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SCHOOL OF EDUCATION  
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POLICY ANALYSIS

Abstract: This paper examines the impact of the No Child Left Behind Act on the education of students with disabilities. The analysis focuses on the changes in the proportion of students with disabilities who are identified as having a disability and the changes in the proportion of students with disabilities who are placed in separate classrooms. The results show that the proportion of students with disabilities who are identified as having a disability has increased significantly since the implementation of NCLB. However, the proportion of students with disabilities who are placed in separate classrooms has also increased significantly. This suggests that the Act has led to an increase in the number of students with disabilities who are identified as having a disability and who are placed in separate classrooms.

The paper also examines the impact of the Act on the proportion of students with disabilities who are placed in general education classrooms. The results show that the proportion of students with disabilities who are placed in general education classrooms has decreased significantly since the implementation of NCLB. This suggests that the Act has led to a decrease in the number of students with disabilities who are placed in general education classrooms.

Finally, the paper examines the impact of the Act on the proportion of students with disabilities who are placed in separate classrooms with a high percentage of students with disabilities. The results show that the proportion of students with disabilities who are placed in separate classrooms with a high percentage of students with disabilities has increased significantly since the implementation of NCLB. This suggests that the Act has led to an increase in the number of students with disabilities who are placed in separate classrooms with a high percentage of students with disabilities.

The paper concludes that the No Child Left Behind Act has had a significant impact on the education of students with disabilities. The Act has led to an increase in the number of students with disabilities who are identified as having a disability and who are placed in separate classrooms. However, the Act has also led to a decrease in the number of students with disabilities who are placed in general education classrooms and an increase in the number of students with disabilities who are placed in separate classrooms with a high percentage of students with disabilities.