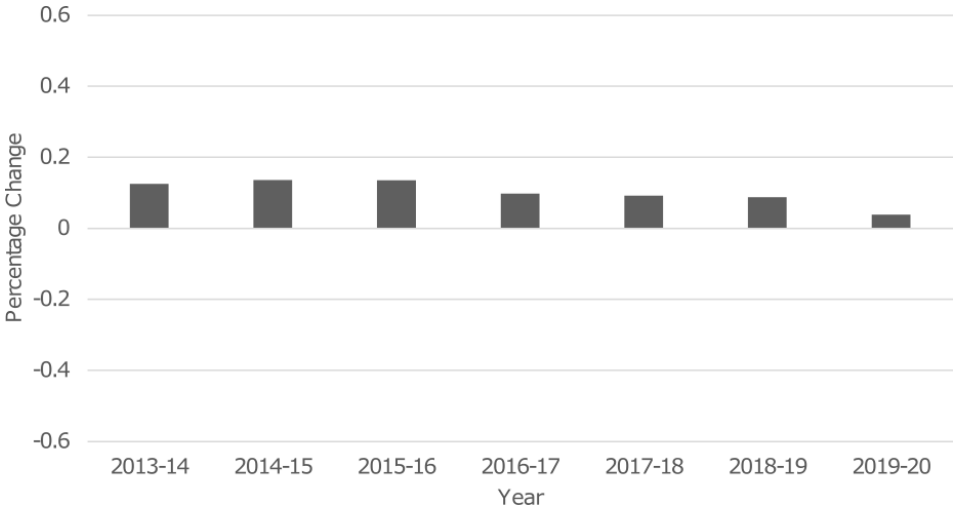


Figure C2. Percentage Change for Students with Extensive Support Needs, Age 6-17 in Separate Schools in Alaska

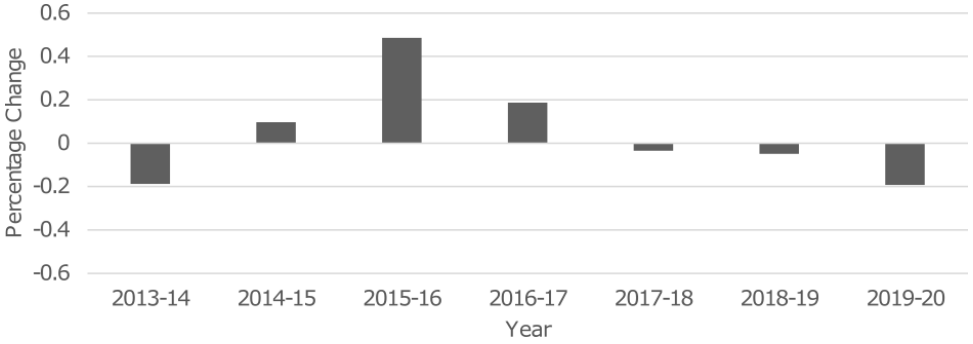


Figure C3. Percentage Change for Students with Extensive Support Needs, Age 6-17 in Separate Schools in Arizona

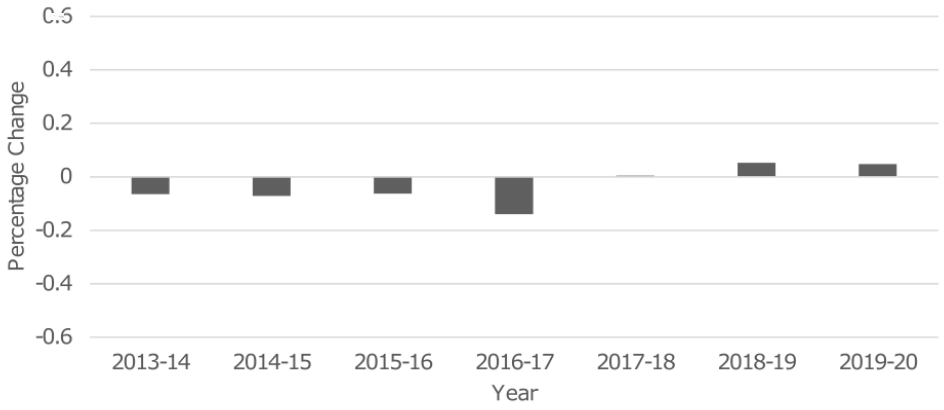


Figure C4. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Arkansas

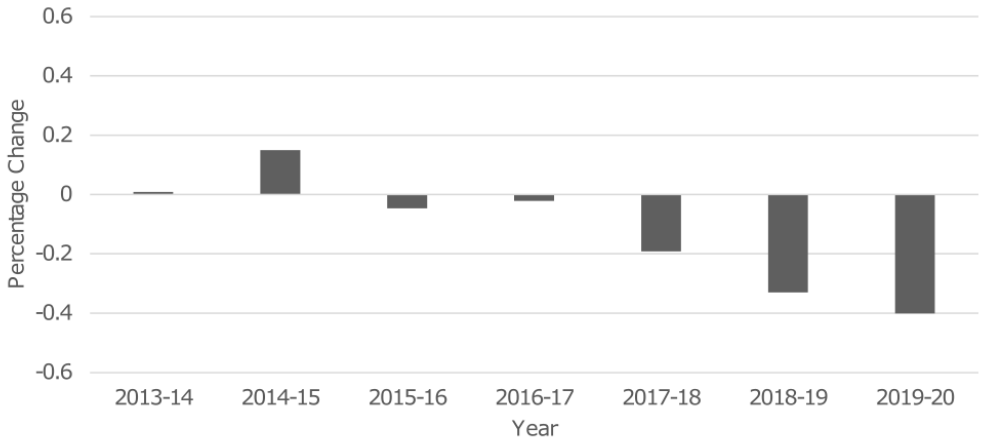


Figure C5. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in California

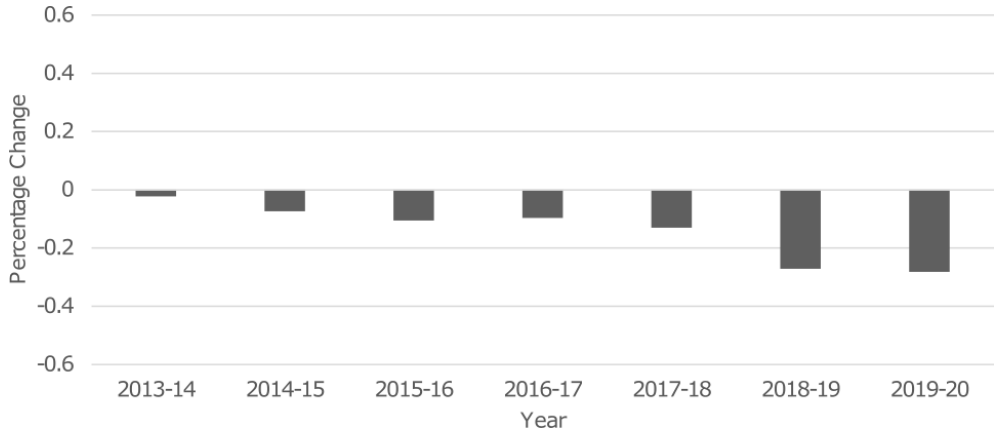


Figure C6. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Colorado

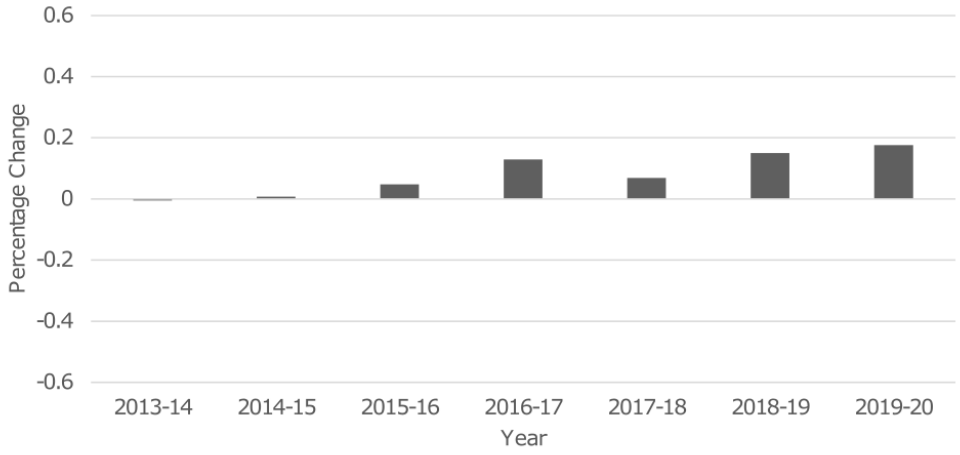


Figure C7. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Connecticut

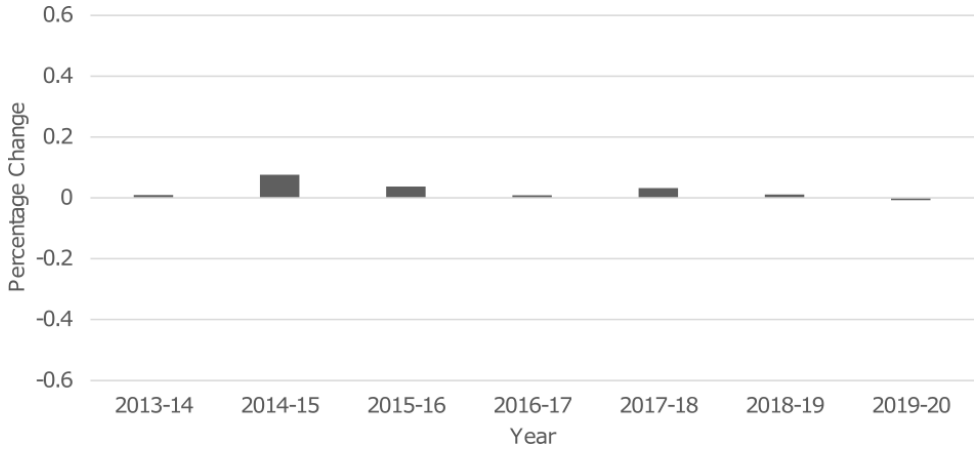


Figure C8. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Delaware

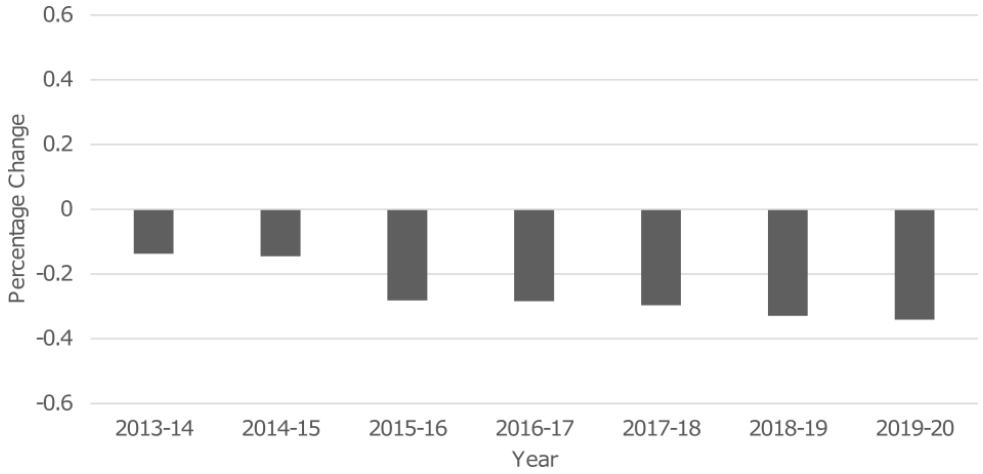


Figure C9. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in the District of Columbia

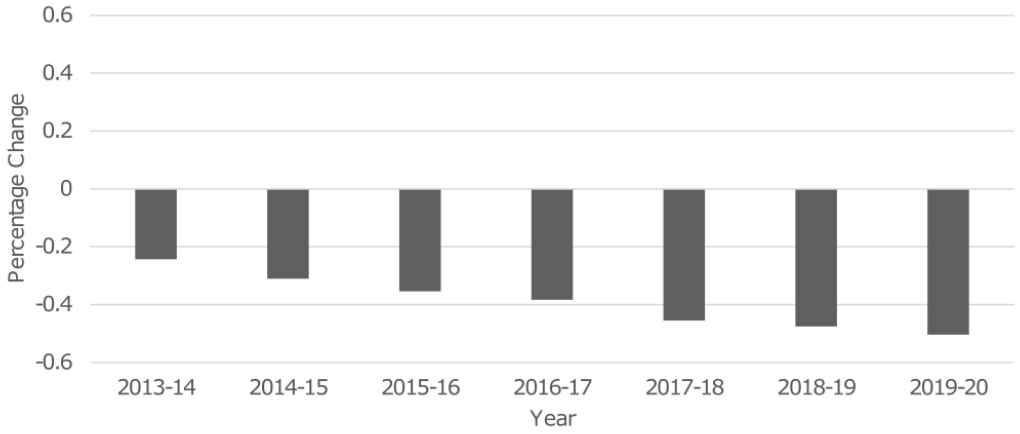


Figure C10. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Florida

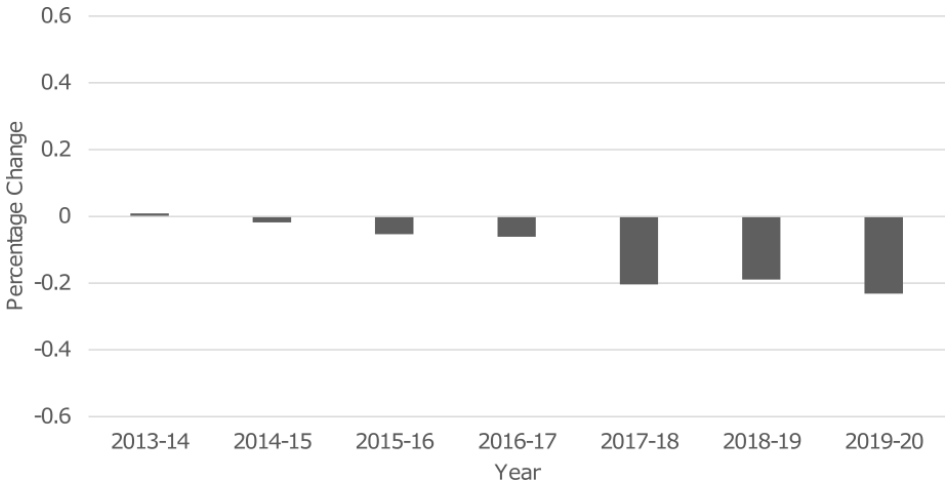


Figure C11. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Georgia

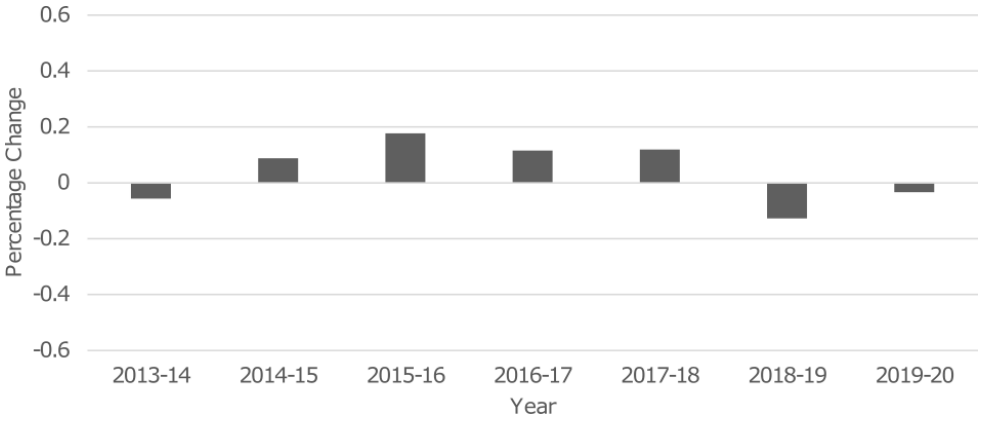


Figure C12. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Hawaii

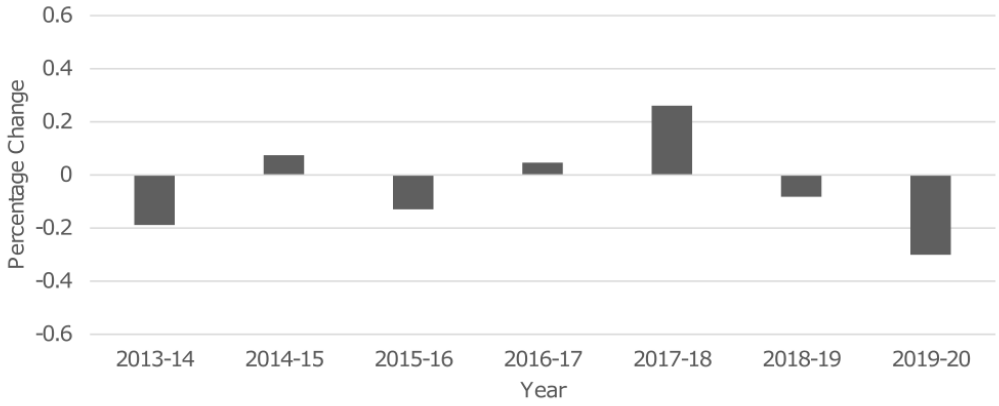
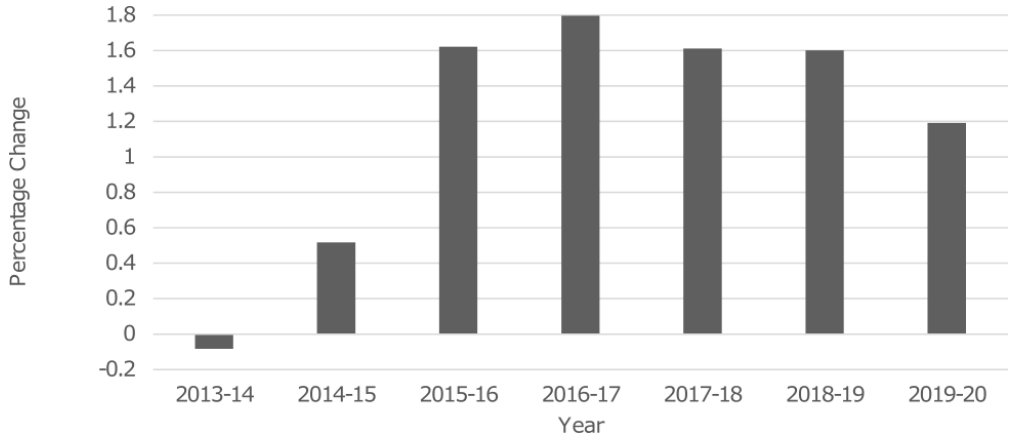


Figure C13. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Idaho



Note. The scale range of the percentage changes was from -0.6 to +0.6, except for the four states (ID, MT, VT, and WY) with larger percentage changes with a scale range from -0.2 to +1.8.

Figure C14. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Illinois

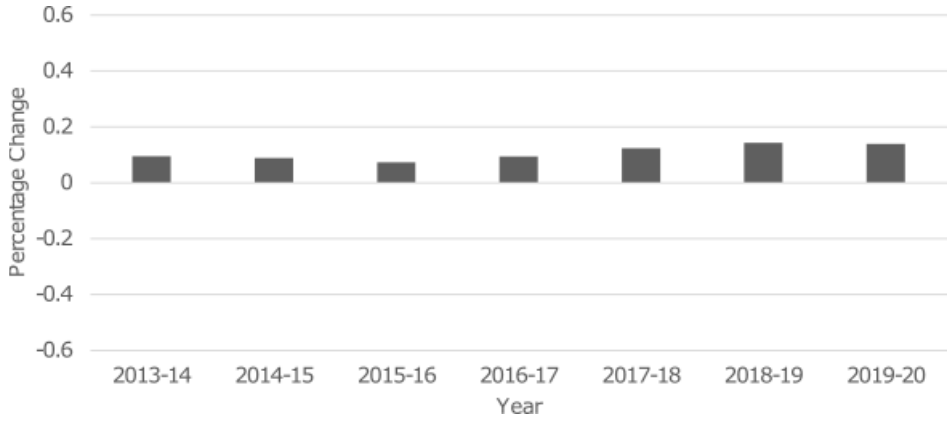


Figure C15. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Indiana

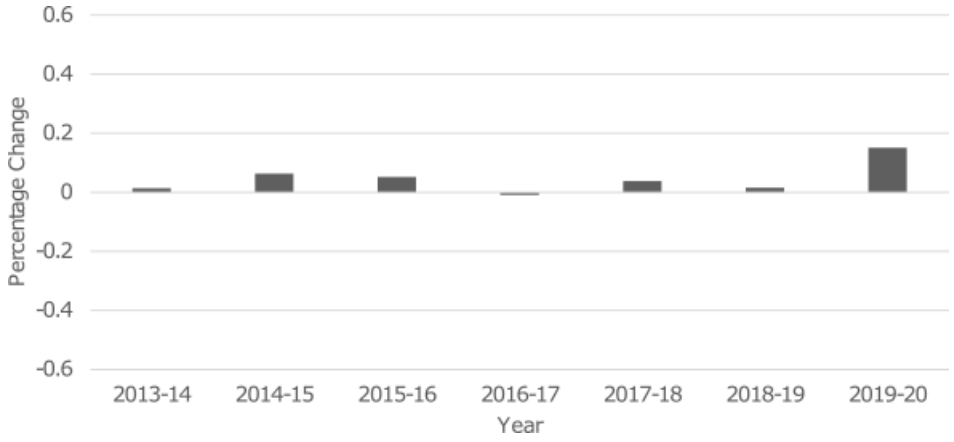


Figure C16. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Iowa

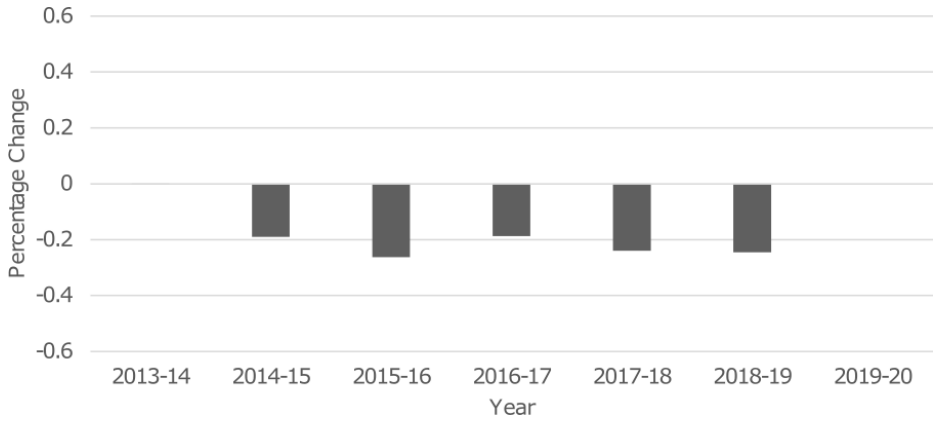


Figure C17. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Kansas

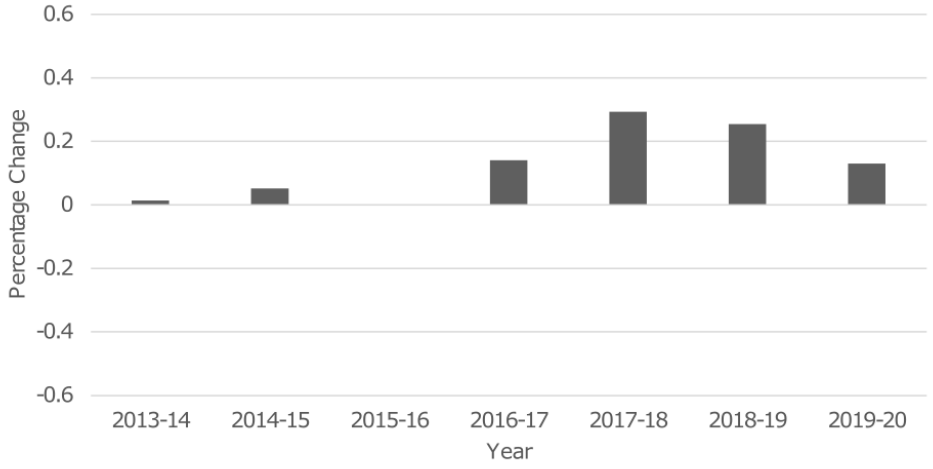


Figure C18. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Kentucky

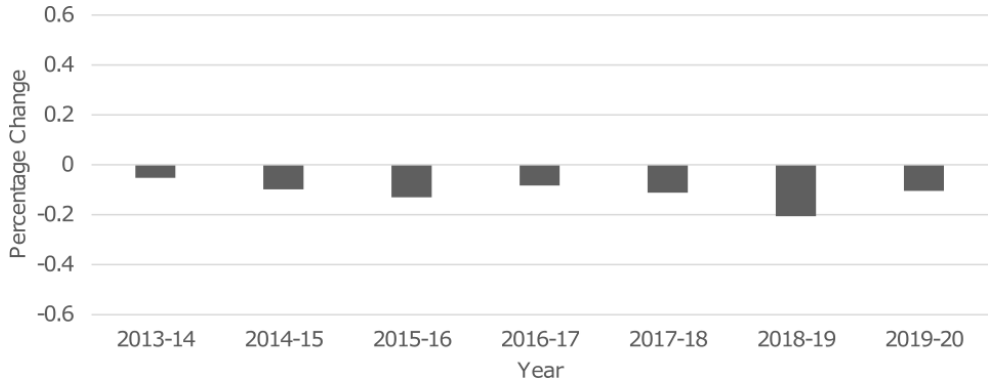


Figure C19. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Louisiana

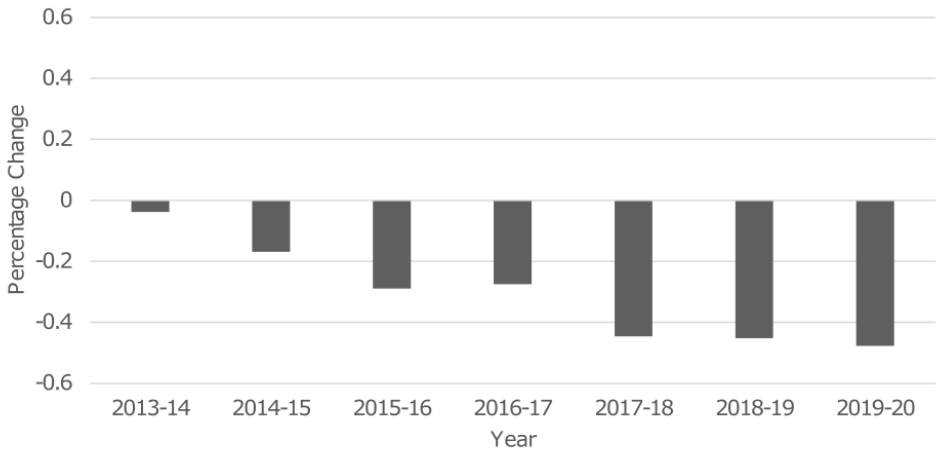


Figure C20. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Maine

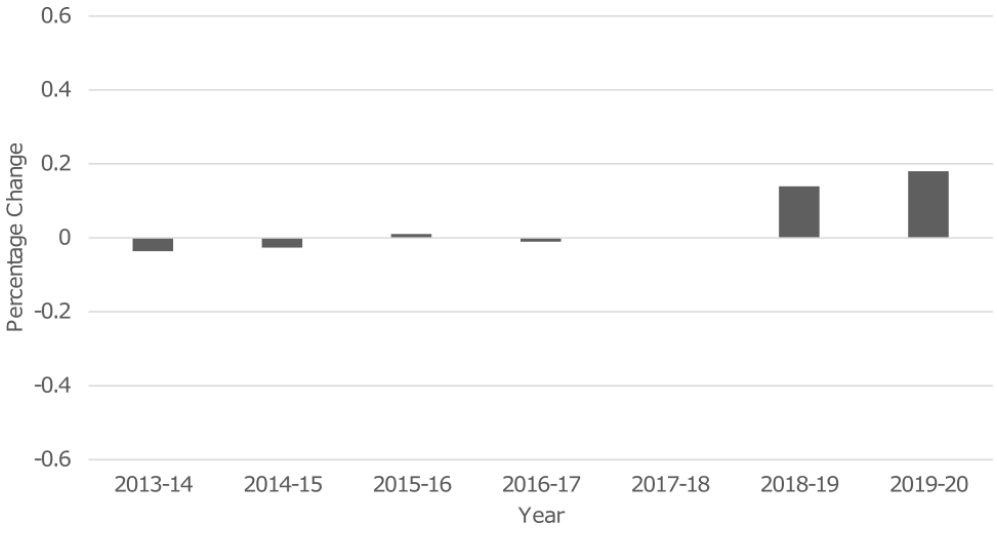


Figure C21. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Maryland

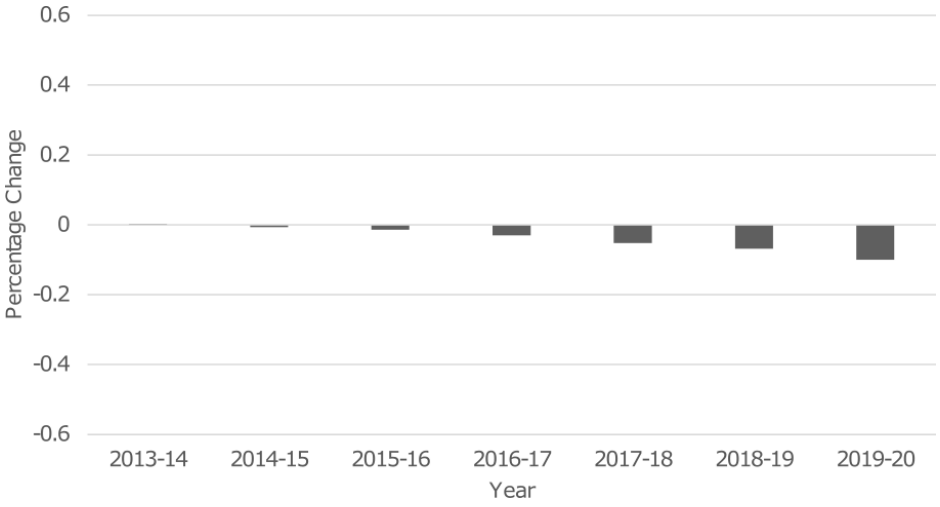


Figure C22. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Massachusetts

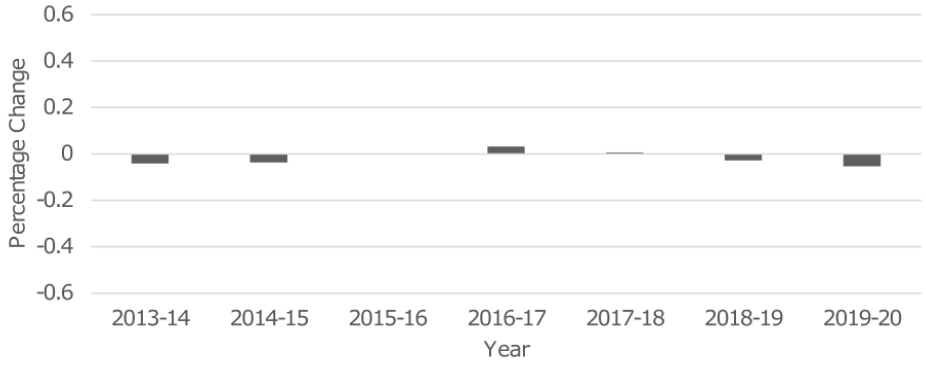


Figure C23. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Michigan

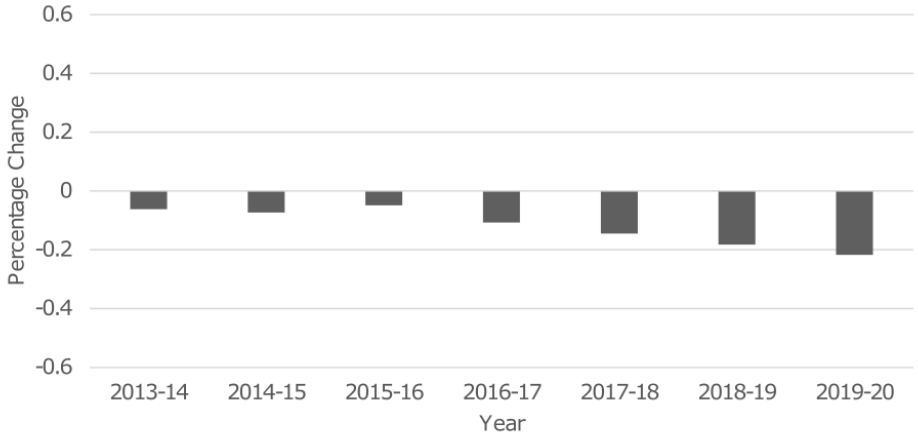


Figure C24. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Minnesota

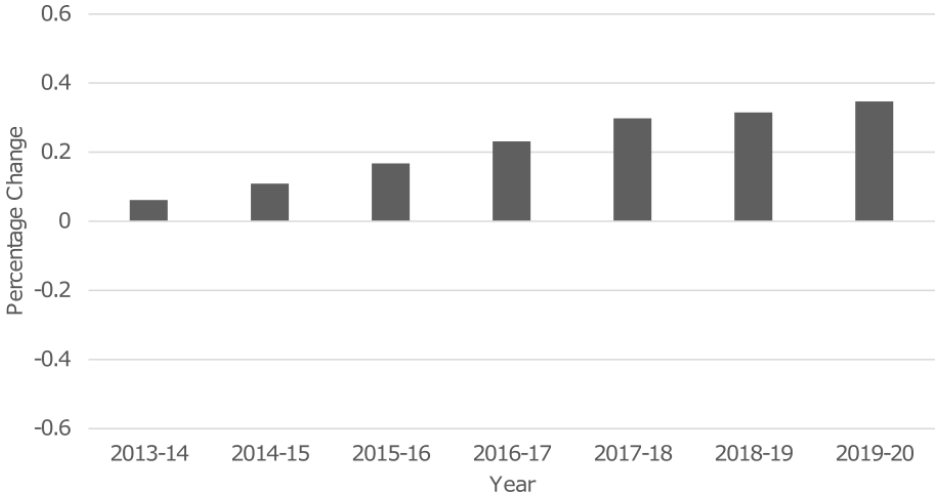


Figure C25. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Mississippi

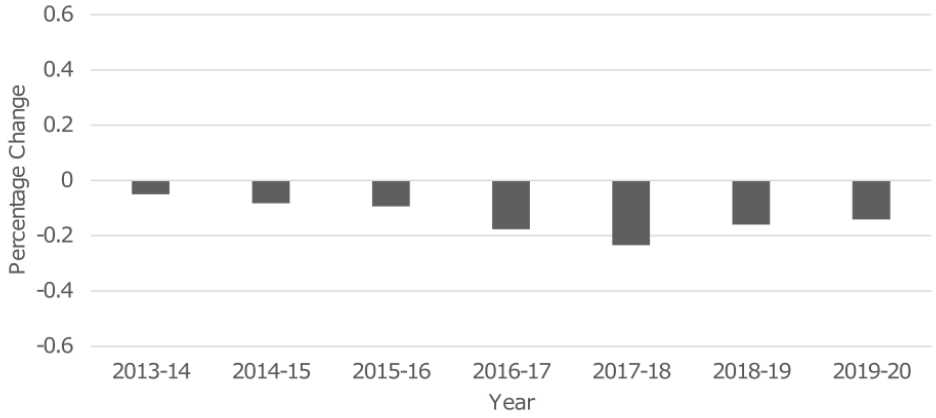


Figure C26. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Missouri

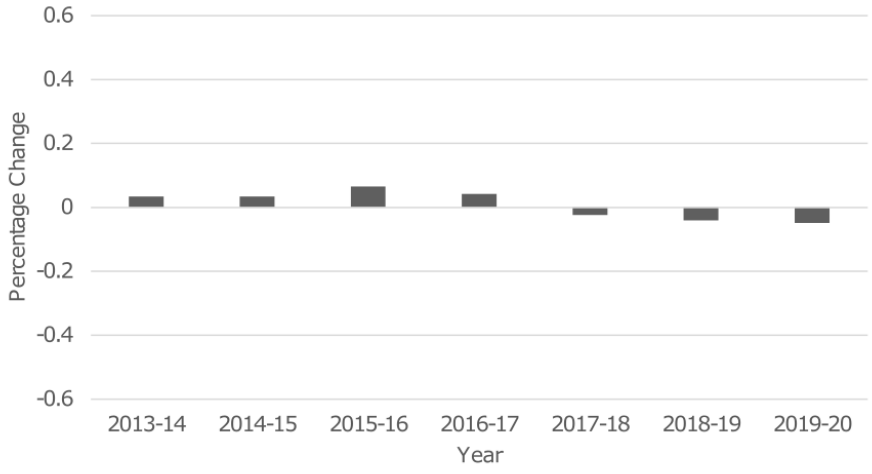
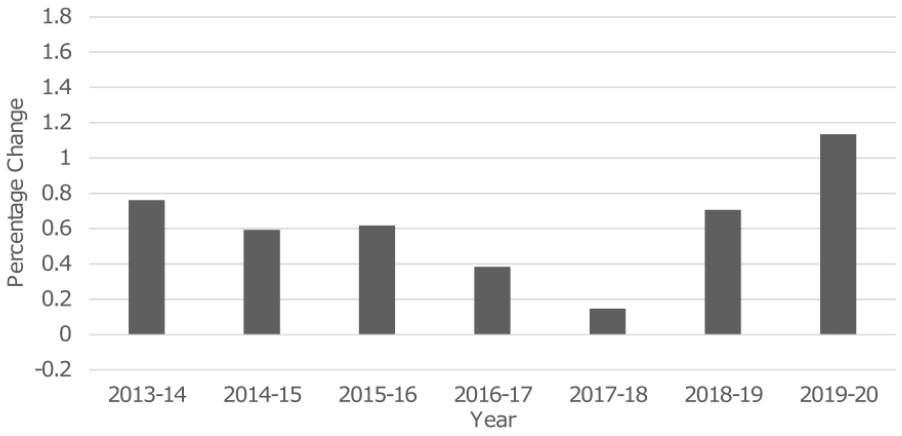


Figure C27. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Montana



Note. The scale range of the percentage changes was from -0.6 to +0.6, except for the four states (ID, MT, VT, and WY) with larger percentage changes with a scale range from -0.2 to +1.8.

Figure C28. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Nebraska

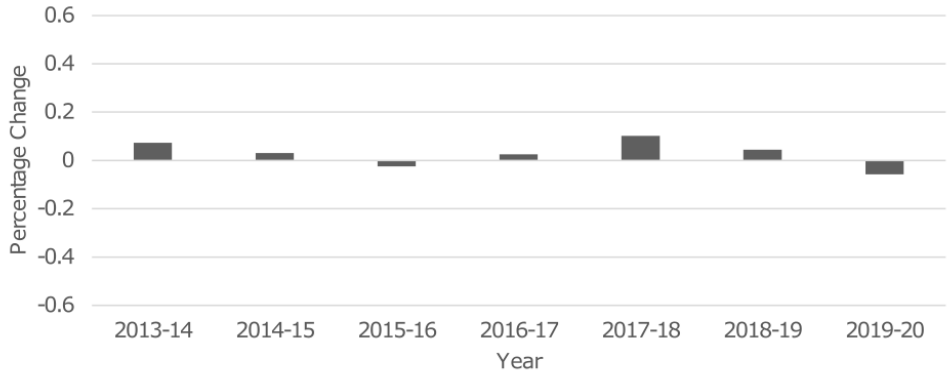


Figure C29. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Nevada

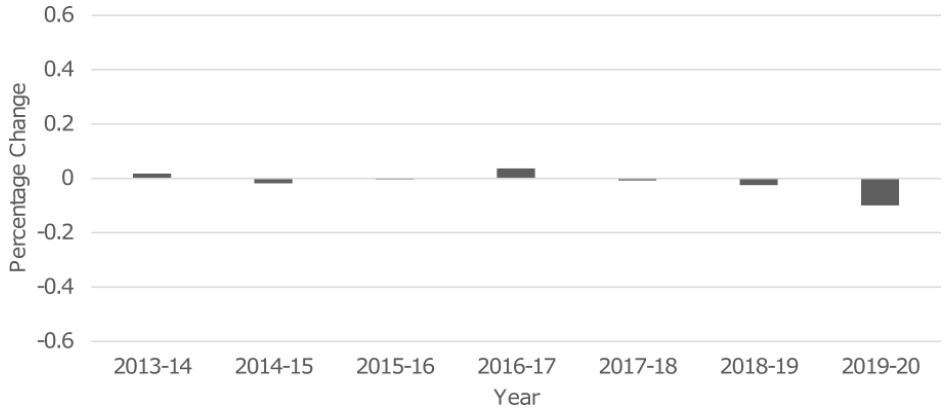


Figure C30. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in New Hampshire

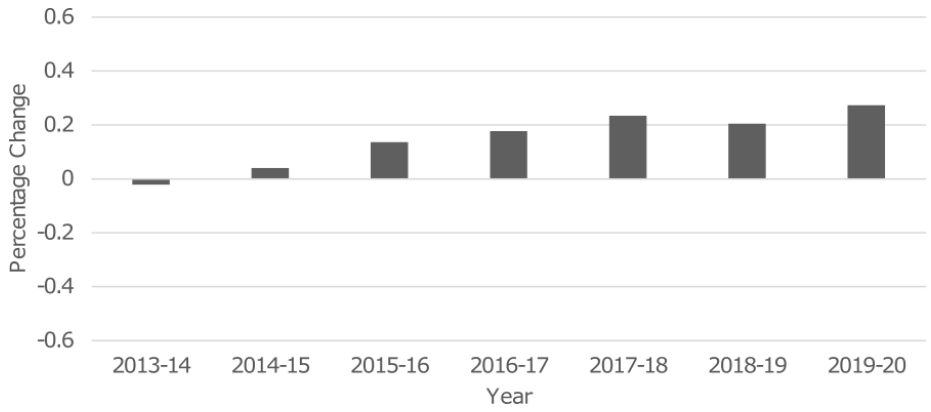


Figure C31. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in New Jersey

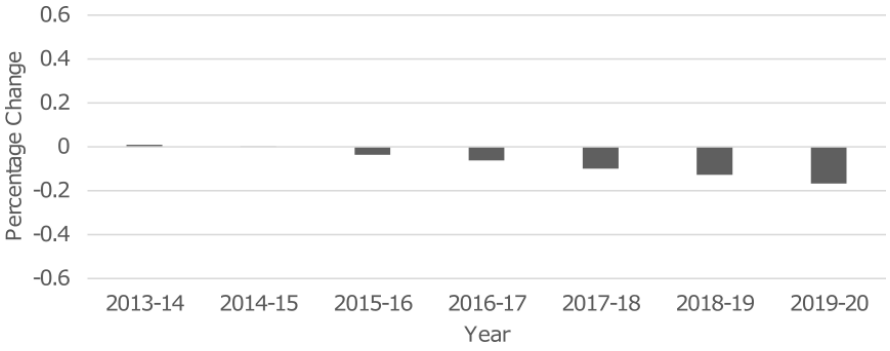


Figure C32. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in New Mexico

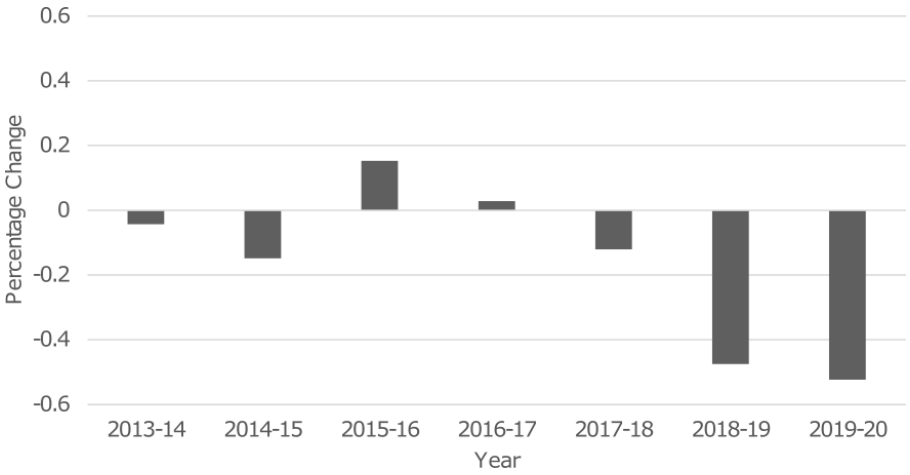


Figure C33. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in New York

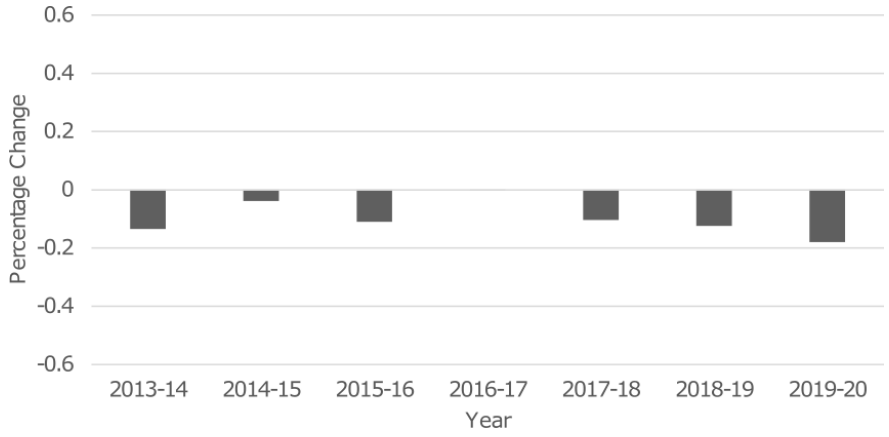


Figure C34. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in North Carolina

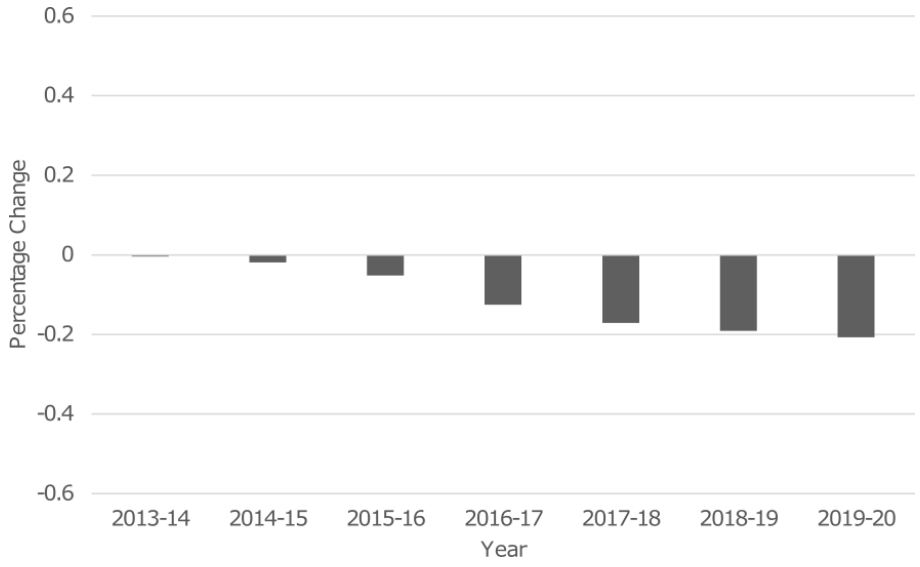


Figure C35. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in North Dakota

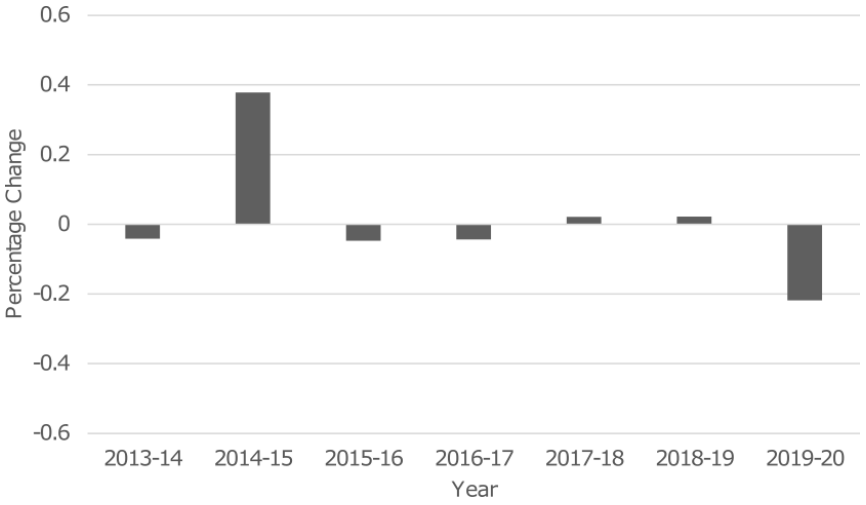


Figure C36. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Ohio

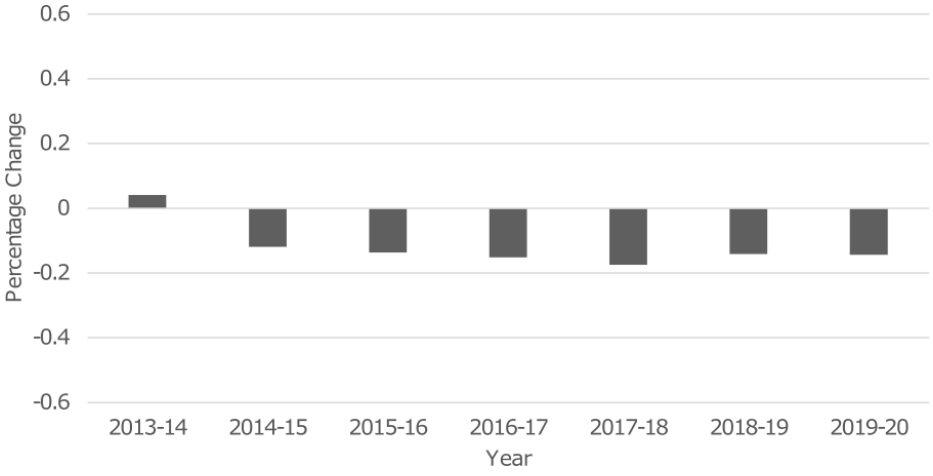


Figure C37. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Oklahoma

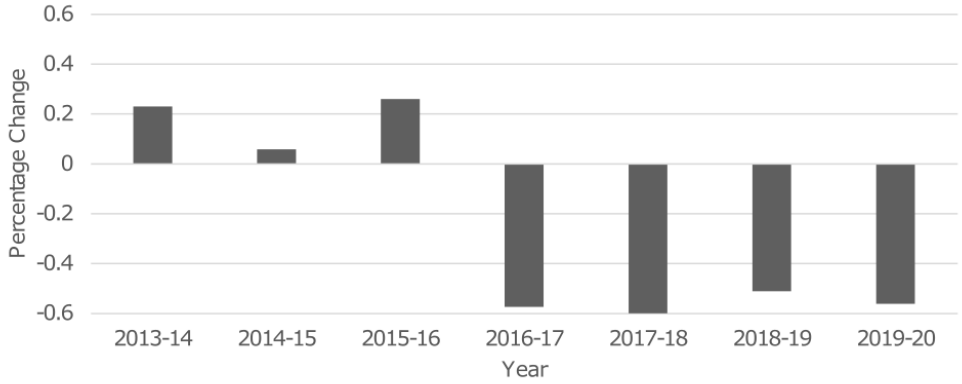


Figure C38. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Oregon

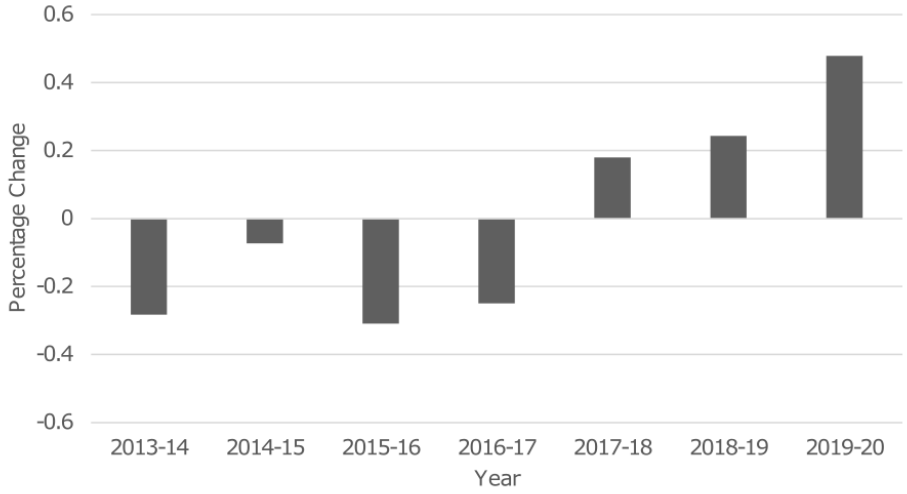


Figure C39. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Pennsylvania

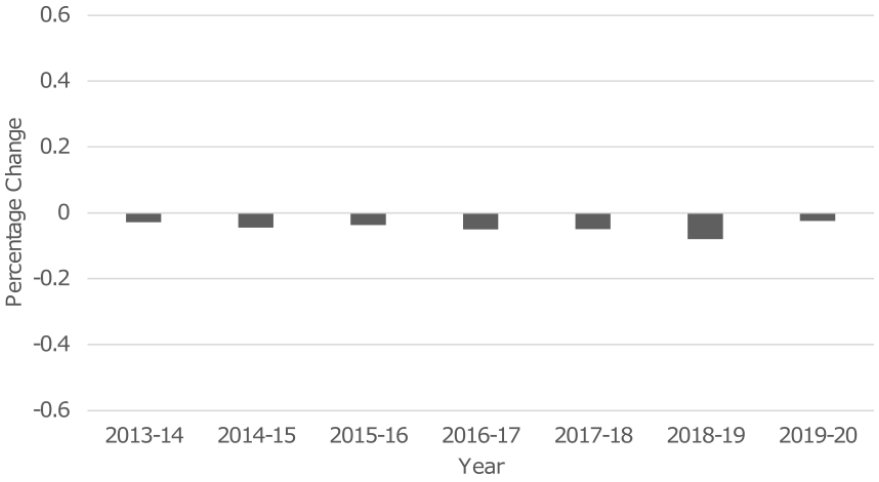


Figure C40. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Rhode Island

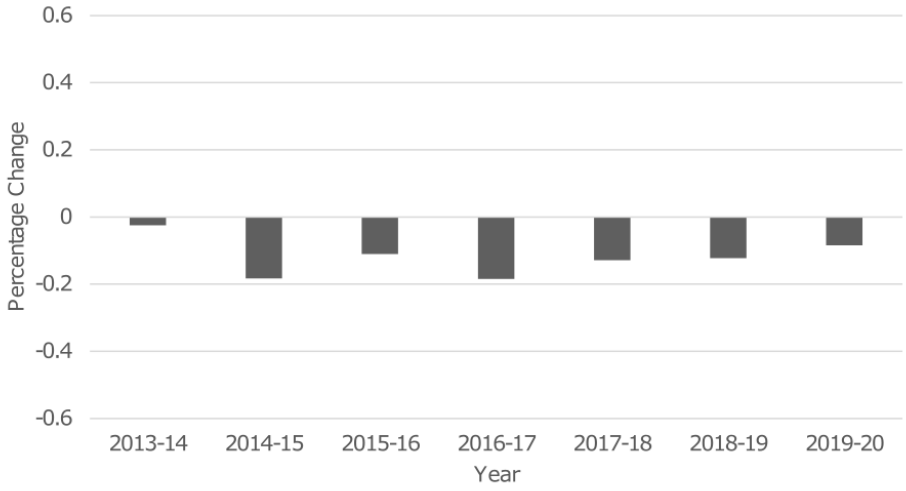


Figure C41. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in South Carolina

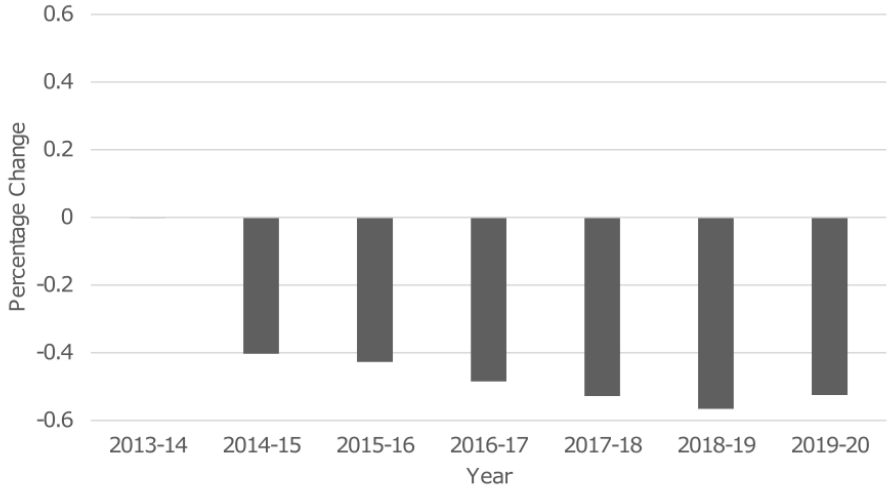


Figure C42. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in South Dakota

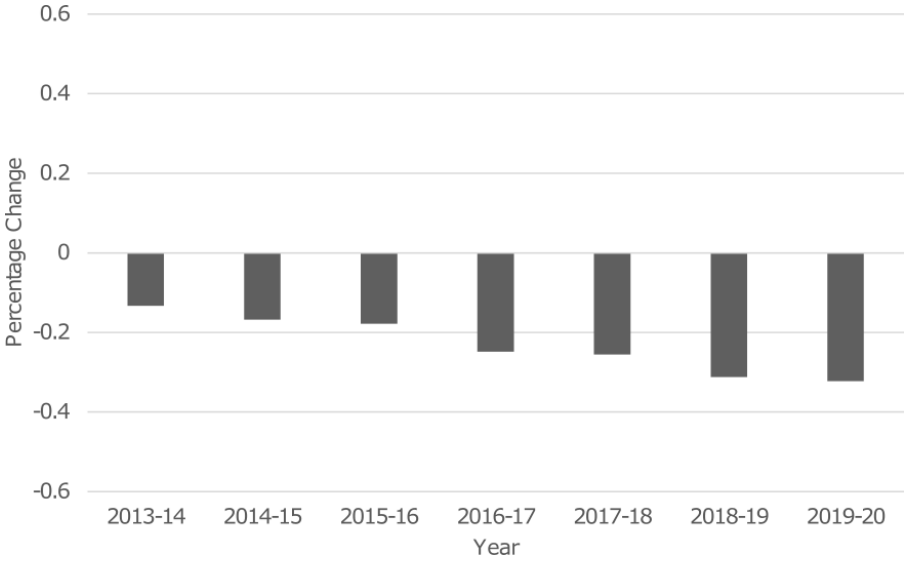


Figure C43. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Tennessee

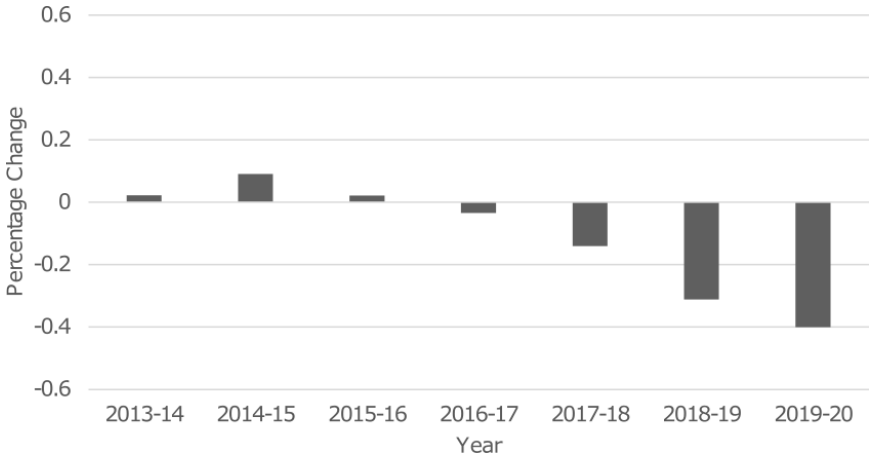


Figure C44. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Texas

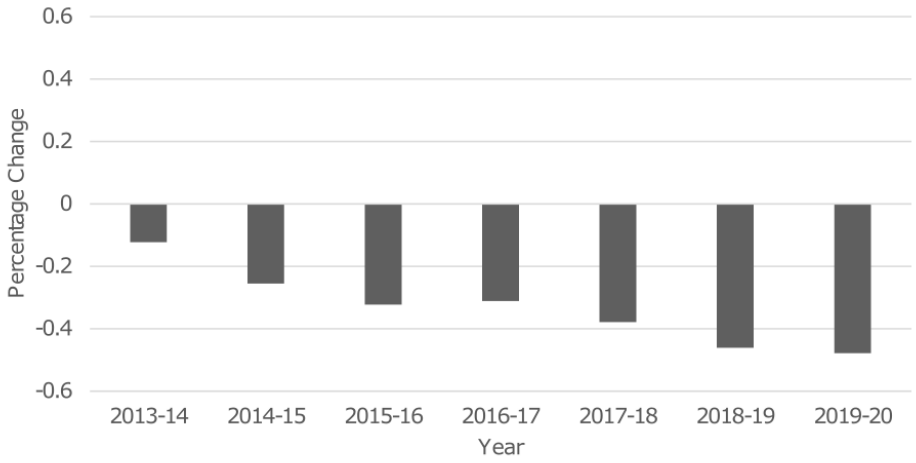


Figure C45. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Utah

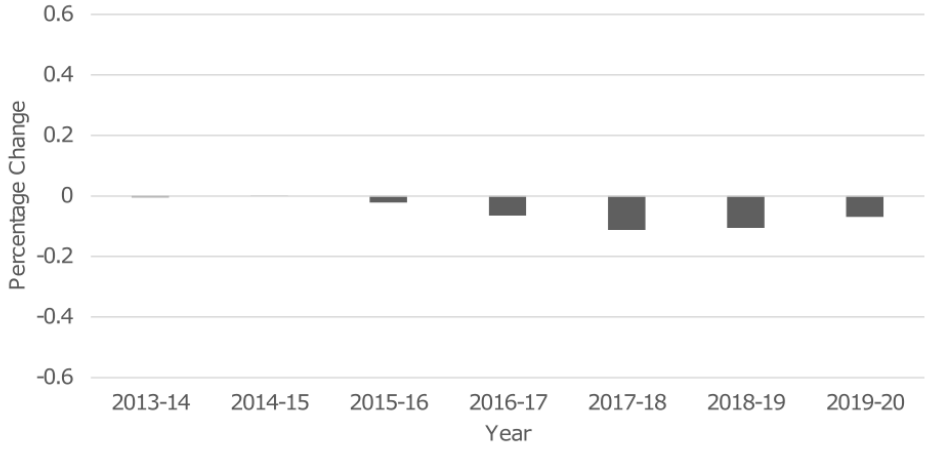
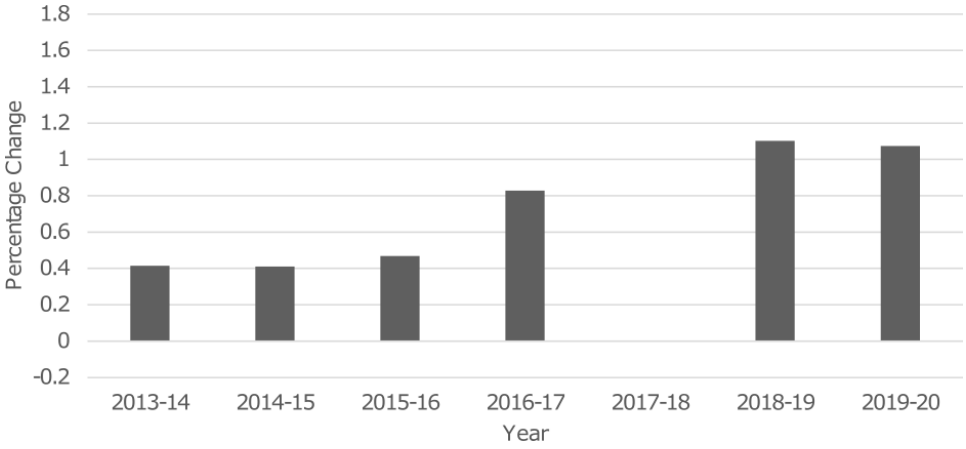


Figure C46. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Vermont



Note. The scale range of the percentage changes was from -0.6 to +0.6, except for the four states (ID, MT, VT, and WY) with larger percentage changes with a scale range from -0.2 to +1.8.

Figure C47. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Virginia

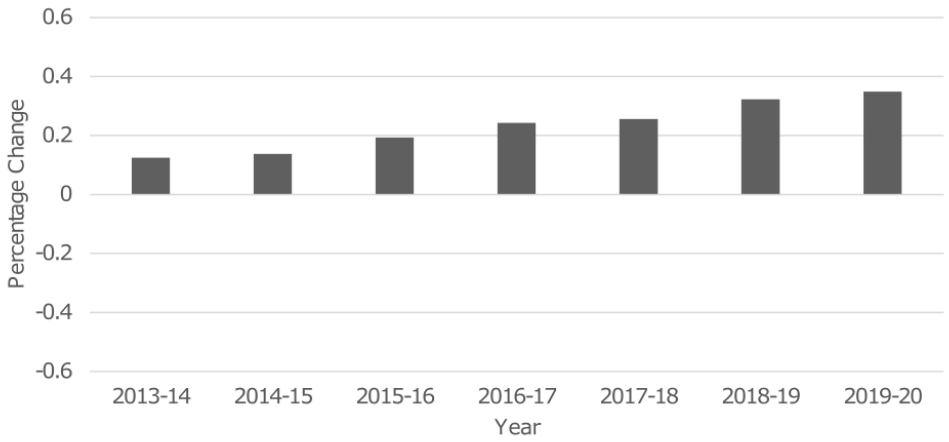


Figure C48. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Washington

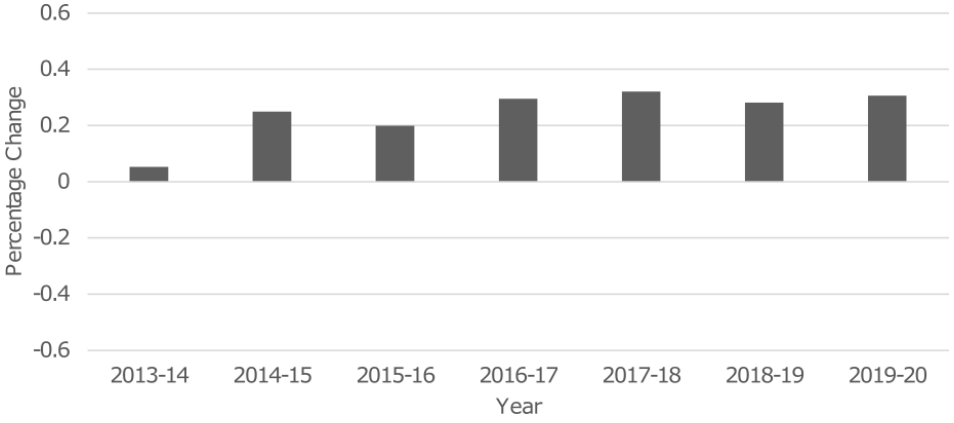
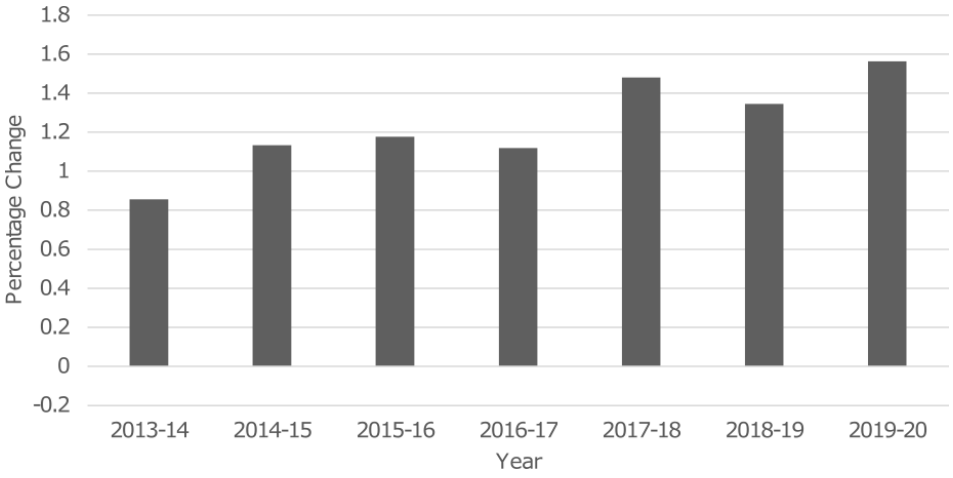


Figure C49. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in West Virginia



Note. The scale range of the percentage changes was from -0.6 to +0.6, except for the four states (ID, MT, VT, and WY) with larger percentage changes with a scale range from -0.2 to +1.8.

Figure C50. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Wisconsin

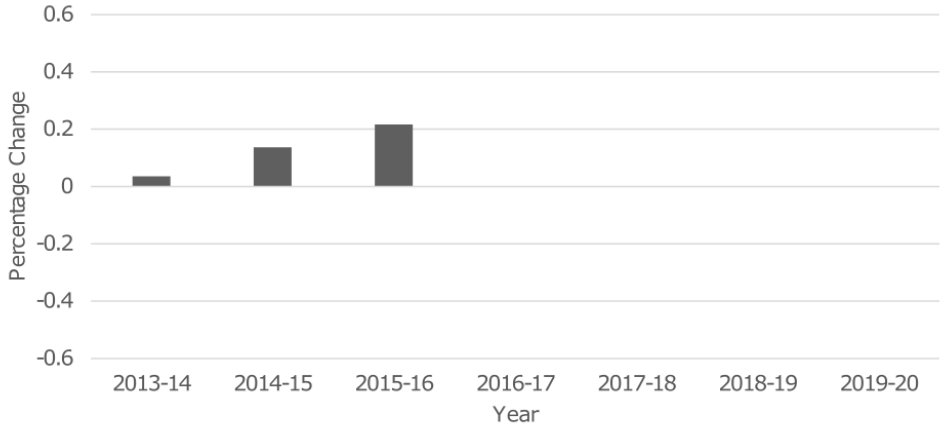
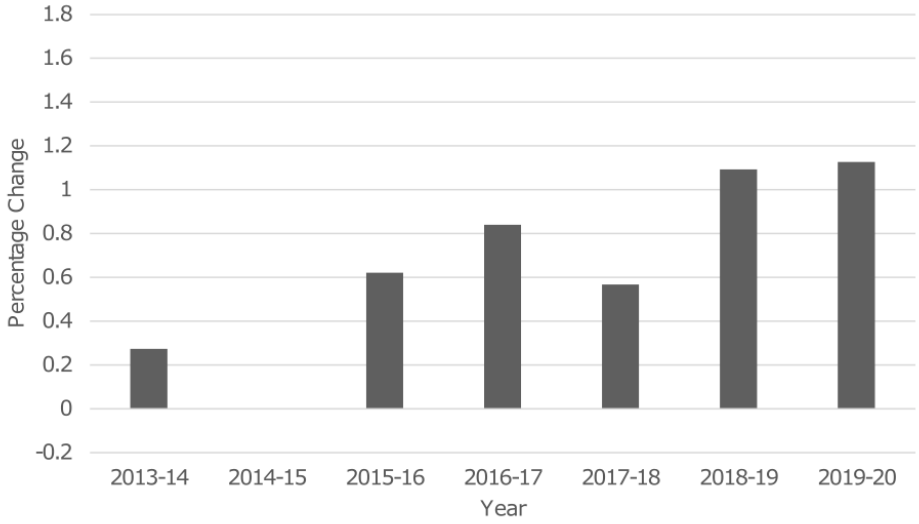


Figure C51. Percentage Change for Students with Extensive Support Needs, Age 6-17, in Separate Schools in Wyoming



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