

Status of Inclusive Educational Placement for Students with Extensive and Pervasive Support
Needs

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Abstract

Reauthorization of IDEA in 2004 established procedural mandates and accountability requirements ensuring all students with disabilities participate and progress in general education curriculum. Broadly speaking, improvements toward greater access have been found for many students with disabilities, however the extent to which this holds true for students with extensive and pervasive support needs is not evident. Past research associated with LRE for students with extensive and pervasive support needs was considered when replicating previous research using the cumulative placement rate to analyze LRE data for students with extensive and pervasive support needs (autism, intellectual disability, deaf blindness, and multiple disabilities). Results indicate that student with extensive and pervasive support needs have substantially less positive LRE placement trends over the past 15 years with most placed in separate classrooms and settings. Recommendations for transforming federal and state policies and procedures are shared.

Status of Inclusive Educational Placement for Students with Extensive and Pervasive Support Needs

Federal guidance, monitoring and enforcement pertaining to the implementation of the least restrictive environment (LRE) mandates have long been authorized under the Individuals with Disabilities Education Act (IDEA). Reauthorization of IDEA in 2004 established procedural mandates and accountability requirements ensuring all students with disabilities participate and progress in general education curriculum. Broadly speaking, improvements toward greater access have been found for many students with disabilities (McLeskey, Landers, Williamson, & Hoppey, 2012). However, the extent to which this holds true for students with extensive and pervasive support needs (i.e., intellectual disability, autism, multiple disabilities, deaf blindness) is not as evident (Brock & Schaefer, 2015; Kurth, Morningstar, & Kozeleski, 2014). We will review past research associated with LRE for students with extensive and pervasive support needs, and consider how access to general education leads to stronger, more inclusive schools. Furthermore, we will report the results of a secondary analysis of LRE data that replicates methods used previously for students with high incidence disabilities. Finally, recommendations for transforming federal and state policies and procedures are shared.

Examining Trends in Least Restrictive Environment

Directives for educating students with disabilities in general education are expressed through the LRE mandates and regulated by state accountability requirements. The LRE regulations necessitate that schools remove students from general education only if supplementary aids and services cannot adequately support them in such environments. For students with extensive and pervasive support needs it has been noted that LRE placements have remained more segregated than among other disability groups (Ryndak, Jackson, & White,

2013). One reason for restrictive placements is the notion that certain students require an intensity of support that “legitimately requires more restrictive program features, such as alternate educational placements” (Mayton, Carter, Zhang, & Wheeler, p. 95, 2014). However, research points toward limited benefit of substantially separate settings given the absence of intensive and individualized instruction occurring in such locations (Causton & Theoharis, 2014; Kurth, Born, & Love, 2016). Recently, Kleinert and colleagues (2015) have argued for increasing LRE placements for students with extensive and pervasive support needs based on findings across 15 states. They found that general education settings resulted in substantially more beneficial outcomes as compared to restrictive special education settings among almost 40,000 students with extensive and pervasive support needs who because of the severity of their disabilities, require alternative academic assessments. .

For over three decades, states have reported where students with disabilities are educated, and research has documented substantial increases in the percentage of time in general education classrooms for students with high incidence disabilities (Danielson & Bellamy, 1989; McLeskey et al., 2012). Williamson, McLeskey, and Rentz (2004) examined LRE data for students with intellectual disability (ID) during the decade from 1990-2000 and found increasing trends, albeit less substantial than for other disability groups; with placement rates plateauing between 1997-2000.

Researchers examining annual State Performance Plans of student placement in the most restrictive settings (separate schools, residential facilities, home, and hospital settings; and self-contained special education classes) found that students with extensive and pervasive support needs were among the disability groups most likely to be served in such settings with few opportunities for movement to more inclusive locations (Kurth, Morningstar, & Kozleski, 2014).

One of the few studies examining state level data, these researchers found wide variability among states placing students in the most restrictive settings – from the lowest reported placement in separate settings (i.e., 0.9% of all students with disabilities in Georgia) to the highest placement rates of 31% of students with disabilities in Washington, D.C. In addition, they found states were allowed to set very modest annual targets for decreasing restrictive placements, with most reporting less than 1% change over an eight-year period of time. Thirty-four states reported targets of less than 1% (0.17-.92%), with two states proposing increasing placement in separate settings, and three others proposing no change.

Most recently, Morningstar, Kurth and Johnson (2016), examined national trends in LRE placements for school-aged students (aged 6-21 years old) having extensive and pervasive support needs (i.e., autism, intellectual disability, multiple disabilities, and deaf-blindness). Trends between 2000-2014 were calculated using both descriptive statistics as well as a log ratio index for comparison purposes (*LRE-Index*). With this method, LRE placements for students with extensive and pervasive support needs were compared to all other groups of students with disabilities. They found that a majority of students with extensive and pervasive support needs spend large portions of their day in separate settings, with students with intellectual disability, multiple disabilities, and deaf blindness being served primarily in separate special education classrooms (<40% of day in general education) at rates that far exceeded placement in the categories allowing greater access to general education curriculum and context. Among the four disability groups, only students with autism spectrum disorder exhibited substantially increasing trends toward greater general education access. All other groups showed improvements, albeit at extremely low rates over the past 15 years. The *LRE Index* indicated that all other disability groups were nine times more likely to be spending 80% or more of the day in general education;

whereas students with extensive and pervasive support needs were twice as likely to spend the majority of their day in separate classrooms.

State variability in LRE placements. Wide variability among state-reported LRE data has been found across most placement trend studies. Williamson et al., (2004) noted placement variability across states for students with intellectual disability, which has also been documented in other studies (Katsiyannis, Zhang, & Archwmety, 2002). As noted in Kurth et al., (2014), state progress toward reducing the most restrictive and separate educational settings is highly sporadic, with 40% of states reporting slippage in their overall placement change over an eight year period of time, indicating an actual increase in restrictive placements. Almost 20% of additional states reported no progress. As would be expected, LRE variability is not only a concern among states, as within state variability among local education agencies (LEA) has also been identified.

Brock and Schaefer (2015) uncovered wide variability among educational placement for students with significant disabilities in Ohio, and found that urban and urban-fringe districts were least likely to place students in general education 80% or more of the day. Cosier, White, Wang and Gao (2016) reported that in New York state, among 305 districts reporting LRE data for students with intellectual disability, almost 60% (180) reported that no students with intellectual disability were included in general education 80% or more of the day. Furthermore, these researchers examined a number of factors theorized to influence placement (e.g., race, per pupil expenditures) with results revealing variability across districts. Unfortunately, in their study, much of the variability remained unexplained; leading to the need to more closely examine state and local policies and placement practices.

There are a limited number of studies examining state LRE data for students with extensive and pervasive support needs. Only a handful of studies have scrutinized educational placement data sets, with most only focused on students with intellectual disability, and others focused only on local data within a single state. The one study that examined national data comparing state educational placements only considered a relatively short timeframe with a narrow focus on state reporting of the most restrictive placement category (Kurth et al, 2014). Most published studies have used a particular data analysis procedure (i.e., cumulative placement rate, CPR) dating back to the late 1980's. Unfortunately, the majority of these studies focused only students with less intensive support needs and none were concerned with students with extensive and pervasive support needs (cf. Danielson & Bellamy, 1989; McLeskey et al., 2012). Responding to concerns of researchers regarding variability of state LRE reporting methods, along with results indicating students with extensive and pervasive support needs spend the majority of their school day in highly restrictive settings, the purpose of this investigation was to replicate use of the CPR analysis method to answer two research questions associated with LRE placement for students with extensive and pervasive support needs:

1. What are the national trends in educational placement for students with extensive and pervasive support needs as a whole and within the four disability categories?
2. What are state trends in CPR for students with extensive and pervasive support needs?

Method

Data Sources

This study used data collected from *Annual Reports to Congress on the Implementation of IDEA*. To obtain data for these reports, states, as required in section 618 of IDEA, collect and

report child count by educational environment data to the U.S. Department of Education, Office of Special Education Programs (OSEP). Data for this investigation was pulled from placement settings for students with intellectual disability, multiple disabilities, autism spectrum disorder, and deaf blindness between the ages of 6 and 21 from the 50 states and the District of Columbia for 2000-2001 through the 2013-2014. The 32nd through the 36th *Annual Reports to Congress* were used to obtain complete child count data for this date range.

Placement Settings

To remain consistent with terminology used in previous investigations (c.f., McLeskey et al., 2012), and to simplify the language used in section 618 of IDEA, placement settings were termed “general education” (GE, 80% or more of the school day in general education); “pullout” (PO, 40%-79% of the day in general education); and “separate class” (SC, less than 40% of the day in general education settings). Finally, “separate school” (SS) refers to separate school, home/hospital, and residential facility placements.

Generally speaking, GE placement is considered the least restrictive in that students in these settings have the most access to peers without disabilities and the general curriculum and concurrent educational activities, whereas SS placement is the most restrictive, given students in these placements are substantially separated from peers and general curriculum and activities. However, the degree of access, and quality of instruction, for a student in any placement is inherently variable and setting alone is a poor proxy for quality. However, given the current national data related to educational placement, this dataset is commonly used to understand where students with disabilities are receiving their instruction and special education services.

Calculating the Cumulative Placement Rate

The cumulative placement rate (CPR) is a descriptive statistic that has been used extensively in previous investigations with students with disabilities other than those with extensive and pervasive support needs (c.f., Danielson & Bellamy, 1989; McLeskey et al., 2004; McLeskey et al., 2012) or with a subsample of those with extensive and pervasive support needs, such as intellectual disability (Williamson et al., 2006). The statistic, as used by these authors, describes the number of children with disabilities per 1,000 children (ages 6-17) who were educated in a given placement. CPR has been calculated by dividing the number of students with disabilities ages 6-17 in a given placement by the total resident student population (also obtained from the *Annual Reports to Congress*) and multiplying by 1,000 (McLeskey et al., 2012).

Given the low-incidence nature of students with extensive and pervasive support needs, and the resulting suppression of data in *Annual Reports to Congress*, two modifications of the CPR statistic were made. First, the population of children with disabilities ages 6-21 was used, as some data was suppressed for the narrower age band (ages 6-17). Because many students with extensive and pervasive support needs receive special education services until age 21 (or older in some states), this age band was deemed more appropriate. Second, to calculate the CPR given the extremely low incidence rates among students with intellectual disability, multiple disabilities, autism spectrum disorder, and deaf blindness, the number of students with extensive and pervasive support needs aged 6-21 in a given placement was divided by the total resident population and multiplied by 10,000. Thus, the CPR describes the number of children with disabilities per 10,000 children (ages 6-21) who were educated in a given placement.

Calculating State Trends using the CPR

Trends and variability among states in the proportion of students with extensive and pervasive support needs in each placement category were calculated by dividing the total number

of students with extensive and pervasive support needs (deaf blindness+intellectual disability+multiple disabilities+autism spectrum disorder) in each state within each placement category (i.e., GE, PO, SC, or SS) by the total number of students with extensive and pervasive support needs in the state, multiplied by 100. This statistic describes the proportion of students with extensive and pervasive support needs in a given placement category within a state. This was calculated for each state and the District of Columbia using data from the *Annual Report to Congress* for the most recently available school year (2014-2015). Data from the state of Wyoming was missing at the time of our analysis, and therefore not included.

Results

Trends in Placement Rate for Students with Extensive and Pervasive Support Needs

National trends in CPR for students with extensive and pervasive support needs.

Cumulative placement rates for all students with extensive and pervasive support needs are presented in Table 1. The GE placement for all students with extensive and pervasive support needs was 17.67 in 2000, meaning approximately 18 students with extensive and pervasive support needs per 10,000 were taught in GE settings. This has increased to 41.14 by 2013 (a change of almost 132%). However, the placement rates for SS have also increased, from 12.46 in 2000 to 15.37 in 2013, an increase of 23.4%. PO placements minimally increased, from 32.1 to 32.53 (1.3% increase). Placement in separate classes decreased slightly from 67.72 to 62.85, or 7.2%. In sum, these data demonstrate that by 2014, students with extensive and pervasive support needs were most likely to be educated in separate classes (62.85 per 10,000) a trend that has not changed over the past 14 years, since 2000. While substantial increases in GE have occurred, the rate of placement is still only 41 students per 10,000.

National CPR trends for extensive and pervasive support needs categories. These results describe the placement trends across each of the four extensive and pervasive support needs disability categories. As seen in Figure 1, the rate students with extensive and pervasive support needs are placed in general education settings has remained essentially unchanged for three of the four disability categories (i.e., deaf blindness, intellectual disability, multiple disabilities). In tandem with increasing prevalence rates, the CPR exhibited increased proportions of students with autism spectrum disorder across all four educational placements (i.e., GE, PO, SC, SS). There was an increase in GE placements for students with autism spectrum disorder from 2.99 in 2000-2001 to 28.25 in 2013-2014. Placement in PO settings increased from 1.88 to 12.94. Placement in SC increased from 1.72 to 6.26, and placement in SS increased from 1.72 to 6.26. Unlike students with autism spectrum disorder, students with deaf blindness experienced substantially less change in placement between 2000 and 2013. Specifically, the proportion of students with deaf blindness taught in GE placements changed little (i.e., from 0.04 to 0.05). There was no change in PO or SC placements for students with deaf blindness (0.02 and 0.07, respectively across the 14-year period of time). Finally, there was a slight decrease in the proportion of students with deaf blindness placed in SS from 0.08 to 0.07.

Similar to students with deaf blindness, students with multiple disabilities experienced little change over the 14 years. The proportion of students with multiple disabilities taught in GE increased slightly from 2.27 to 2.49. There were also increases in PO placements for students with multiple disabilities from 3.00 to 3.05. Placement in SC increased for students with multiple disabilities 8.54 to 8.63. Finally, the proportion of students with multiple disabilities taught in SS decreased from 4.97 to 4.47. The number of students in the intellectual disability category decreased over the 14 year period; and there was a corresponding decrease in the

proportion of students with intellectual disability served across the four placements. Unlike any of the other extensive and pervasive support needs disability categories, the proportion of students with intellectual disability taught in GE actually decreased from 12.38 to 10.35. The proportion of students with intellectual disability placed in PO decreased from 27.20 to 16.52. Students similarly experienced decreases in placement in both SC from 48.42 to 30.46, and SS from 5.7 to 4.57.

State Trends in Serving Students with Extensive and Pervasive Support Needs

General education. The proportion of students with extensive and pervasive support needs taught in GE, PO, SC, and SS settings for 2014-2015 are presented in Figure 2. This reveals significant variability in state placement practices, with Hawaii and New York having the lowest proportion of students with extensive and pervasive support needs taught in GE (16%) and Iowa teaching the largest proportion of students with extensive and pervasive support needs in GE (65%). As a group and across all states, the average proportion of students with extensive and pervasive support needs taught in GE settings was 30% ($SD=10.35$).

Pull out. Substantial variability existed within the PO placement category. The state of Florida taught the smallest proportion of students with extensive and pervasive support needs in PO placements (11%), and the states of South Dakota and West Virginia taught the most (44%). The U.S. average PO for students with extensive and pervasive support needs was 24% ($SD=8.34$).

Separate classes and separate settings. The most restrictive settings, SC and SS, revealed variability as well. In 2014-2015, the U.S. average proportion of students with extensive and pervasive support needs taught in SC placements was 37% ($SD = 11.69$). Iowa taught the fewest students in SC placements (9%), and New Mexico the most (60%). Finally,

approximately 8% of students with extensive and pervasive support needs were taught in SS in the U.S. during this single year ($SD = 6.65$). New Jersey taught the largest proportion of students with extensive and pervasive support needs in SS (28%), with 8 states reporting low proportions of 2% (WA, IA, ID, HI, OR, WV, OK, and TX). On the whole, across all states, the largest proportion of students with extensive and pervasive support needs was taught in special class (SC) placements (37%).

Discussion

Limitations

The U.S Office of Special Education Programs LRE dataset is limited in it only specifies time spent in an educational setting, and therefore does not allow a deeper examination of quality educational practices. However, the LRE data does allow us to examine broad questions associated with national and state educational placements of students with extensive and pervasive support needs. The LRE data has been widely used to examine educational placements among disability groups and therefore, we examined LRE placements for students with extensive and pervasive support needs using similar analyses as past studies. This approach offers comparisons among national and state trends across studies with differing groups of students.

The IDEA disability categories do not express intensity of support needs among the disability categories. Often, there is a wide range of skills and abilities found within each of the four disability categories examined, and therefore, caution is warranted when interpreting results; as certain results may potentially be influenced by higher proportions of more capably functioning students, such in the autism spectrum disorder category. This important distinction requires additional and better data collection procedures to understand the implications of intensity of support needs as well as individual learning when considering LRE placements.

Progress in Including Students with Extensive and Pervasive Support Needs in General Education Placements

In contrast to reports of significant changes in access to general education placements among high-incidence populations (McLeskey et al., 2012), LRE placement data reported for students with extensive and pervasive support needs exhibit limited progress toward increasing GE placements. In fact, the national CPR data reveals most students with extensive and pervasive support needs are placed in separate classes (62.9). Very little progress has been made in reducing the number of students with extensive and pervasive support needs taught in separate settings, along with essentially no change in the number of students with extensive and pervasive support needs taught in pullout placements (40-79% of time in special education). While there has been an increase in the number of students with extensive and pervasive support needs taught in general education placements (currently 41 out of 10,000), the rate of change is much lower than one would expect for all other students with disabilities (Morningstar et al., 2016).

In our investigation, the only group making significant progress toward more time spent in general education settings was autism spectrum disorder. One possible explanation for this is the heterogeneous nature of students with autism spectrum disorder, even when compared to the other extensive and pervasive support needs disability categories. Recent research suggests only 30% of children with autism spectrum disorder have concomitant intellectual disability (Baio, 2014), and 24% with limited communication skills (Anderson et al., 2007). This suggests the support needs of this population are extremely variable, with perhaps large numbers of 'high functioning' autism spectrum disorder skewing the data toward general education placement. A second reason may be related to the rapid expansion of students identified as autism spectrum

disorder. With little overall change in total numbers of students identified as having a disability between 2000 (5,780,651) and 2014 (5,939,578) a 3% increase,,it is possible students are being re-diagnosed from other high incidence categories (e.g., learning disabilities, emotional behavioral disorders, other health impairment) where they were already included in general education. Because IDEA data does not include intensity of support need for the 13 disability categories, it is not possible to determine how many students within a disability category, including autism, truly have extensive and pervasive support needs.

Analysis of state trends (Figure 2) reveals substantial variability in placement practices across states. Certainly factors including proportion of students living in urban areas (e.g., Brock & Schaefer, 2015) and proportion of students of color (Cosier et al., 2016; Kurth, Mastergeorge, & Paschall, 2016) may influence variability between neighboring states. Together with the overall landscape of extreme variability from state to state, even among neighboring states, an emerging picture of distinct and contradictory interpretation of the LRE policies has led to unequal placement in general education, suggesting state of residence may influence placement well beyond support needs or specialized services.

Recommendations for IDEA Reauthorization

One critical analysis of access to general education is to shift from focusing on placement locations to how students receive educational services and supports (Wehmeyer, 2014). Unfortunately, our results appear to uphold the criticism that assumptions about students restrict access to general education and perpetuate restrictive settings. Given wide variability among states, as well as the slow pace of change for students with extensive and pervasive support needs, the research reported here may suggest flaws in how LRE procedures are operationalized. It has been argued that federal LRE monitoring procedures have preserved the continuum of

services offering unnecessarily restrictive settings (Ryndak, et al., 2014). As reported by Kurth et al., 2014, the U.S. Department of Education allows states to preserve no change in restrictive LRE placements, even among states with a history of unilaterally placing students in highly restrictive placements (U.S. Department of Education, 2011).

With the reauthorization of IDEA, opportunities to strengthen and improve data systems are encouraged so that states will more accurately report LRE placements; specify types of specialized services and supports; and track student learning and long-term outcomes tied to educational placement. National data is needed for tracking placement rates, but also for examining the range, intensity and quality of instruction found in each placement category. Expanding data reporting to include variables associated with evidence-based and effective practices would be a substantial improvement for ensuring equitable and high quality educational experiences leading to improved educational and adult outcomes.

Accountability requirements in IDEA and ESSA are designed to ensure schools include all students in accountability systems; identify how progress in the general curriculum is measured; and report achievement results for all subpopulations including students with extensive and pervasive support needs. Such strong accountability policies need to be strengthened, given limited and often-conflicting results found within states and LEAs (Brock & Schaefer, 2015; Coiser et al., 2016). It would seem that few districts have developed clear policies or procedures for effectively implementing LRE and access to general education, which most likely has maintained specialized curriculum taught in segregated settings (Marks, Kurth, & Pirtle, 2013). It is strongly recommended that federal, state and local policy makers ensure consistent and clear procedural guidance to safeguard students with extensive and pervasive support needs are only removed from general education after specialized services are provided

within the general education settings. Wehmeyer et al. (2003) reached such conclusions when comparing students with intellectual disability served in general education and special education. They found that classroom setting and ecological factors noticeably effected access and engagement in state and district content standards; with students in separate settings much less likely to engage with curricular standards as their matched peers supported in general educational settings. Initial results further substantiated placement in general education settings leading to greater levels of access to general education content (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007).

Furthermore, it would benefit OSEP to set state percentage targets (Marks et al., 2013) based on state data trends, and establish strong improvement thresholds. It is clear that with large groups of students placed in general education between 40-79% of the time, this category should be reported in state annual performance reports which is currently not required. This data, especially due to the wide variability in this placement category across states, should reported and planned for in annual performance reports. From our results, it is not sufficiently clear how students move from this more restrictive placement to more inclusive ones (i.e., 80% or more of the day). Given these inadequacies, further attention is needed to understand patterns of shifting placements and specialized supports to ensure progress toward greater access.

Finally, more attention is needed to understand how national data associated with LRE and achievement can be linked. Current monitoring systems fail to adequately describe student progress toward essential skills needed to ensure post-school success. A stronger emphasis on student outcomes and results, as opposed to process-oriented indicators in IDEA would likely contribute to improved outcomes (Turnbull, 2005). This perspective is emerging within OSEP results-driven accountability initiatives requiring states to report on systems leading to improved

results (Office of Special Education Programs, *Results Driven Accountability*, nd.). However, a stronger emphasis is still needed related to policies that articulate general education as the starting point for placement decisions regardless of the student's disability (Marx, Hart, Nelson, Love, Baxter, Gartin et al., 2014). Accountability measures must go beyond simple metrics of location of services (i.e., LRE) to ensure opportunities to evaluate high quality instruction and services within general education with direct linkages to both educational and post-school outcomes.

Conclusions

The low rate of progress of students with extensive and pervasive support needs moving from separate to more integrated educational settings contrasts with optimistic findings for students with high incidence disabilities (McLeskey et al., 2012). It is important that research continues to document trends in placement across time, disability categories, and patterns across states and regions. A fuller understanding of national trends is necessary to better inform policy and practice, particularly to learn from states making progress towards improving LRE for students extensive and pervasive support needs. Current research has relied on IDEA placement data, as it is currently available. Clearly, more intensive examinations of parent, teacher, and administrative insights into how placement decisions are made and what factors influence decisions are needed. Future research is also needed to investigate the experiences, priorities, and preferences related to educational placement for these stakeholders.

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Table 1

Cumulative Placement Rate by Year and Setting for All Students with extensive and pervasive support needs (autism spectrum disorder, intellectual disability, multiple disabilities, deaf blindness)

Year	GE	PO	SC	SS	Total
2000	17.67	32.10	67.72	12.46	124.95
2001	17.63	32.93	63.90	12.22	126.69
2002	16.43	33.55	63.88	12.25	126.11
2003	18.16	33.23	63.05	12.71	127.15
2004	20.05	32.65	62.65	13.31	128.66
2005	23.13	31.98	60.76	13.39	129.26
2006	25.10	30.81	59.89	13.53	129.33
2007	27.35	30.27	58.68	14.28	130.58
2008	30.63	30.07	58.18	13.81	132.69
2009	32.74	30.19	58.36	14.40	135.69
2010	35.22	30.41	58.38	14.54	138.54
2011	36.66	30.87	59.84	14.68	142.05
2012	39.17	31.63	61.09	15.30	147.19
2013	41.14	32.53	62.85	15.37	151.89

Note. GE = General Education; 80% or more in general education setting; PO= Pull-Out; 40-79% of day in general education setting; SC = Separate Class; 40% or less of day in general education setting; SS= Separate Setting; Separate school, residential setting, homebound, or hospital settings

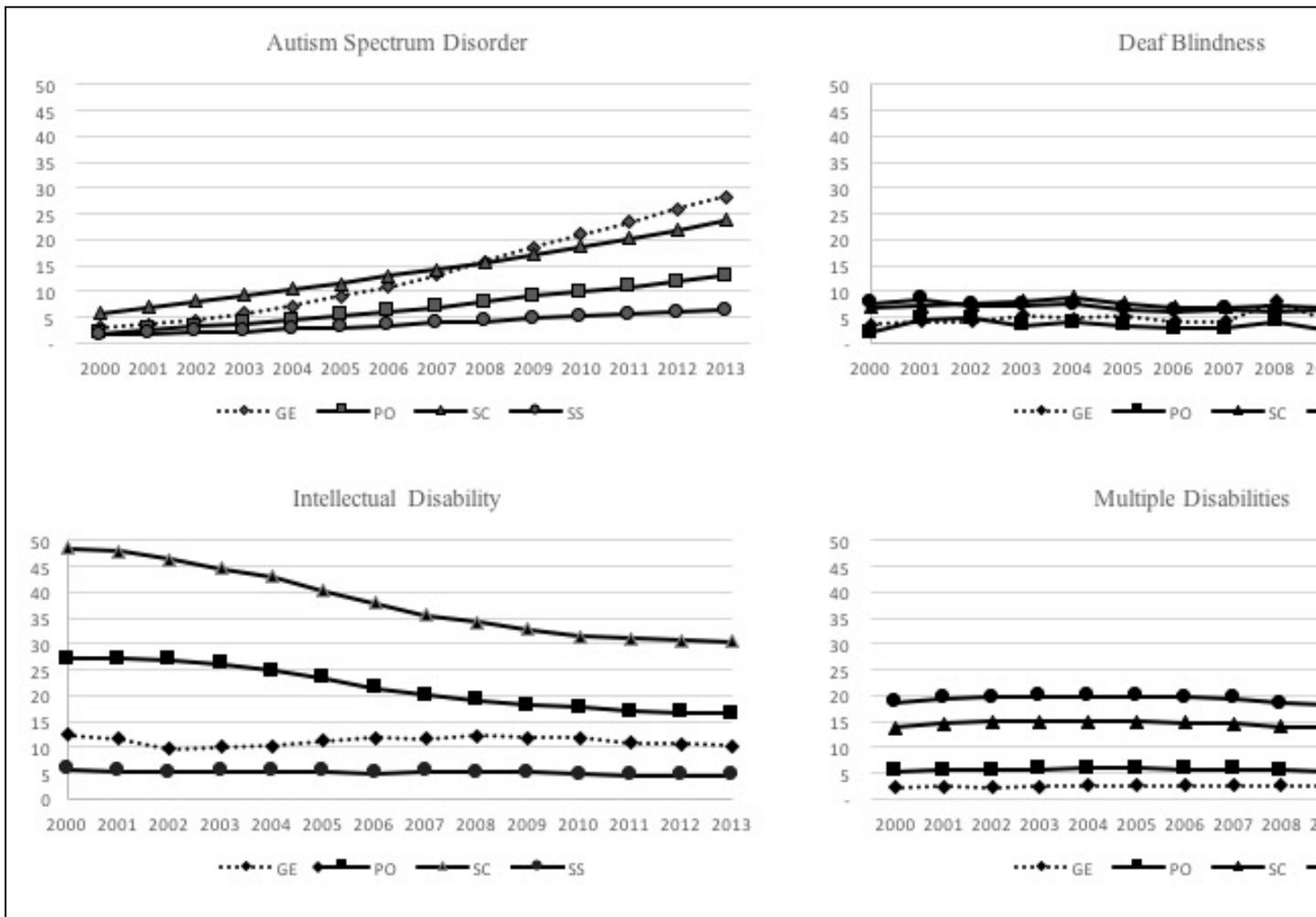


Figure 1. CPR for extensive and pervasive support needs Categories 2000-2014

Note. Due to the small number of students with deaf blindness, the CPR for deaf blindness was calculated using the multiplier 1,000,000 for this graph only to match the scale on the y-axes across all four extensive and pervasive support needs categories.

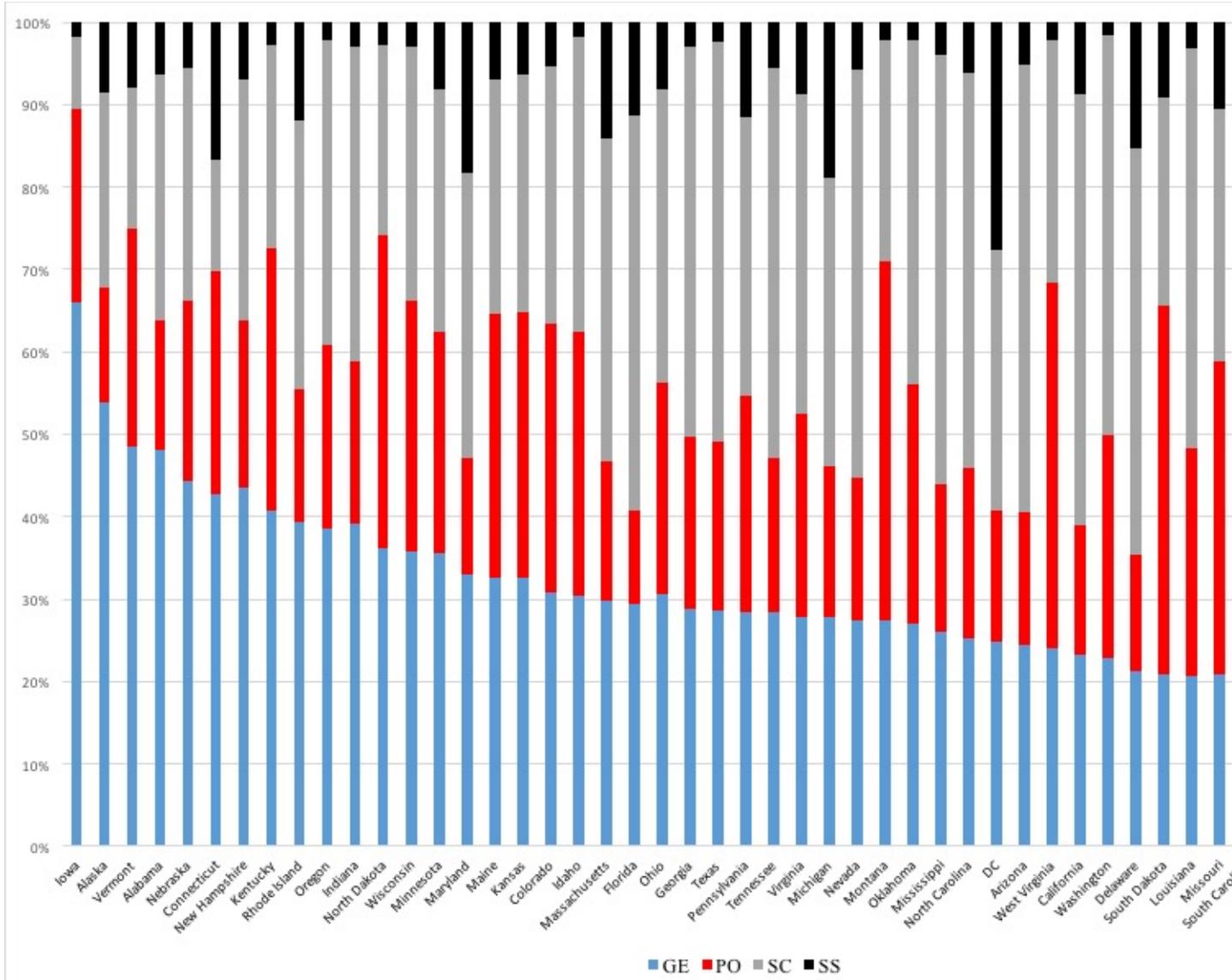


Figure 2. States ordered from lowest to highest proportion of students in GE, 2014-2015