

## 25th Annual Report to Congress on the Implementation of the Individuals with Disabilities Act, Vol. 1 2003: to ensure the free appropriate public education of all children with disabilities

Prepared by Westat for the Office of Special Education and Rehabilitative Services, U.S. Department of Education

### Executive Summary

The *25th Annual Report to Congress* has been designed to showcase the data collected from states and the national studies that make up the Office of Special Education Programs' (OSEP) National Assessment of the Implementation of the Individuals with Disabilities Act. To this end, OSEP proposed questions about the characteristics of children and students receiving services under Parts B and C, the settings in which they receive services, their transition from Part C to Part B and from school to adult life, and their disabilities. Answers to the questions are shown through graphs, charts, and tables complemented by short explanatory text. The report is divided into three sections: a national picture of children and students with disabilities served under Parts C and B; individual profiles of states that summarize selected aspects of special education in each state; and data tables that show states' ranking regarding exiting and educational environments for Part B and early childhood intervention and settings for Part C. Some key findings from the report are presented below.

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

- Both the number and the percentage of infants and toddlers served under Part C have increased steadily from 1998 to 2001. In all years, 2-year-olds were the largest proportion (53 percent) of children served under Part C (page 22).

- The racial/ethnic composition of these children is quite similar to that of the general infant and toddler population—the majority are white, followed by Hispanic, and then black children (page 24).
- Most infants and toddlers served under Part C in 2000 received services at home; the percentage of this population served in programs for children with developmental delay or other disabilities decreased substantially between 1996-2000 (page 25).
- The majority of Part C infants and toddlers (62.6 percent) are eligible to transition to Part B services when they turn age 3 (page 26).

#### *Children Ages 3 Through 5 Served Under IDEA, Part B*

- Since 1991, the number of children ages 3 through 5 who receive services under Part B of IDEA has increased steadily. As of December 1, 2001, 5.2 percent of the total population of 3- through 5-year-olds living in the 50 states and the District of Columbia were estimated to be receiving services (page 27).
- The majority of children ages 3 through 5 receiving special education services are white; white children also make up the majority of the general preschool population (page 28).
- In 2000, 51 percent of preschoolers received special education services in either early childhood settings or part-time early childhood/part-time early childhood special education settings (page 28).

- Special Education teachers serving children ages 3 through 5 with disabilities are primarily white and female. Six and a half percent of these preschool special teachers also report having a disability themselves (page 29).

#### *Students Ages 6 Through 21 Served Under IDEA, Part B*

- On December 1, 2001, 8.9 percent of 6- through 21-year-olds were receiving special education services under IDEA. The number of students with disabilities receiving services has increased slowly since 1992 (pages 31 and 30).
- In contrast, the number of students receiving services for autism has increased markedly, from a little less than 10,000 in 1992 to approximately 65,000 in 2001 (page 32).
- According to findings from two of OSEP's National Assessment studies, the Special Education Elementary Longitudinal Study (SEELS) and National Longitudinal Transition Study-2 (NLTS2), students with disabilities are more likely to be poor than students in the general population (page 34).
- Parent reports as shown in SEELS and NLTS2 data indicate that more black students with disabilities are suspended or expelled from school than are white or Hispanic students. Overall, parents report that about one-third of students ages 13 through 17 with disabilities have been suspended or expelled (page 35).

- Most students with disabilities (around 96 percent) are being educated in regular school buildings, and almost half are in regular classrooms for most of the day (page 36). However, 26 percent of students ages 6 through 12 with disabilities and 36 percent of students ages 13 through 17 with disabilities have been retained in grade at least once. Even so, the proportion of high school students being educated at the typical grade level for their age has increased from 32 percent in 1987 to 53 percent in 2001 (page 37).
- In 2000-01, 47.6 percent of students age 14 and older with disabilities exited school with a regular high school diploma. A total of 41.1 percent of students ages 14 and older with disabilities dropped out (pages 39 and 40).

### State Profiles

State profiles include number of school districts, public school enrollment, per-pupil expenditures, and percentage of children living below the poverty level. For Part B, the profiles include number of children served under IDEA, percentage exiting with a diploma, percentage dropping out, number of special education teachers, and percentage of fully certified teachers. Race/ethnicity and education environments data are provided in charts. For Part C, the profiles list the lead agency for early intervention services, number of infants and toddlers receiving early intervention services, percentage of infants and toddlers served in the home, and the percentage of infants and toddlers served in programs for typically developing children. Race/ethnicity and reasons for exiting early intervention are provided in charts.

### Introduction

During the two decades that the annual reports to Congress have been published, these documents have undergone several minor stylistic changes and one major substantive redesign and refocus. In 1997, OSEP adopted a policy-oriented approach to the annual report to Congress. The results of this shift were first seen in the 1998 annual report, which used a four-section modular format. The *2002 Annual Report to Congress* was the fifth volume to include four sections--Context/Environment, Student Characteristics, Programs and Services, and Results--plus a separate appendix of data tables.

The 5-year period since the introduction of the modular format has provided sufficient time for OSEP to evaluate the current approach and to suggest a redesign of the report. The implementation of the *No Child Left Behind Act* (NCLB) in 2001 amplified the importance of the annual report to Congress. IDEA focuses on accountability and results. As the President's Commission on Excellence in Special Education pointed out, this emphasis means that Congress and the public must know that IDEA is implemented effectively and that federal funds are well spent.

This annual report focuses on three goals. First, the report is congruent with NCLB. This means that the annual report focuses on results and accountability throughout the text. The second goal is to make the report more useful to Congress, parents, each state, and other stakeholders. This report concentrates on a more readable and user-friendly style. It focuses on key state performance data in accordance with the recommendations of the President's Commission. OSEP's third goal

is to make the report more visually appealing.

The *25th Annual Report to Congress* has two volumes. The first volume focuses on the children and students being served under IDEA and provides profiles of individual states' special education environment. In the national picture reported in the first section, the child/student-focused material is presented in a question-and-answer format. It contains three subsections: infants and toddlers served under IDEA Part C; children ages 3-21 served under IDEA, Part B, and students ages 6-21 served under IDEA, Part B. All information available about each group of children and students is presented in one section. Each subsection focuses on available results. All available data relevant to OSEP's Government Performance and Results Act (GPRA) indicators are included in this section. To the extent possible, the data are presented through graphics, short tables, and bulleted text.

The second section of vol. 1 contains state-level performance data. These state profiles, which provide all of the key information about a state on one or two pages, will be valuable to Congress and other stakeholders who are interested in individual state performance. The state profiles are a new feature of the annual report.

The third section of vol. 1 contains the rank-order tables OSEP uses as part of its continuous improvement and focused monitoring program. These tables are also a new feature of the annual report.

Vol. 2 contains all of the state-reported data tables from DANS. OSEP's goal in separating the text of the report from the extensive tables is to make the report usable to all readers. The tables are also posted on [www.IDEAdata.org/](http://www.IDEAdata.org/).

## Infants/Toddlers Served Under IDEA, Part C

The Education of the Handicapped Act Amendments of 1986 established the Early Intervention Programs for Infants and Toddlers with Disabilities under Part H (now Part C) of the Individuals with Disabilities Act (IDEA). The program assists states in developing and implementing a statewide, comprehensive, coordinated, multi-disciplinary, interagency system to make early intervention services available to all children with disabilities from birth through age 2.

This program is based on the premise that early intervention in the lives of children with

disabilities and their families provides greater opportunities for improving developmental outcomes.

### *Trends in Numbers and Percentages of Infants and Toddlers Served*

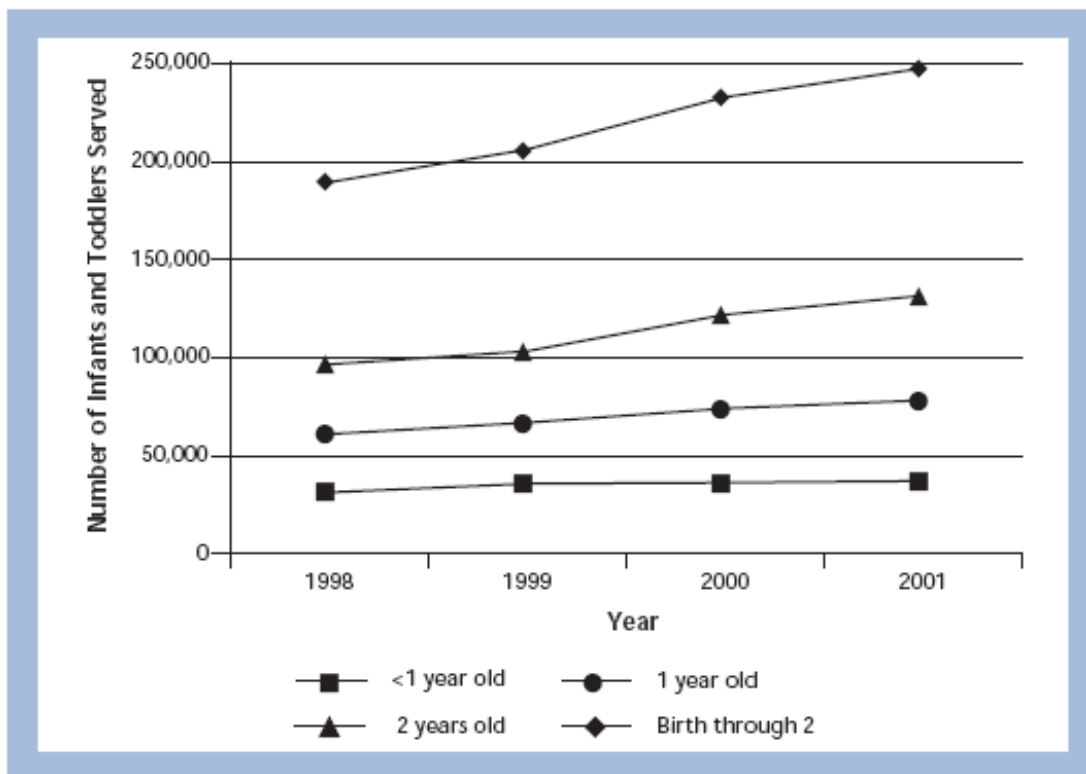
HOW MANY INFANTS AND TODDLERS RECEIVE EARLY INTERVENTION SERVICES?

- On December 1, 2001, IDEA, Part C was serving 247,433 infants and toddlers.
- The number of children served under IDEA, Part C increased 31 percent between 1998 and 2001--from 189,462 to 247,433.
- The largest single-year increase in the number of in-

fants and toddlers served was 13 percent. The number of children served increased from 206,111 in 1999 to 232,815 in 2000.

- In all years, 2-year-olds were the largest proportion (53 percent in 2001) of children served under Part C. Infants less than 1 year old comprised 15 percent of all infants and toddlers served in 2001.
- From 1998 to 2001, the growth in the number of infants and toddlers served was slowest for the infants less than 1 year old (18 percent). The growth in the number of infants and toddlers who were 1 and 2 years old was 28 percent and 26 percent respectively.

**Figure 1-1. Number of Infants and Toddlers Served Under Part C of IDEA: 1998 Through 2001**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH1 in vol. 2 of this report. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

WHAT PERCENTAGE OF THE BIRTH-THROUGH-2-YEAR-OLD IS SERVED BY PART C?

- The percentage of infants and toddlers served under Part C increased from 1.6 percent in 1998 to 2.1 percent in 2001.

*The Race/Ethnicity of Children Served*

WHAT IS THE RACE/ETHNICITY OF THE INFANTS AND TODDLERS RECEIVING EARLY INTERVENTION SERVICES?

- The racial/ethnic composition of infants and toddlers receiving early intervention services is similar to the racial/ethnic composition of the general population of infants and toddlers.
- Most infants and toddlers receiving early intervention services are white.
- Hispanic children are the next largest racial/ethnic group

who are served under Part C, followed by black children.

*Trends in Early Intervention Service Settings*

WHAT IS THE PRIMARY SERVICE SETTING OF INFANTS AND TODDLERS RECEIVING EARLY INTERVENTION SERVICES?

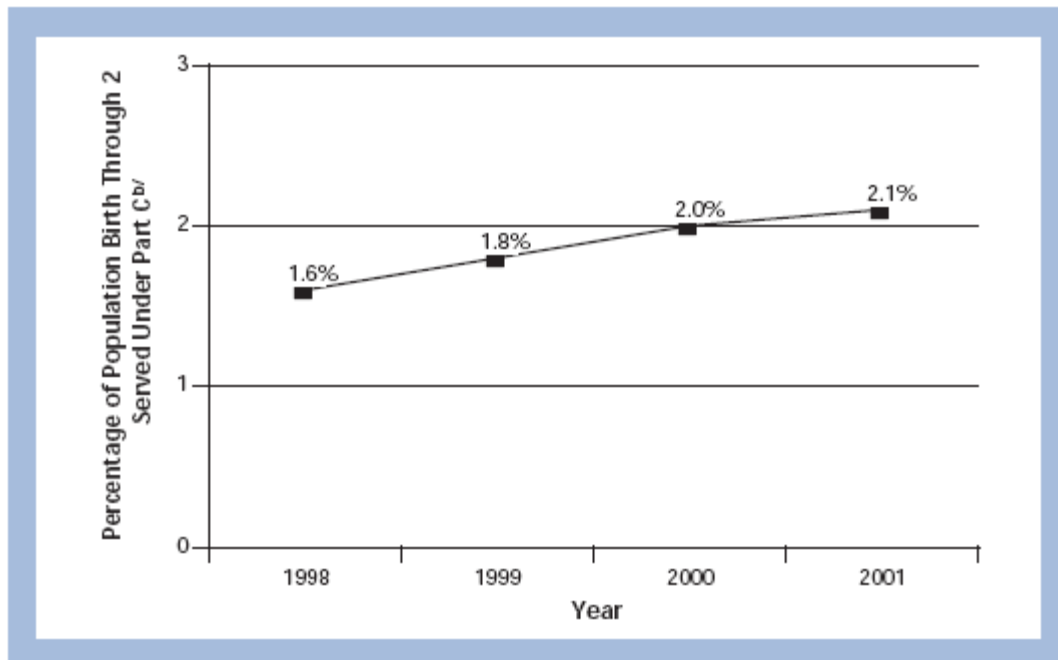
- In 2000, most (71.8 percent) infants and toddlers were being served primarily in the home, followed by 10.9 percent being served in a program for children with developmental delays or disabilities, and 10.0 percent in a service provider location.
- Between 1996 and 2000, the percentage of infants and toddlers being served primarily in a program for children with developmental delays or disabilities decreased by more than 50 percent, while the percentage of those being served prima-

rily in the home increased by more than 15 percent. All other settings differed by a maximum of 3 percent between 1996 and 2000.

DOES THE PRIMARY EARLY INTERVENTION SETTING DIFFER BY RACE/ETHNICITY?

- Most children in all racial/ethnic groups receive early intervention services primarily in the home or in programs for typically developing children. American Indian/Alaska Native children are most often served in these settings (83.9 percent), followed by Asian/Pacific Islander (78.9 percent) and white children (78.5 percent). Hispanic (71.2 percent) and black (72.5 percent) infants and toddlers are somewhat less likely to be served in these settings.

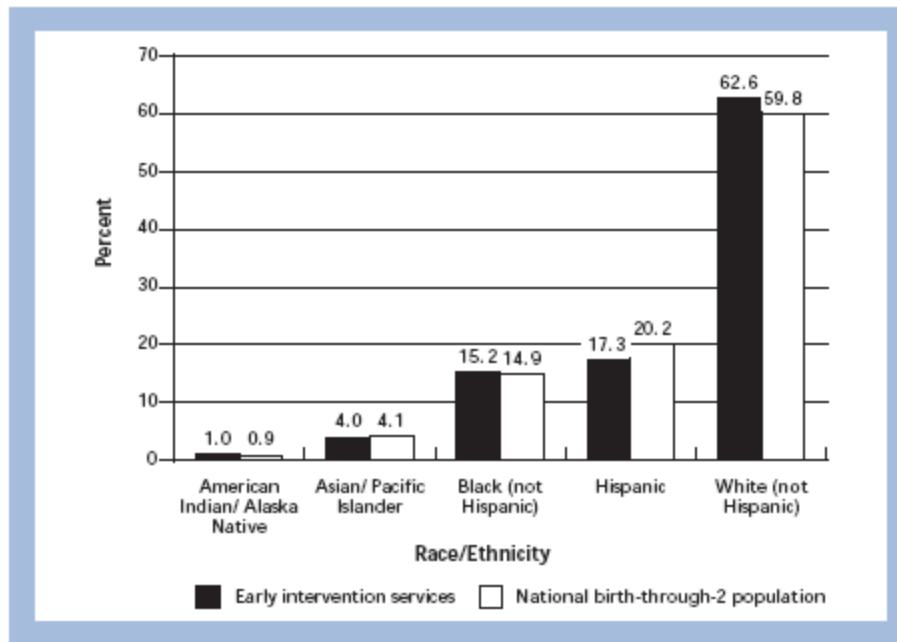
**Figure 1-2. Change in the Percentage of the Birth-Through-2-Year-Old Population Served Under Part C: 1998 Through 2001<sup>a/</sup>**



a/ Percentage of population is calculated by dividing the count of children served by the total general population estimates for children in this age range for that year.

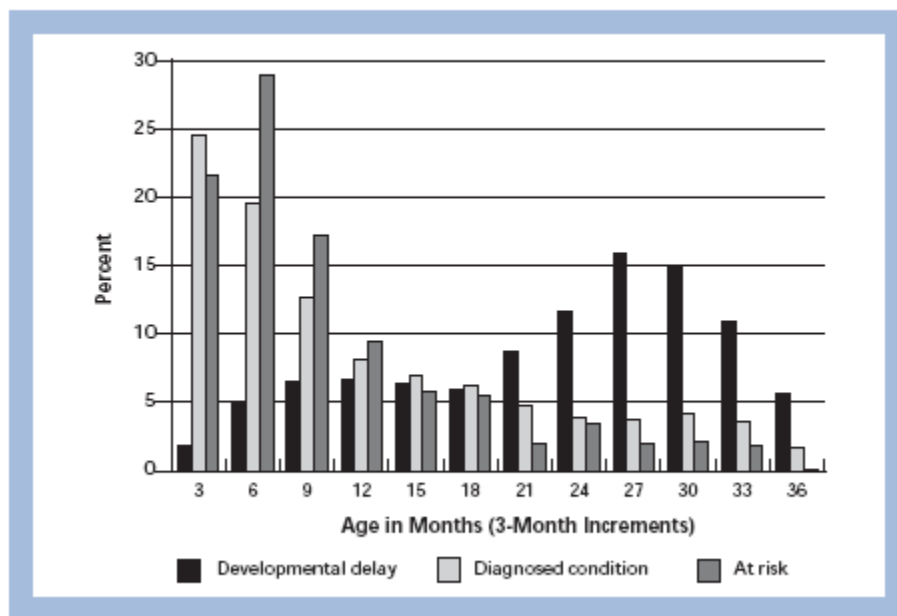
b/ Data from 50 states and the District of Columbia.

**Figure 1-3. Racial/Ethnic Composition of Children Served Under IDEA in 2001 and the National Birth-Through-2 Population<sup>a/</sup>**



a/ Data are for the 50 states and the District of Columbia.

**Figure 1-4. Average Age of Entry Into Early Intervention by Disability-Related Condition: 1997-98**



Source: NEELS Initial Program Data.

### Infants and Toddlers Exiting Part C

WHAT HAPPENS WHEN CHILDREN REACH AGE 3 AND NO LONGER RECEIVE EARLY INTERVENTION SERVICES?

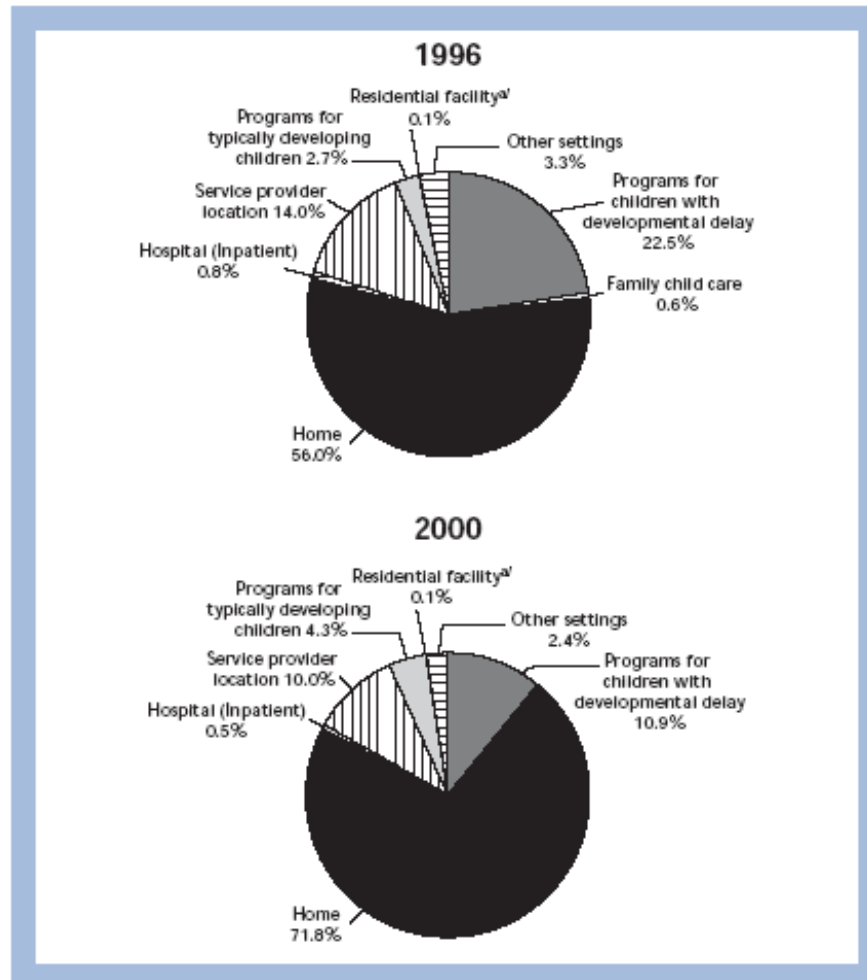
- The majority (62.6 percent) of Part C children are eligible for Part B services when they turn age 3. Some children

exit Part C at age 3 without determination of their eligibility for Part B (17.4 percent). Children specifically deemed ineligible for Part B services either exit to another program (12.0 percent) or leave with no referral to another program (8.0 percent)

WHAT ARE THE DIFFERENCES IN EXITING CATEGORIES FOR CHILDREN IN DIFFERENT RACIAL/ETHNIC GROUPS WHO ARE EXITING PART C AT AGE 3?

- American Indian/Alaska Native (66.8 percent) and white infants and toddlers (65.8 percent) were somewhat more likely to be deter-

**Figure 1-5. Percentage of Infants and Toddlers with Disabilities Served in Various Settings: 1996 and 2000**



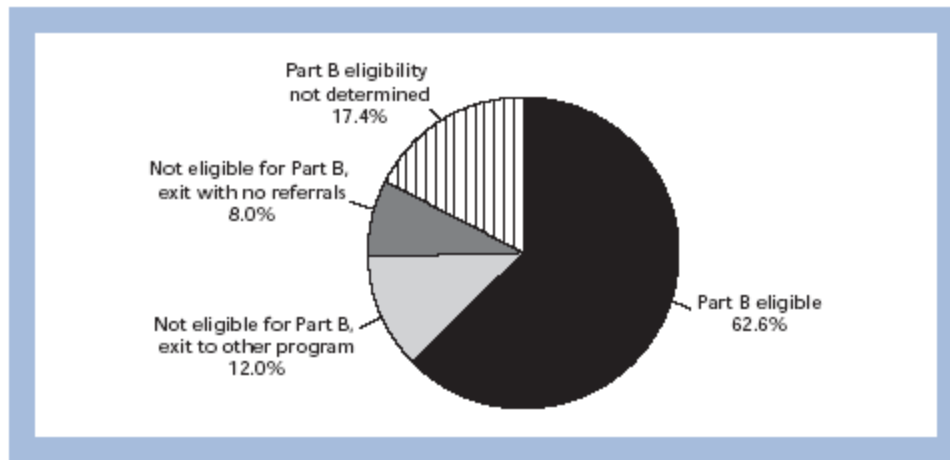
<sup>a/</sup> The percentage of children being served in residential facilities is too small to register on the chart.  
 Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH3 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

**Table 1-1. Percentage of Children by Early Intervention Setting and Race/Ethnicity: 2000**

Setting	All	Race/Ethnicity				
		American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Home	71.8	76.0	76.1	65.5	68.1	74.3
Hospital (inpatient)	0.5	0.4	0.2	1.3	0.2	0.4
Programs for children with developmental delays or disabilities	10.9	7.9	10.8	11.7	12.9	9.5
Programs for typically developing children	4.3	7.9	2.8	7.0	3.1	4.2
Residential facility	0.1	0.2	0.1	0.1	0.1	0.1
Service provider location	10.0	6.0	8.8	11.3	13.6	9.2
Other settings	2.4	1.6	1.1	3.0	2.1	2.2
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AH3 and AH10 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

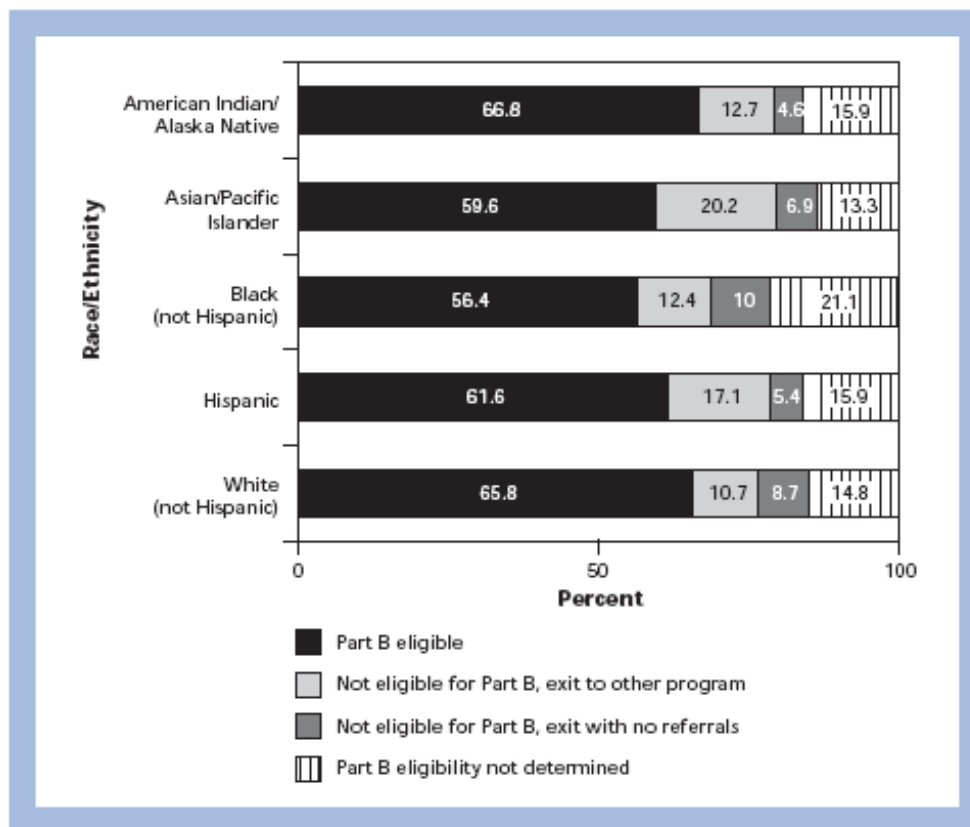
**Figure 1-6. Percentage of Children Transitioning From Part C at Age 3, by Exiting Category: 2000<sup>a/</sup>**



<sup>a/</sup> Does not include information on children who complete their individualized family services plan (IFSP), no longer require services, and exit before age 3.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH4. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

**Figure 1-7. Percentage of Children Transitioning From Part C at Age 3, by Exiting Category and Race/Ethnicity: 2000-01**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH11 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

mined Part B eligible than were Hispanic (61.6 percent), Asian/Pacific Islander (59.6 percent), and black (56.4 percent) infants and toddlers.

- Black infants and toddlers were more likely than other racial/ethnic groups to have their Part B eligibility undetermined (21.1 percent), followed by Native American/Alaska Native (15.9 percent) and Hispanic (15.9 percent).

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

Part B of IDEA provides funds to states to assist them in providing a free appropriate public education (FAPE) to children with disabilities who are in need of special education and related services. To be eligible

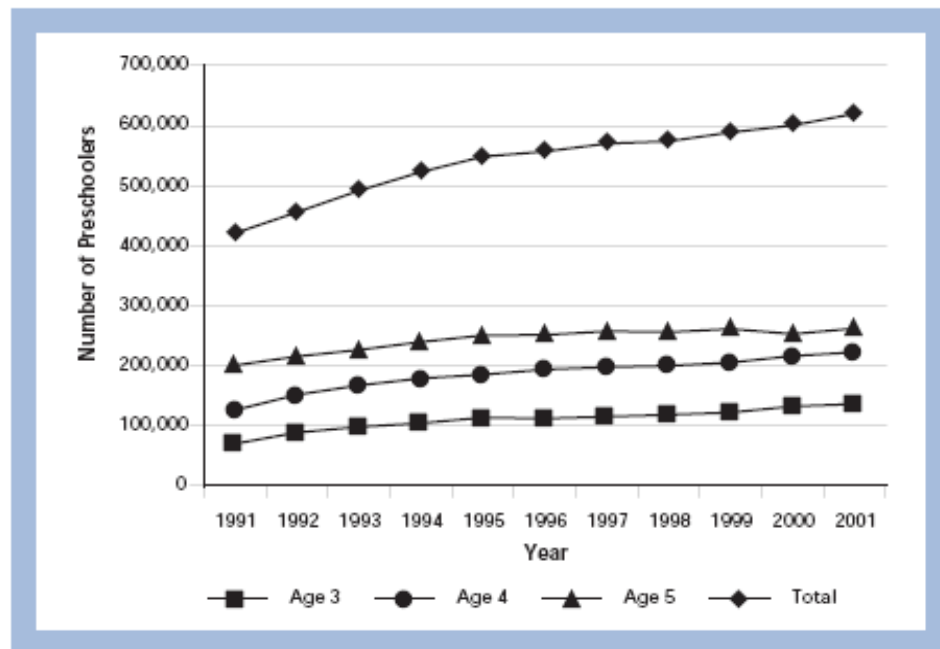
for funding under this program, a state must make FAPE available to all disabled children residing in the state, ages 3 through 21, except that they are not required to serve children ages 3 through 5 and ages 18 through 21 if serving such children is inconsistent with state law or practice or the order of any court. The act has four primary purposes: to ensure that all children with disabilities have FAPE available to them with special education and related services designed to meet their individual needs, to ensure that the rights of children with disabilities and their families are protected, to assist states and localities in providing education for all children with disabilities, and to assess and ensure the effectiveness of efforts to educate children with disabilities.

In 1997 Congress made significant changes to IDEA, going beyond ensuring educational equity for children with disabilities. With access to public schools already guaranteed for 6.4 million children with disabilities, the 1997 reauthorization of IDEA set educators' and policymakers' sights on setting higher expectations and improving achievement for these students, as well as on ensuring positive transitions to work or postsecondary education after graduation.

### Children Ages 3 Through 5 Served Under IDEA, Part B

IDEA requires states to have policies and procedures in effect to ensure the provision of FAPE to all 3- through 5-year-olds with disabilities in order to be eligible for funds under the Preschool Grants Program and other IDEA funds targeted to

**Figure 1-10. Number of Preschoolers Served Under IDEA, Part B: 1991 Through 2001<sup>a/</sup>**



<sup>a/</sup> For 1991 through 1994, the counts include children served under Chapter 1 of ESEA (SOP). For 1991 only, children served under Chapter 1 of ESEA (SOP) are only included in the total count because the data were not disaggregated by age year. Beginning in 1994-95, all special education services to children and youth with disabilities were provided only through IDEA, Part B. Data for 2000 were revised since the 24th Annual Report to Congress on Implementation of IDEA. Twelve states revised their child count for 2000.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA8 and AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

children ages 3 through 5 with disabilities. States may also, at their discretion, serve 2-year-olds who will turn 3 during the school year.

**HOW MANY PRESCHOOLERS ARE SERVED UNDER IDEA, PART B?**

- On December 1, 2001, a total of 620,195 children ages 3 through 5 were served under

Part B. Of these, 612,084 were served in the 50 states and the District of Columbia. This number represents 5.2 percent of the total population of 3- through 5-year-olds living in the states and the District of Columbia.

- Of the total number of preschoolers receiving spe-

cial education services, 21.9 percent were 3 years old, 35.8 percent were 4 years old, and 42.3 percent were 5 years old.

**HOW HAS THE NUMBER OF PRE-SCHOOLERS SERVED UNDER PART B CHANGED OVER THE PAST 10 YEARS?**

- Since 1991, the number of preschoolers served under Part B grew from 422,217 to

**Table 1-2. Risk Ratios by Race/Ethnicity for Children Ages 3 Through 5 Served Under IDEA, Part B: 2001-02<sup>a/</sup>**

Race/ethnicity	Child count	3-5 population	Risk index <sup>b/</sup>	Risk ratio <sup>c/</sup> vs. all other children
American Indian/Alaska Native	7,445	108,371	6.87	1.30
Asian/Pacific Islander	13,825	465,807	2.97	0.55
Black (not Hispanic)	94,880	1,722,543	5.51	1.05
Hispanic	84,570	2,222,419	3.81	0.67
White (not Hispanic)	411,364	7,056,878	5.83	1.31
Race/ethnicity total	612,084 <sup>d/</sup>	11,576,018	5.29	N/A

a/ Data are for the 50 states and the District of Columbia.

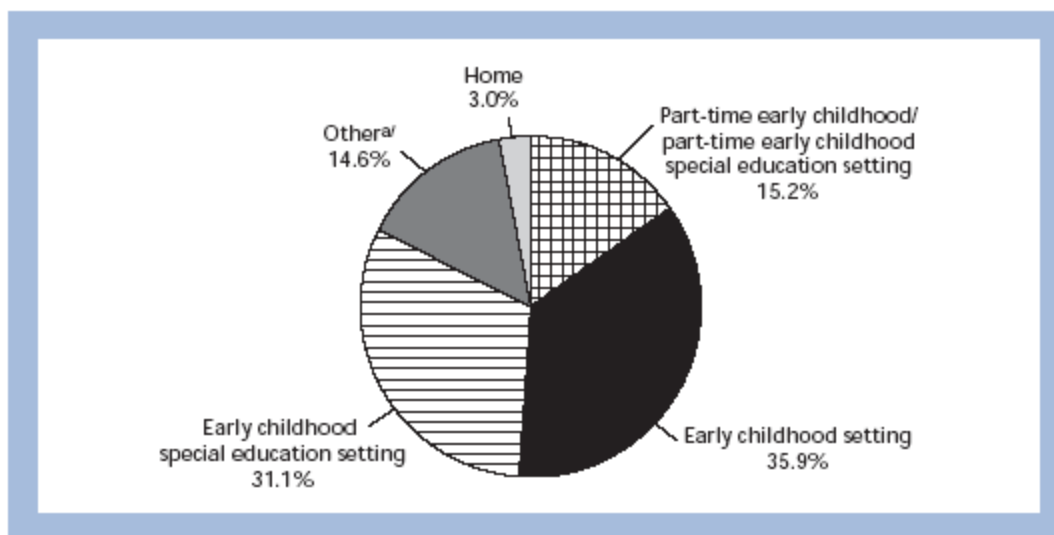
b/ Risk indexes were calculated by dividing the number of children with disabilities in the racial/ethnic group by the total number of children in the racial/ethnic group.

c/ Overall risk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other students.

d/ The race/ethnicity total may not equal the Part B total for the 50 states and D.C. because not all children were reported by race/ethnicity.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables A14 and AF7 in vol. 2. Population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. These estimates are based on the 2000 decennial Census and come from the Population Estimates Program, Census Bureau, Population Division.

**Figure 1-12. Percentage of Preschoolers with Disabilities Served in Various Settings: 2000-01**



a/ Other includes residential facilities, separate schools, itinerant services outside the home, and reverse mainstream<sup>10</sup> preschool environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB1. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

620,195. This is an increase of 197,978 preschoolers or a 46.9 percent growth in the number of children served.

- The number of preschoolers served under Part B increased for each age year. From 1991 to 2001, the number of 3-year-olds served increased 93.6 percent, the number of 4-year-olds served increased 75.9 percent, and the number of 5-year-olds served increased 30.7 percent.

### The Race/Ethnicity of Preschoolers Served

WHAT IS THE LIKELIHOOD OF CHILDREN AGES 3 THROUGH 5 IN EACH RACIAL/ETHNIC GROUP BEING SERVED UNDER IDEA, PART B, AS COMPARED TO THAT OF OTHER CHILDREN AGES 3 THROUGH 5? Risk ratios compared the proportion of a particular racial/ethnic group served under Part B to the proportion of all other racial/ethnic groups combined. A risk of 1.0 indicates no difference between the racial/ethnic groups.

- American Indian/Alaska Na-

tive children ages 3 through 5 were 1.3 times more likely to be served under Part B than all other groups combined.

- White children ages 3 through 5 were 1.3 times more likely to be served under Part B than all other groups combined.
- Asian/Pacific Islander children ages 3 through 5 were just over half as likely to be served under Part B than all other groups combined.

### Trends in Preschool Service Settings

WHAT IS THE PRIMARY SERVICE SETTING FOR PRESCHOOLERS WITH DISABILITIES?

- In 2000, 51 percent of preschoolers received special education services in either early childhood settings or part-time early childhood/part-time special education settings.
- Only 3 percent of preschoolers were served primarily at home.
- A total of 14.6 percent of preschoolers were served in

other settings, including residential facilities, separate schools, itinerant services outside the home, or reverse mainstream settings.

### Workforce

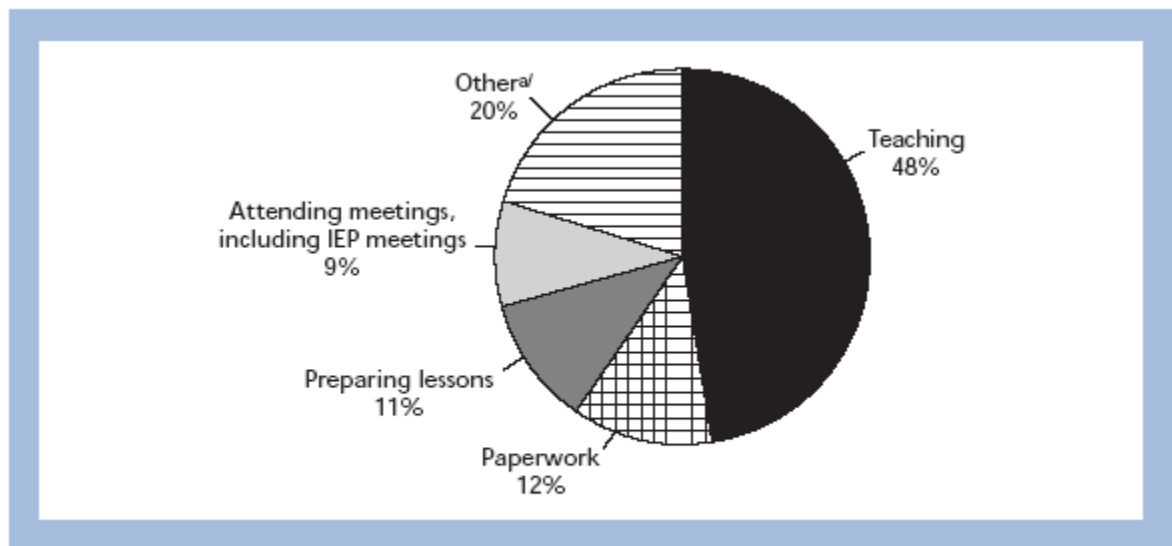
WHAT ARE THE CHARACTERISTICS OF TEACHERS WHO SERVE PRESCHOOLERS WITH SPECIAL NEEDS?

During the 2000-2001 school year, there were 34,342 special education teachers serving preschoolers with disabilities in the United States and outlying areas. About 88.8 percent of them were fully certified for their positions. According to the Study of Personnel Needs in Special Education (SPeNSE):

- 98.6 percent were female;
- 90.0 percent were white;
- 6.6 percent were Hispanic; and
- 6.5 percent have a disability.

The average preschool special education teacher serves 14 children, and 72 percent of preschool special education teachers serve children ages birth to 5 exclusively.

Figure 1-14. How Preschool Special Education Teachers Spend Their Time: 2000



a/ Other activities included duties such as reading background materials, sharing expertise with other staff, and communicating with parents.

Source: SPeNSE Service Provider Survey. The percentages above are based on the mean number of hours spent per week on each activity. Preschool teachers worked 49.9 hours per week on average.

### Students Ages 6 Through 21 Served Under IDEA, Part B

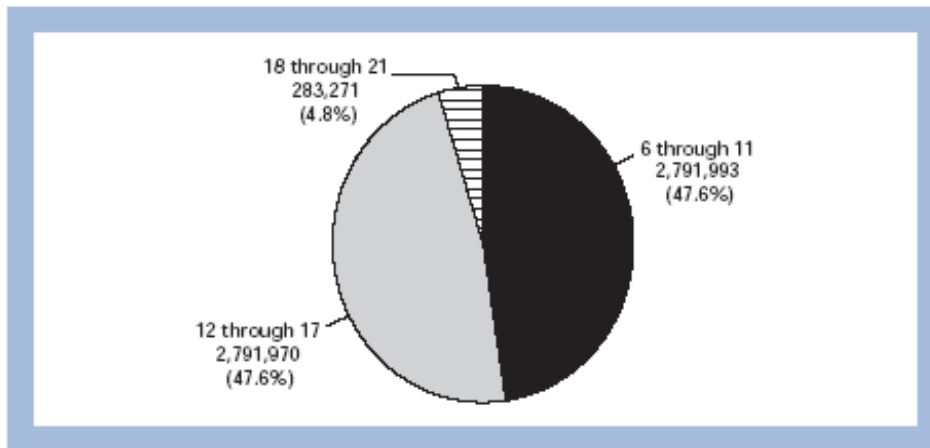
Since the 1975 passage of the Education for All Handicapped Children Act (EHA, P.L. 94-142), the Department of Education has collected data on the num-

ber of children served under the law. Early collections of data on the number of children with disabilities served under Part B of IDEA used nine disability categories. Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13 and revised, and new data col-

lections have been required.

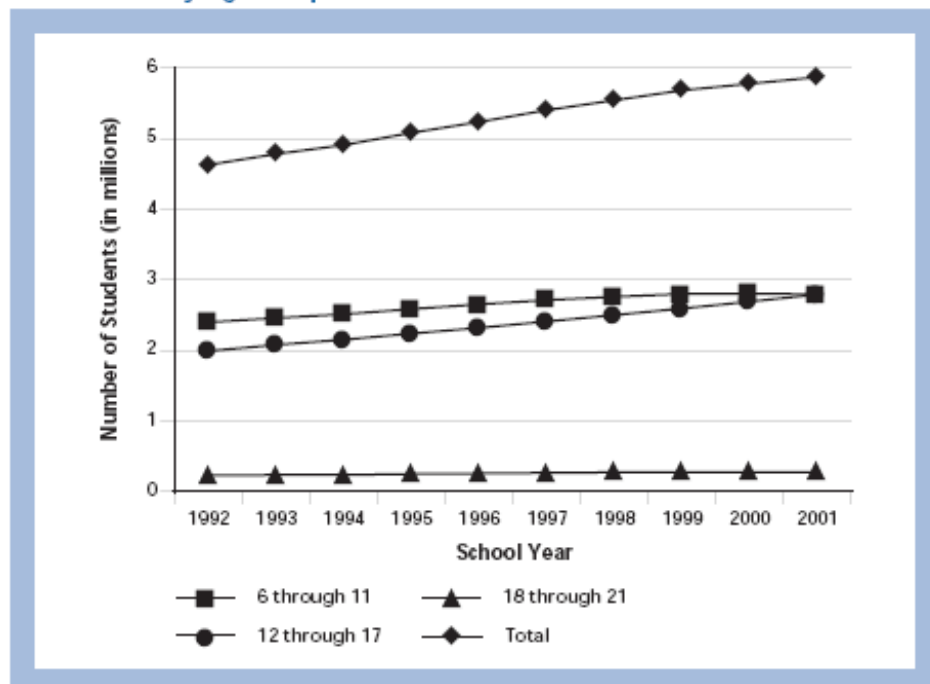
In 1997, the law was reauthorized with several major revisions (IDEA Amendments of 1997, P.L. 105-17). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of report-

**Figure 1-16. Number and Percentage of Students Ages 6 Through 21, Served Under IDEA, by Age Group, During the 2001-02 School Year**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA1 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

**Figure 1-17. Total Number of Students Ages 6 Through 21 Served Under IDEA, by Age Group: 1992-93 to 2001-02**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

ing children ages 6 through 9 under the developmental delay category.

*How many 6- through 21-year-olds are served under IDEA?*

- On December 1, 2001, a total of 5,867,234 students with disabilities in the 6- through-21 age group were served under IDEA. Of these 5,795,334 were served in the 50 states and the District of Columbia. This number represented 8.9 percent of the general 6- through 21-year-old population living in the United States.
- Based on public school enrollment, 12.1 percent of students were receiving special education and related services in 2001.
- Almost equal numbers of 6- through 11- and 12- through 17-year-olds received special education services in 2001.
- For the 2001-02 school year, 6- through 11-year-olds with disabilities made up 48 percent of the total served under IDEA;

12-through 17-year-olds made up 48 percent, and 18-through 21-year-olds made up the remainder.

*How has the number of 6- through 21-year-olds served under IDEA, Part B, changed over time?*

- Since 1992-93, the number of students ages 18 through 21 served under IDEA has remained fairly constant.
- The number of 6- through 11-year-olds served under IDEA grew until 1999-2000 and has since shown small declines in the number of children served. The number of 12- through 17-year-olds served under IDEA has grown each year.

*Has the disability distribution of children receiving services for specific learning disabilities and autism under Part B changed over time?*

- While the number of students receiving services for specific learning disabilities in the

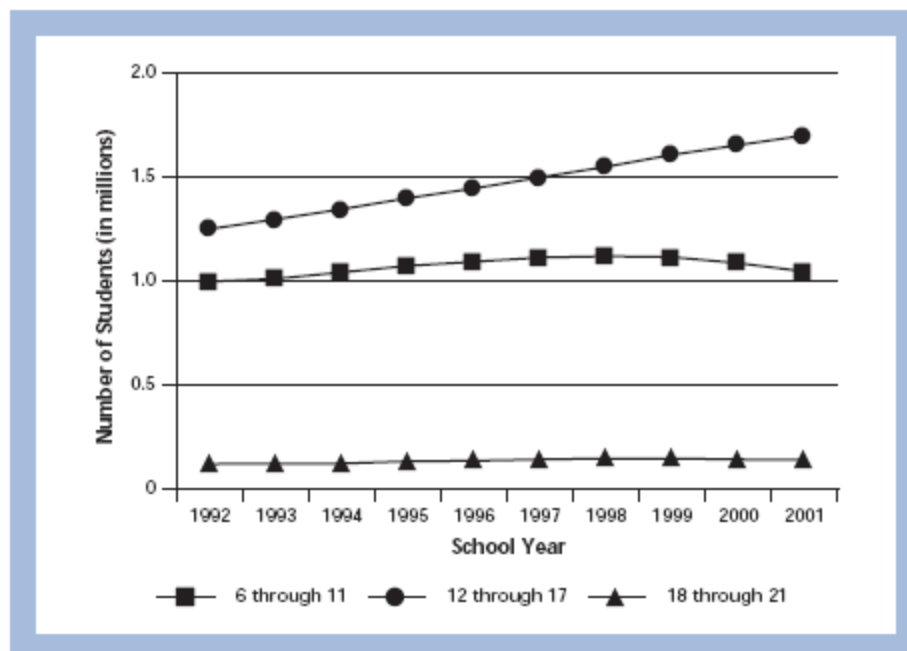
12-through-17 age groups increased over the past 10 years, the number of 6-through 11-year-olds and 18-through 21-year-olds has remained steady.

- Autism was added as an optional reporting category in 1991 and was a required program beginning in 1992.
- Although autism makes up a small percentage of children served under IDEA, the number of students receiving services for autism in the 6-through-11 and 12-through-17 age groups grew markedly over the past 10 years.

*How many students have co-occurring disabilities?*

- Nearly 15 percent of students with disabilities ages 6 through 12 have three or more disabilities; almost 30 percent have two disabilities; and more than half have only one disability.
- About 28 percent of students with disabilities ages 13

**Figure 1-18. Number of Students with Specific Learning Disabilities Served Under IDEA, by Age Group: 1992-93 to 2001-02**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

through 17 have three disabilities; 19 percent have two disabilities and about 43 percent have only one disability.

WHAT DISABILITIES DO STUDENTS AGES 6 THROUGH 21 HAVE WHO RECEIVE SPECIAL EDUCATION?

- For all racial/ethnic groups, more students with specific learning disabilities were served than students with any other disability in 2001.
- The percentages of white students in most disability categories are very similar to the percentages for the IDEA student population as a whole.
- The order of the five largest disability categories is the same for four of the five race/ethnicity groups: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, and other health impairments. For black students, however, mental retardation is the sec-

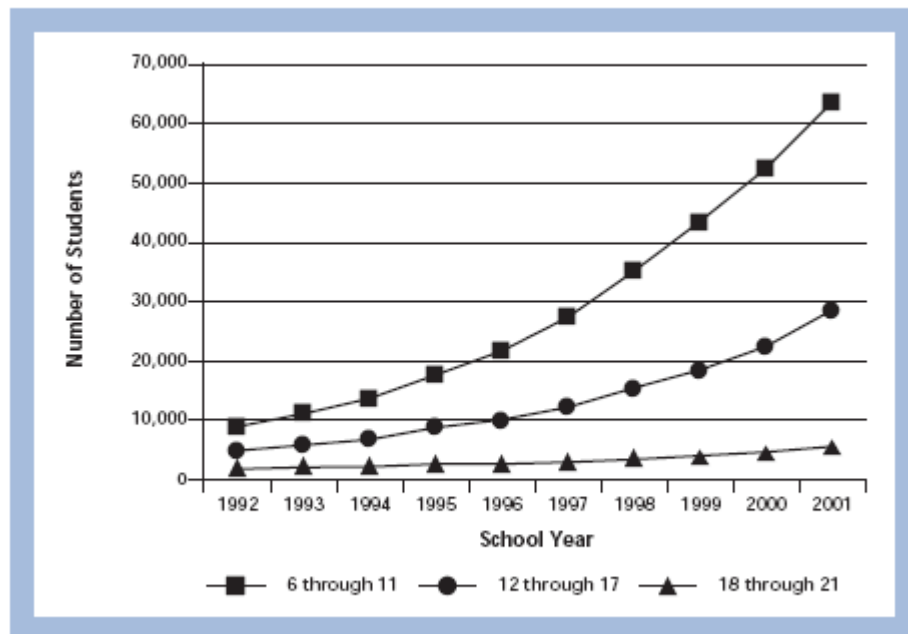
ond most frequently reported disability category.

- The percentages of American Indian/Alaska Native and Hispanic students with disabilities who received special education for specific learning disabilities are relatively higher when compared with the percentage for all students with disabilities (56.0 percent and 58.9 percent vs 49.2 percent).
- The percentage of black students with specific learning disabilities is lower than the percentage of all students with specific learning disabilities served under Part B (45.4 percent v. 49.2 percent).
- The percentage of black students with disabilities who received special education services for mental retardation is substantially higher than the percentage for any other racial/ethnic group (17.4 percent compared with 8.2 percent for American Indian/Alaska Native students

with disabilities, 9.4 percent for Asian/Pacific Islander students with disabilities, 8.1 percent for Hispanic students with disabilities, and 8.6 percent for white students with disabilities).

- The percentage of black students with disabilities who received special education services for emotional disturbance is considerably higher than the percentage of any other racial/ethnic group (11.3 percent compared with 7.7 percent for American Indian/Alaska Native students with disabilities, 5.0 for Asian/Pacific Islander students with disabilities, 5.0 percent for Hispanic students with disabilities, and 8.0 percent for white students with disabilities).
- The percentage of white students with disabilities who received special education services for other health impairments is nearly twice the percentage for the nearest

Figure 1-19. Number of Students with Autism Served Under IDEA, by Age Group: 1992-93 to 2001-02



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table A49 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

racial/ethnic group (7.0 percent v. 4.4 percent).

**Household Income**

WHAT IS THE HOUSEHOLD INCOME OF FAMILIES WITH STUDENTS AGES 6 THROUGH 17 WHO RECEIVE SPECIAL EDUCATION?

- As reported by parents, students with disabilities are more likely to be poor than students in the general population. According to SEELS and NLTS2 data, almost one-fourth (24 percent) of elementary and middle school students and 25 percent of high school students with disabilities live in poverty compared with 20 percent of the general population. In 1987,

38 percent of high school students with disabilities lived in poverty.

**Discipline and Social Problems at School**

DO SUSPENSION AND EXPULSION RATES DIFFER BY RACE/ETHNICITY?

- Parents report more suspensions and expulsions for black students (28 percent) than for Hispanic students (13 percent) of white students (10 percent).

HOW OFTEN ARE SECONDARY SCHOOL-AGE STUDENTS WITH DISABILITIES SUSPENDED OR EXPELLED?

- About one-third of all students ages 13 through 17 with disabilities have been suspended or expelled.

- More older students with disabilities were expelled than were 13- through 14-year-olds.

WHAT IS THE PERCENTAGE OF 6- THROUGH 12-YEAR-OLD STUDENTS WITH DISABILITIES WHO HAVE BEEN SUSPENDED OR EXPELLED?

- According to 2000-01 SEELS data, parents reported that 8.7 percent of 6- through 9-year-olds have been suspended or expelled. For 10- through 12-year-olds, the percentage is 18.9 percent.

DO SUSPENSIONS AND EXPULSIONS FOR SECONDARY SCHOOL-AGE STUDENTS DIFFER BY RACE/ETHNICITY?

- When asked whether their child had ever been sus-

**Table 1-3. Percentage of Students with Co-occurring Disabilities: 2000-01**

	Children (Ages 6 through 12)	Youth (Ages 13 through 17)
One disability	56.9%	42.9%
Two disabilities	28.6%	19.2%
Three disabilities	10.0%	28.0%
Four or more disabilities	4.5%	9.0%

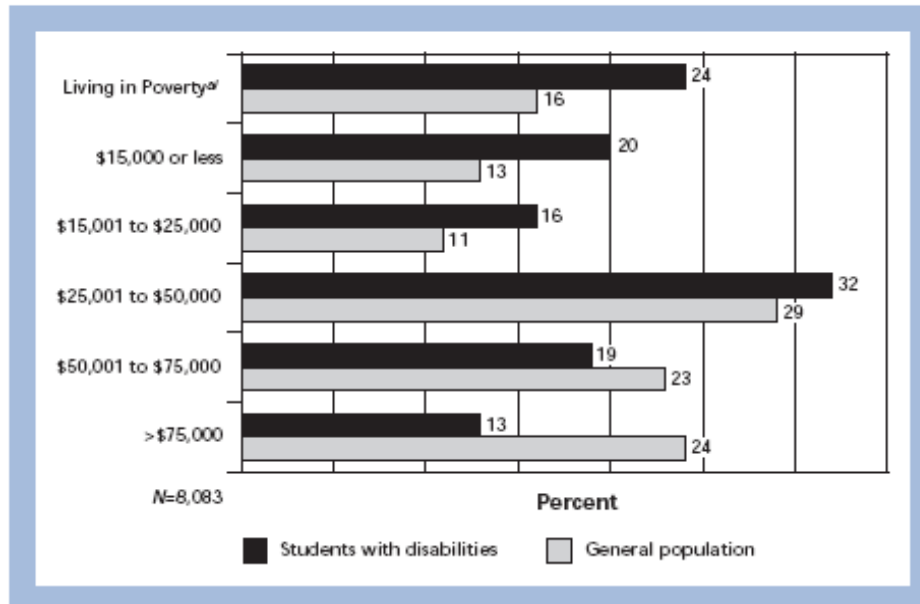
Sources: SEELS Parent Survey and NLTS2 Parent Survey

**Table 1-5. Disability Distribution, by Race/Ethnicity, of Students Ages 6 Through 21 Served Under IDEA: 2001**

Disability	American Indian/Alaska Native	Asiari/Pacific Islander	Black (non-Hispanic)	Hispanic	White (non-Hispanic)	All students served
Specific learning disabilities	56.0%	42.1%	45.4%	58.9%	48.1%	49.2%
Speech or language impairments	16.8	25.1	14.6	17.7	20.0	18.6
Mental retardation	8.2	9.4	17.4	8.1	8.6	10.3
Emotional disturbance	7.7	5.0	11.3	5.0	8.0	8.1
Multiple disabilities	2.3	2.7	2.1	2.0	2.2	2.2
Hearing impairments	1.1	3.0	1.0	1.6	1.1	1.2
Orthopedic impairments	0.8	1.8	0.9	1.3	1.4	1.3
Other health impairments	4.4	4.4	4.3	3.2	7.0	5.8
Visual impairments	0.4	0.8	0.4	0.5	0.4	0.4
Autism	0.8	4.1	1.4	1.1	1.8	1.7
Deaf-blindness	0.0	0.1	0.0	0.0	0.0	0.0
Traumatic brain injury	0.3	0.4	0.3	0.3	0.4	0.4
Developmental delay	1.2	1.0	0.9	0.4	0.8	0.8
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA15 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

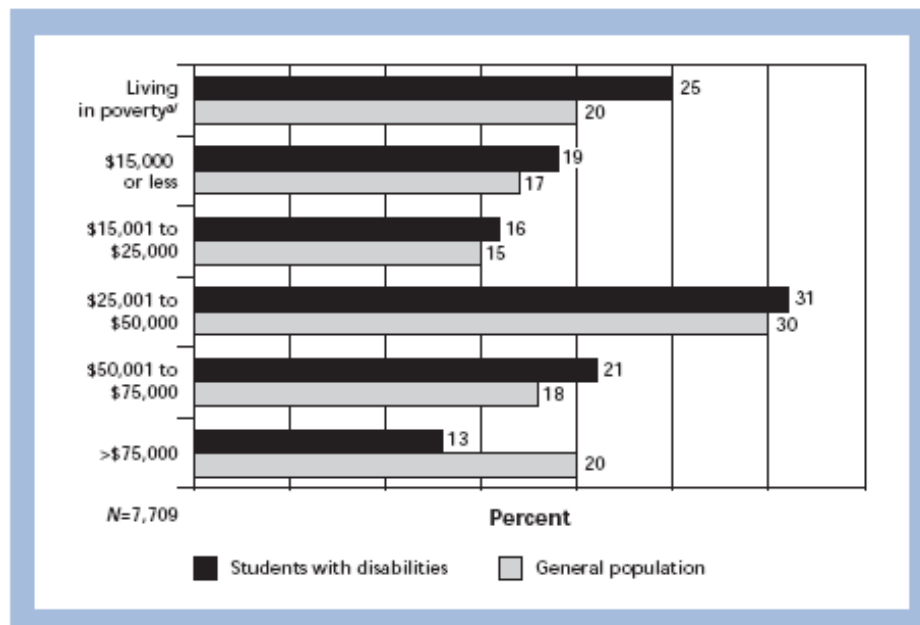
**Figure 1-23. Families of Students Ages 6 Through 12, by Household Income Level and by Disability Status: 2000-01**



<sup>a/</sup> SEELS uses the federal Orshansky index to define poverty. This is adjusted for family size, and it is computed as the estimated cash to minimally meet food needs x 3. It is based on income rather than resources and ignores many non-cash benefits (food stamps, school lunches, Medicaid, housing subsidies, educational grants, and loans). It ignores wealth (i.e., owning a farm is not counted). For SEELS, the parents of students with disabilities reported their household income in categories (e.g., \$25,001 - \$50,000) rather than a specific dollar value; thus, the poverty rates for SEELS data are estimated.

Sources: Income in 1999 for households of 6- to 13-year-olds with disabilities, SEELS Parent Survey, 2002; Income in 1997 for households with children ages 6 to 17, U.S. Census, 2001. Population income data from the National Household Education Survey (NHES), 1999.

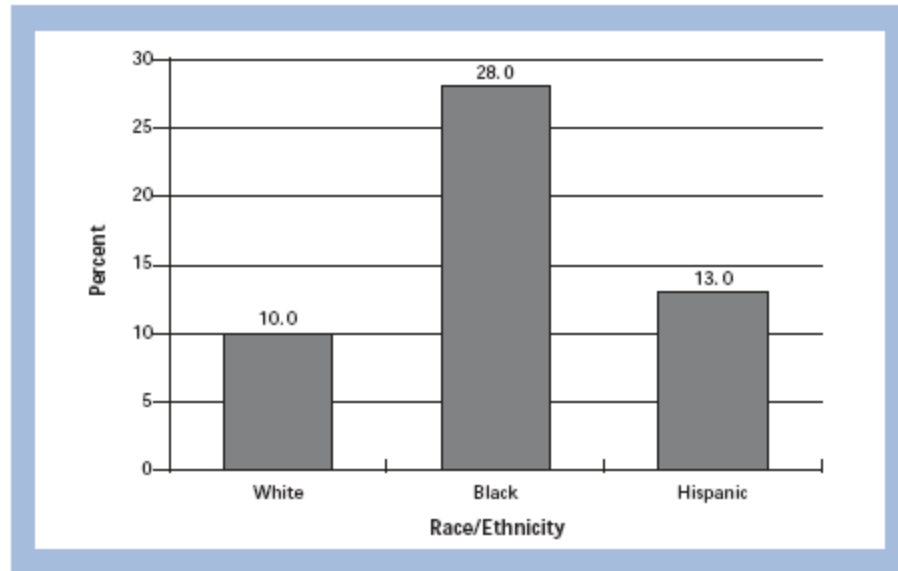
**Figure 1-24. Families of Students Ages 13 Through 17, by Household Income Level and by Disability Status: 2001**



<sup>a/</sup> A dichotomous variable indicating that a student's household was in poverty was constructed using parents' reports of household income and household size and federal poverty thresholds for 2000. These thresholds indicate the income level; however, NLS2 respondents reported household income in categories (e.g., \$25,501 to \$30,000) rather than a specific dollar amount. Estimates of poverty status were calculated by assigning each household to the mean value of the category of income reported by the parent and comparing that value to the household's size to determine poverty status.

Sources: NLS2 Parent Survey. Population income data are from the National Household Education Survey (NHES), 1999.

**Figure 1-31. Elementary and Middle School-Age Students with Disabilities Ages 6 Through 12, Suspended/Expelled From School, by Race/Ethnicity<sup>a/</sup>: 2000-01**



<sup>a/</sup> SEELS data yielded too few observations for other races/ethnicities to report.

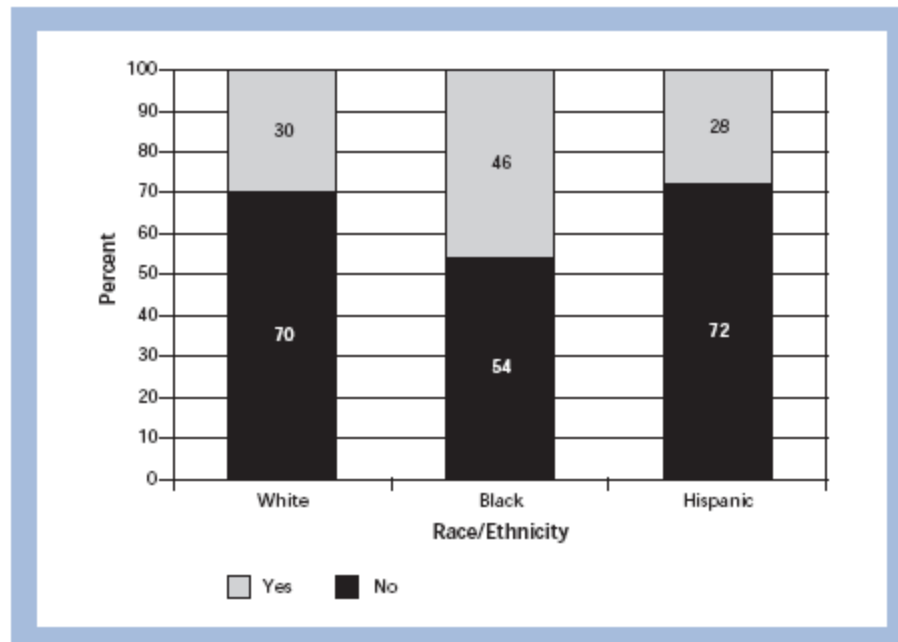
Source: SEELS Parent Survey.

**Table 1-8. Suspensions and Expulsions of Students with Disabilities by Age: 2001**

Suspended or expelled	Age				Total
	13 through 14	Age 15	Age 16	Age 17	
No	72.7%	65.9%	64.5%	64.3%	67.3%
Yes	27.3%	34.1%	35.5%	35.7%	32.7%
Number of students in sample	3,021	2,194	2,215	1,410	8,840

Source: NLTS2 Parent Survey.

**Figure 1-32. Youths with Disabilities Ages 13 Through 17 Ever Suspended or Expelled From School, by Race/Ethnicity: 2001**



Source: NLTS2 Parent Survey.

pendent or expelled, 46 percent of parents of black students responded "Yes." White and Hispanic parents responded to this question in the affirmative less often; 30 percent and 28 percent, respectively, indicating that their child had never been suspended or expelled (NLTS2 Parent Survey).

**Education Environments**

TO WHAT EXTENT ARE STUDENTS WITH DISABILITIES EDUCATED WITH THEIR NON-DISABLED PEERS?

- Most students (about 96 percent) with disabilities are being educated in regular school buildings.

- Almost half of all students with disabilities (46.5 percent) are being educated in the regular classroom for most of the school day. That is, they are outside the regular classroom for less than 21 percent of the school day.

WHAT SUPPORTS ARE AVAILABLE TO STUDENTS WITH DISABILITIES SO THEY CAN ACCESS THE GENERAL EDUCATION CURRICULUM?

- According to principals, teachers in their school use a variety of teaching strategies to support special education students' access to the general curriculum. About 70 percent of schools use al-

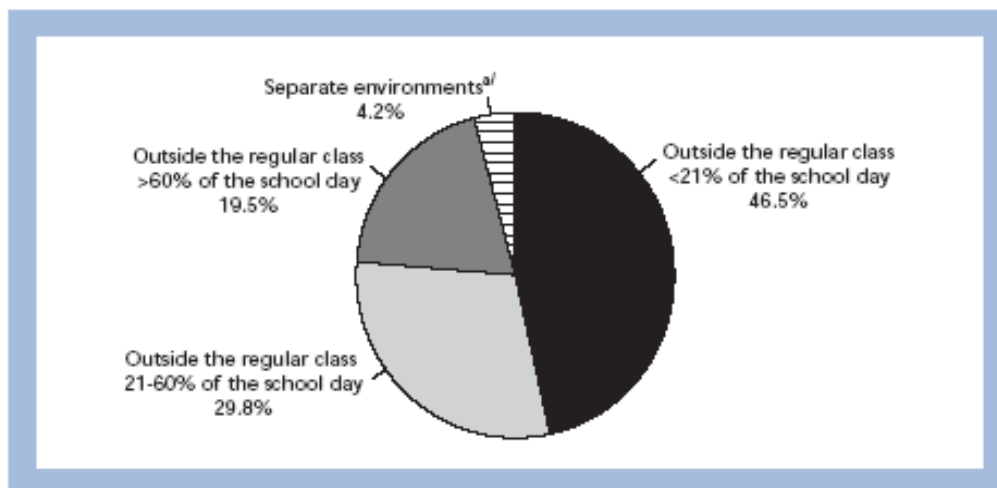
ternative grouping and cooperative learning strategies, and 57 percent use peer tutoring strategies to a moderate or large extent. Less than 25 percent of schools use multiage classrooms, curriculum looping, or cross-grade grouping to facilitate access to the general education curriculum.

**Educational Outcomes for Students with Disabilities**

HOW OFTEN ARE STUDENTS WITH DISABILITIES RETAINED IN GRADE?

- Elementary and middle school students with disabilities often do not move from grade level to grade level with

**Figure 1-34. Educational Environments of Students Ages 6 Through 21 with Disabilities: 2000**



a/ Separate environments include public and private residential facilities, public and private separate facilities, and homebound/hospital environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB2 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

**Table 1-10. Percentage of Schools Reporting Teachers' Strategies Used To Support Special Education Students' Access to the General Education Curriculum: 1999-2000**

Strategies	Large extent	Moderate extent	Small extent	Not at all
Curriculum modification	51	34	13	3
Instructional modification and adaptation	51	38	11	1
Alternative grouping strategy	30	39	23	8
Cooperative learning	29	46	20	6
Peer tutoring	21	36	38	5
Multiage classrooms	9	14	19	56
Student(s) followed for multiple years	8	10	20	62
Cross-grade grouping	8	16	32	44

Source: SLIIDEA School Survey.

their non-disabled peers; that is, they are held back a grade at least once or start school later than non-disabled students. For example, the average 9-year-old is in the fourth grade; however, only about 4 percent of 9-year-old students with disabilities are in the fourth grade.

- Especially in their early elementary careers, students with disabilities tend to be classified as “ungraded.”
- Parents report that 26 percent of elementary and middle school students with disabilities have been retained in grade (SEELS

School Survey).

WHAT ARE THE HOUSEHOLD INCOME AND RACE/ETHNICITY OF STUDENTS WITH DISABILITIES RETAINED IN GRADE BY PERCENTAGE?

- According to NLTS2, secondary students with disabilities are frequently retained in grade at least once. While the typical 15-year-old is in 10th grade, only 14.1 percent of 15-year-old students with disabilities are in 10th grade.
- Parents of secondary students with disabilities report that 36 percent of these students have repeated a grade some time in their school

enrollment (NLTS2 Parent Survey).

- In 1987, 32 percent of high school students with disabilities were at the typical grade level for their age (NLTS), while in 2001 this proportion was 53 percent (NLTS2 School Survey).

### Expenditures for Special Education

WHAT ARE THE TOTAL EXPENDITURES TO PROVIDE SERVICES TO STUDENTS WITH DISABILITIES AGES 6 THROUGH 21?

- In per pupil terms, the total spending used to educate the average student with a disability is \$12,639. This

**Table 1-12. Percentage of Elementary and Middle School Students with Disabilities, by Age and Grade Level: 2001**

Grade	Age								
	6	7	8	9	10	11	12	13	14
Ungraded	12	3	3	2	2	2	1	1	
1st	88	96	32	2					
2nd		10	60	31	2				
3rd			4	61	35	5	1		
4th				4	58	38	6		
5th					2	50	34	4	1
6th						5	53	45	14
7th							5	45	83
8th								4	3
Multigrade		1							
Total	100	100	100	100	100	100	100	100	100

Source: SEELS School Survey.

Note: Details may not add to 100 because of rounding.

**Table 1-13. Percentage of Students with Disabilities, Ages 13-17, by Age and Grade Level: 2002**

Grade	Age			
	13 to 14	15	16	17
Ungraded	1	1	1	3
1st-6th	1			
7th	34	2		
8th	53	27	3	
9th	11	57	26	7
10th	1	14	54	35
11th			14	49
12th or 13th			2	5
Multigrade				1
Total	100	100	100	100

Source: NLTS2 School Survey.

Note: Details may not add to 100 because of rounding.



tism and speech/language impairments. The dropout rate also notably declined for students with visual impairments and specific learning disabilities.

- No meaningful change occurred in the dropout rate for students with hearing impairments.

WHAT DO WE KNOW ABOUT THE EMPLOYMENT OF OLDER STUDENTS WITH DISABILITIES?

- According to NLTS2, among 15- to 17-year-olds in 2001, 60 percent had worked in 2000, a rate similar to the general population and up from 51 percent ( $p < .01$ ) in 1987.
- The percentage of employed

youth ages 15 to 17 making at least minimum wage is equal to the percentage not making minimum wage (NLTS2).

- The percentage of employed youth ages 15 through 17 making above minimum wage increased from 41 percent in 1987 to 68 percent in 2001 ( $p < .01$ ) (NLTS2).

WHAT TRANSITION SERVICES ARE AVAILABLE TO HELP STUDENTS WITH DISABILITIES MOVE FROM SECONDARY SCHOOL TO ADULT LIFE?

- Most districts offer a range of services to assist the transition of students with disabilities to adult life. More than 90 percent of all high schools offer a formal assessment of

career skills or interests, career counseling, job readiness or prevocational training, instructions in job searching and other similar services, as well as counseling and support regarding postsecondary institutions.

- Between 80 and 90 percent of all high schools offer community work experience, community work exploration, referrals to potential employers, and specific job skills training.
- Fewer than 80 percent of high schools provide job coaches who work with employers, job coaches who monitor performance, or a self-advocacy curriculum.

Table 1-15. Percentage<sup>a/</sup> of Students Age 14 and Older with Disabilities Who Graduated with a Standard Diploma: 1993-94 Through 2000-01

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>b/</sup>	1999-2000	2000-01
Specific learning disabilities	49.1	47.7	48.2	48.8	51.0	51.9	51.6	53.6
Speech/language impairments	42.9	41.7	42.2	44.8	48.1	51.2	53.2	52.3
Mental retardation	35.0	33.8	34.0	33.0	34.3	36.0	34.3	35.0
Emotional disturbance	27.0	26.0	25.1	25.9	27.4	29.2	28.6	28.9
Multiple disabilities	36.1	31.4	35.3	35.4	39.0	41.0	42.1	41.6
Hearing impairments	61.9	58.2	58.8	61.8	62.3	60.9	61.8	60.3
Orthopedic impairments	56.7	54.1	53.6	54.9	57.9	53.9	51.2	57.4
Other health impairments	54.6	52.6	53.0	53.1	56.8	55.0	56.4	56.1
Visual impairments	63.5	63.7	65.0	64.3	65.1	67.6	66.5	65.9
Autism	33.7	35.5	36.4	35.9	38.7	40.5	40.7	42.1
Deaf-blindness <sup>d/</sup>	34.7	30.0	39.5	39.4	67.7	48.3	39.5	41.2
Traumatic brain injury	54.6	51.7	54.0	57.3	58.2	60.6	56.7	57.5
All disabilities	43.5	42.1	42.4	43.0	45.3	46.5	46.1	47.6

a/ the percentage of students with disabilities who exit school with a regular high school diploma and the percentage who exit school by dropping out are performance indicators used by OSEP to measure progress in improving results for students with disabilities. The appropriate method for calculating graduation and dropout rates depends on the question to be answered and is limited by the data available. For reporting under the Government Performance Results Act (GPRA), OSEP calculates the graduation rate by dividing the number of students age 14 and older who graduated with a regular high school diploma by the number of students in the same age group who are known to have left school (i.e., graduated with a regular high school diploma, received a certificate of completion, reached the maximum age for services, died, moved and are not known to be continuing in an education program, or dropped out). These calculations are presented here. Not all states award a certificate of completion. In all years presented, Kansas, Massachusetts, New Jersey, Oklahoma, Texas, and Guam did not report any students receiving a certificate of completion. Since 1997, Minnesota has not reported any students receiving a certificate of completion. Since 1998, Arizona and Ohio have not reported any students receiving a certificate of completion. Prior to 1999, Pennsylvania did not report any students receiving a certificate of completion.

b/ Two large states appear to have underreported dropouts in 1998-99. As a result, the graduation rate is somewhat inflated that year.

d/ Percentages are based on fewer than 150 students exiting school.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Table AD1 in vol. 2. These data are for the 50 states, D.C., Puerto Rico, and the outlying areas.



**Workforce**

WHO PROVIDES SERVICES TO 6-THROUGH 21-YEAR-OLDS WITH DISABILITIES?

- Today's special educators must be innovative, adaptive, and prepared to use an array of instructional approaches

that suit students with a wide variety of needs.

- Almost 80 percent of special education teachers serve students with two or more primary disabilities, and 32 percent teach students with four or more different primary disabilities.

- On average, almost one-fourth of their students are from a cultural or linguistic group different from their own, and 7 percent of their students are English language learners (SPeNSE Provider Survey).

**Table 1-21. Percentage of High Schools That Offered Various Services To Help Students with Disabilities Transition From School to Adult Life: 1999–2000**

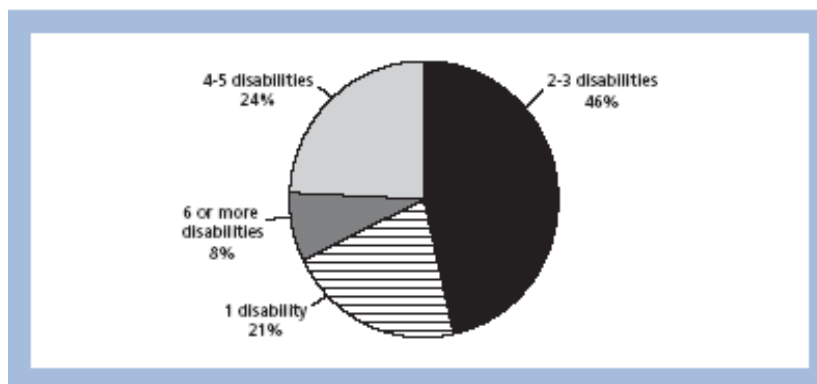
Transition services	Percent of high schools
Formal assessment of career skills or interests	99
Career counselling	98
Job applications instruction	97
Job search instruction	97
Job readiness or prevocational training	96
Interviewing instruction	96
Postsecondary education/training applications assistance	95
Postsecondary and training institutions counselling	95
Counselling about support services for students with disabilities	94
Counselling about financial aid	92
Community work experience	89
Community work exploration	87
Referrals to potential employers	85
Specific job skills training	85
Job coaches to monitor job performance	78
Job coaches/staff who work with employers to modify jobs	67
Self-advocacy curriculum	55

Source: SLIDEA School Survey.

**Table 1-22. Characteristics of Service Providers for Students with Disabilities**

Demographics	Special Education	General Education	Paraprofessional	Speech-Language Pathologist
	Teacher	Teacher		
Sex: Female	85%	76%	94%	96%
Race/ethnicity: White	96%	88%	78%	94%
Identifying themselves as having a disability	14%	6%	5%	5%
Mean age	43	43	44	43

**Figure 1-55. Number of Different Disabilities on Special Educators' Caseloads: 2000**



Source: SPeNSE Service Provider Survey.

## References

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## Data Sources Used in This Report

The text and graphics contained in the 25th Annual Report to Congress were developed prima-

rily from data from the Office of Special Education Programs (OSEP) Data Analysis System (DANS). DANS is a repository for all the data mandated by the Individuals with Disabilities Education Act (IDEA) to be collected from states annually. These data include the number of infants and toddlers being served under Part C of IDEA and the settings in which they receive program services, as well as their transition out of Part C. The states also report early intervention services provided to this population and the personnel who are providing the services. For Part B, states report the number of children and students who are served, the educational environments in which they receive services, and their exiting from the program.

In addition to using data from DANS, this report presents information from OSEP's National Assessment of the Implementation of IDEA, NCES CCD, NCES-sponsored NHES, and the U.S. Census Bureau, Population Estimates Program.

Many of the studies that make up OSEP's National Assessment of the Implementation of IDEA provided data for the report. These studies include:

- National Early Intervention Longitudinal Study (NEILS);
- Pre-Elementary Education Longitudinal Study (PEELS);
- Special Education Elementary Longitudinal Study (SEELS);
- National Longitudinal Transition Study-2 (NLTS2);
- Special Education Expenditure Project (SEEP);
- Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIDEA); and
- Study of Personnel Needs in Special Education (SPeNSE).

Each of these studies is summarized below. More detailed

information about these studies and other data reports can be obtained from the Web sites provided with each summary. The URLs provided for the studies are for general information only. The data in this report from these studies represent analyses from database not accessible to the general public.

OSEP's National Assessment of the Implementation of IDEA

### NEILS

The National Early Intervention Longitudinal Study is being conducted for OSEP by SRI International, the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, Research Triangle Institute, and American Institutes for Research. NEILS is answering the following questions:

- Who are the children and families receiving early intervention services?
- What early intervention services do participating children and families receive, and how are services delivered?
- What are the costs of services?
- What outcomes do participating children and families experience?
- How do outcomes relate to variations in child and family characteristics and services provided?

NEILS includes a nationally representative sample of 3,338 children between birth and 31 months of age and their families who began early intervention services for the first time between September 1997 and November 1998. The sample families were recruited in three to seven counties in each of 20 states. Data in this report come from the NEILS Initial Program Data and the NEILS Parent Survey. The NEILS Web site is: [www.sri.com/neils/](http://www.sri.com/neils/).

**PEELS**

The Pre-Elementary Education Longitudinal Study is being conducted for OSEP by Westat. Researchers will follow over 3,000 children with disabilities as they progress through preschool into their early elementary years. The children are 3 through 5 years old at the start of the study. The initial phase of this study examines children's preschool experiences and outcomes, their transition to kindergarten, and their early elementary school experiences and outcomes. Five research questions focus the study:

- What are the characteristics of children receiving preschool special education?
- What preschool programs and services do they receive?
- What are their transitions like between early intervention (programs for children from birth to 3 years old) and preschool, and between preschool and elementary school?
- What results do children achieve in preschool, kindergarten, and early elementary school?
- What factors help to produce better results?

To answer these questions, researchers conducted telephone interviews with parents of preschoolers with disabilities, one-on-one assessments of children participating in this study, and mail surveys to the children's teachers and other service providers, school principals, district administrators, and state education agency administrators. Data collection began in fall 2003 and will be repeated in fall-winter 2004-5 and fall-winter 2005-6. Their Web site is: [www.PEELS.org/](http://www.PEELS.org/). Data from PEELS will be included in future reports.

**SEELS**

The Special Education Elementary Longitudinal Study is a study of school-age students receiving special education services and is being conducted for OSEP by SRI International and Westat. From 2000 to 2006, SEELS will document the school experiences of a national sample of students as they move from elementary to middle school and from middle to high school. SEELS is designed to assess changes over time in students' educational, social, vocational, and personal development.

SEELS involves a large, nationally representative sample of students in special education who were ages 6 through 12 in 1999. Students were selected randomly from rosters of students in special education provided by local education agencies and state-operated, special schools for the deaf and blind that agreed to participate in the study. Statistical summaries generated from SEELS will generalize to special education students nationally as a group, to each of the 13 federal special education disability categories, and to each single-year age cohort. Data in this report are from the SEELS Parent Survey. Their Web site is: [www.seels.net/](http://www.seels.net/)

**NLTS2**

The National Longitudinal Transition Study-2 is a follow-up of the original NLTS. The study is being conducted for OSEP by SRI International with assistance from Westat and RTI International. NLTS2 includes 11,276 youth nationwide who were ages 13 through 16 in 2001 and in at least 7th grade at the start of the study. The study is collecting information over a 9-year period from parents, youth, and schools and will provide a national picture of the experiences and achievements

of young people as they transition into early adulthood. The study will:

- Describe the characteristics of secondary school students in special education and their households;
- Describe the secondary school experiences of students in special education, including their schools, school programs, related services, and extracurricular activities;
- Describe the experiences of students once they leave secondary school, including adult programs and services, social activities, etc.;
- Measure the secondary school and postschool outcomes of students in education, employment, social, and residential domains; and
- Identify factors in students' secondary school and postschool experiences that contribute to positive outcomes.

Data in this report are from the NLTS2 Parent Survey and the NLTS2 School Survey. Their Web site is: [www.nlts2.org/](http://www.nlts2.org/).

**SEEP**

The Special Education Expenditure Project, being conducted for OSEP by the American Institutes for Research in Palo Alto, California, examines resource allocation to special education programs. The study investigates the ways in which special education funds are used to enable special education students to meet the expectations of their individualized education program.

The study examines how resources are allocated among various special education programs and how the use of resources varies across schools and districts. The study also investigates total expenditure on special education, average per pupil expenditures for special education programs and

services, patterns of resource allocation, and patterns of services to different categories of students. The study is designed to provide in-depth information about and analysis of:

- The detailed costs associated with the provision of special education services;
- The extent to which expenditures vary according to the type of student, placement, school, district, or state with which they are associated;
- Changes in the rates and patterns of identification of students with disabilities and how these vary by the type of school, district, or state with which the students is associated; and
- How movements toward addressing the needs of special education students in the least restrictive setting, toward the blending of funds from different revenue sources, and toward increasing services to preschool students have affected patterns of resource allocation.

Data in this report are from the SEEP District and School Surveys. The SEEP Web site is: <http://csef.air.org/>.

### **SLIIDEA**

The State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) is a national assessment conducted for OSEP by ABT Associates. SLIIDEA collects data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study is designed to measure change over time by collecting data at several points over a 5-year period, beginning in 2000. This longitudinal study answers the following research questions:

- How is IDEA implemented?

- What is the status of a number of issues identified in IDEA?
- What contextual factors influence the implementation of the legislature?
- What is the relationship between implementation and results?
- What are the intended and unintended outcomes of the legislation?
- What are the critical and emerging issues in states, districts, and schools?

Data from SLIIDEA used in this report are from the SLIIDEA State, District, and School Surveys. The SLIIDEA Web site is: <http://www.abt.sliidea.org/>.

### **SPeNSE**

The Study of Personnel Needs in Special Education (SPeNSE) is a national assessment conducted for OSEP by Westat. It was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of the National Assessment of IDEA mandated by Congress, SPeNSE examined (a) the extent to which personnel are adequately prepared to serve students with disabilities, (b) variation in personnel preparation, and (c) factors that explain that variation.

SPeNSE included personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Over 8,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals participated in telephone interviews during the 1999-2000 school year.

SPeNSE provides information on the quality of the

workforce nationally, within each geographic region, and within and across personnel categories. The SPeNSE Web site is: <http://ferdig.coe.ufl.edu/spense/> Data in this report are from the SPeNSE Service Provider Survey.

### **NCES**

The NCES is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations. NCES is located within the U.S. Department of Education's Institute of Education Sciences.

NCES fulfills a congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. NCES statistics and publications are used by Congress, other federal agencies, state education agencies, educational organizations, the news media, researchers, and the public.

### **NHES**

The National House Education Surveys Program is a data collection system of NCES that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the United States.

NHES surveys have been conducted in spring of 1991, 1993, 1995, 1996, 1999, 2001, and 2003.

The NHES Web site is: <http://nces.ed.gov/nhes/>.

### **CCD**

The Common Core Data is the Department of Education's primary database on public elementary and secondary educa-

tion in the United States. CCD is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts that contains data that are designed to be comparable across all states.

CCD comprises five surveys sent to state education departments. Most of the data are obtained from administrative records maintained by the state education agencies. Statistical information is collected annually from public elementary and secondary schools, public school districts, and the 50 states, the District of Columbia, Puerto Rico, Department of Defense schools, and the outlying areas. This report uses information from the CCD for 1999-2000, 2000-01, and 2001-02, as noted in the text.

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

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each state and county Members of the Armed Forces on active duty stationed outside the United States, military dependents living abroad, and other United States citizens living abroad are not included in these estimates. These population estimates are solely the sum of the county population estimates. The reference data for county estimates is July 1.

Estimates are used in federal allocations, as denominators for vital rates and per capita time series, as survey controls, and in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for years are revised back to the last census. Previously published estimates are superseded and archived. See the Census Bureau's document Estimates and Projections Area Documentation State and

County Total Population Estimates for more information about how population estimates are produced.

The Census files used in this report include the following:

- U.S. Bureau of the Census. Population data for 2000 and 2001 retrieved October 2003 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>. This file is now archived as [http://census.gov/popest/archives/2000s/vintage\\_2002/ST-EST2002/STCH-6R.txt/](http://census.gov/popest/archives/2000s/vintage_2002/ST-EST2002/STCH-6R.txt/).
- U.S. Bureau of the Census. Population data for 1999 retrieved October 2000 from <http://www.census.gov/popest/archives/1990s/stas/st-99-10.txt/>
- U.S. Bureau of the Census. Population data for 1998 retrieved October 1999. This file is no longer available on the Web site.