

## **Section I.**

### **The National Picture**



## Infants and Toddlers Served Under IDEA, Part C

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

*How many infants and toddlers receive early intervention services?*

**Table 1-1. Number of infants and toddlers receiving early intervention services under IDEA, Part C, and the percentage of population served: Fall 1994 through fall 2002**

Year	Total served under Part C (birth through 2)		Birth-through-2 population in the 50 states and DC	Percentage <sup>a</sup> of birth- through-2 population receiving services under Part C in the 50 states and DC
	For the 50 states, DC, Puerto Rico and the four outlying areas	For the 50 states and DC only		
1994 <sup>b</sup>	165,351	160,889	11,704,510	1.4
1995	177,281	172,234	11,570,316	1.5
1996	186,527	181,504	11,382,432	1.6
1997	196,337	192,469	11,364,028	1.7
1998	187,355	184,362	11,273,933	1.6
1999	206,108	202,718	11,334,677	1.8
2000	232,810	229,150	11,485,257	2.0
2001	245,775	242,255	11,711,409	2.1
2002	268,331	265,145	11,950,413	2.2

*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 6-1, 6-3 and C-2 in vol. 2. Population data for 1994 through 1999 are July estimates as of the date of the first release. These data are based on the 1990 Decennial Census. For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 Decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<sup>a</sup>Percentage of population is calculated by dividing the number served under IDEA, Part C by the general U.S. population estimates for children in this age range for that year.

<sup>b</sup>Prior to 1994, Part C data were collected differently and, thus, are not comparable.

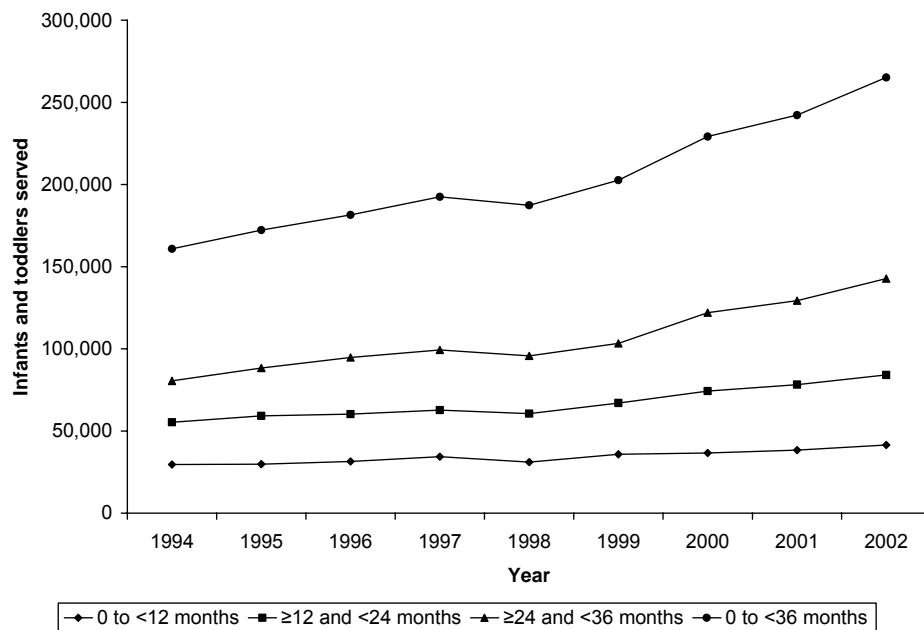
- On December 1, 2002, 268,331 children ages birth through 2 received early intervention services under IDEA, Part C. Of these, 265,145 received services in the 50 states and the District of Columbia; this number represents 2.2 percent of the birth-through-2 population in the 50 states and the District of Columbia.
- Between 1994 and 2002, the total number of children served under IDEA, Part C has increased steadily (with the exception of one year) from 165,351 to 268,331—an increase of 62.3 percent. The apparent decline in the number of children served in 1998 was the result of a data reporting problem in one state that year.

*What percentage of the birth-through-2 population is served under IDEA, Part C?*

- In the 50 states and the District of Columbia, the percentage of the birth-through-2 population receiving early intervention services under Part C increased steadily between 1994 and 2002, with the exception of one year (see note above about the one-year decline in 1998). On December 1, 1994, Part C served 1.4 percent of children ages birth through 2. By 2002, this percentage was up to 2.2 percent, a 57 percent increase.
- In 2002, 24 of the 50 states and the District of Columbia served at least 2.2 percent of their jurisdiction's birth-through-2 population under IDEA, Part C (see table 6-1 in vol. 2).

*What is the distribution of ages for the children receiving early intervention services under IDEA, Part C?*

**Figure 1-1. Number and age distribution of infants and toddlers served under IDEA, Part C, by age: Fall 1994<sup>a</sup> through fall 2002**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-3 in vol. 2. Data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>Prior to 1994, Part C data were collected differently and are, thus, not comparable.

- According to DANS data, in 2002, 53.2 percent of the children receiving early intervention services under Part C were 2 years old. The next largest age group served under Part C was 1-year-olds, who comprised 31.3 percent of the children served under Part C. Infants under age 1 year comprised 15.5 percent of Part C.

*Over time, has the age distribution of children receiving services under IDEA, Part C changed?*

- Since 1994, the number of children served under IDEA, Part C increased for all age groups. However, the largest increase was for 2-year-olds. The number of 2-year-olds served increased from 80,450 in 1994 to 142,757 in 2002—an increase of 77.5 percent. Birth through 1-year-olds increased 40.0 percent, and 1- to 2-year-olds increased 52.1 percent.
- In all years, 2-year-olds were the largest age group of children receiving early intervention services (48.7 percent of the total in 1994 and 53.2 percent of the total in 2002). Birth up to 1-year-olds were 17.9 percent in 1994 and 15.5 percent in 2002. One-year-olds were 33.4 percent in 1994 and 31.3 percent in 2002.

*For each racial/ethnic group, how does the proportion of infants and toddlers served under IDEA, Part C compare to the proportion of all other infants and toddlers combined?*

Risk ratios compare the proportion of a particular racial/ethnic group served under IDEA, Part C to the proportion of all other racial/ethnic groups combined. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

**Table 1-2. Risk ratios for infants and toddlers ages birth through 2 served under IDEA, Part C, by race/ethnicity: Fall 2002**

Race/ethnicity	Child count <sup>a</sup>	U.S. population, birth through 2 <sup>b</sup>	Risk index <sup>c</sup>	Risk index for all other <sup>d</sup>	Risk ratio <sup>e</sup> vs. all other children
American Indian/Alaska Native	2,533	106,129	2.39	2.22	1.08
Asian/Pacific Islander	11,796	509,374	2.32	2.21	1.05
Black (not Hispanic)	40,053	1,811,473	2.21	2.22	1.00
Hispanic	50,206	2,456,482	2.04	2.26	0.90
White (not Hispanic)	160,305	7,066,955	2.27	2.14	1.06
Race/ethnicity total <sup>f</sup>	264,893	11,950,413	2.22		N/A

*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables C-6 and 6-8 in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates for 2002, based on the 2000 Decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

<sup>a</sup>Child count is the number of children with disabilities in the racial/ethnic group, ages birth through 2. Data are for the 50 states and the District of Columbia.

<sup>b</sup>Data are for the 50 states and the District of Columbia.

<sup>c</sup>Risk index was calculated by dividing the child count for the racial/ethnic group by the total number of children in the racial/ethnic group in the U.S. population, ages birth through 2.

<sup>d</sup>Risk index for all other was calculated by dividing the child count for all the other racial/ethnic groups combined by the total number of children in the other racial/ethnic groups in the U.S. population, ages birth through 2.

<sup>e</sup>Risk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined.

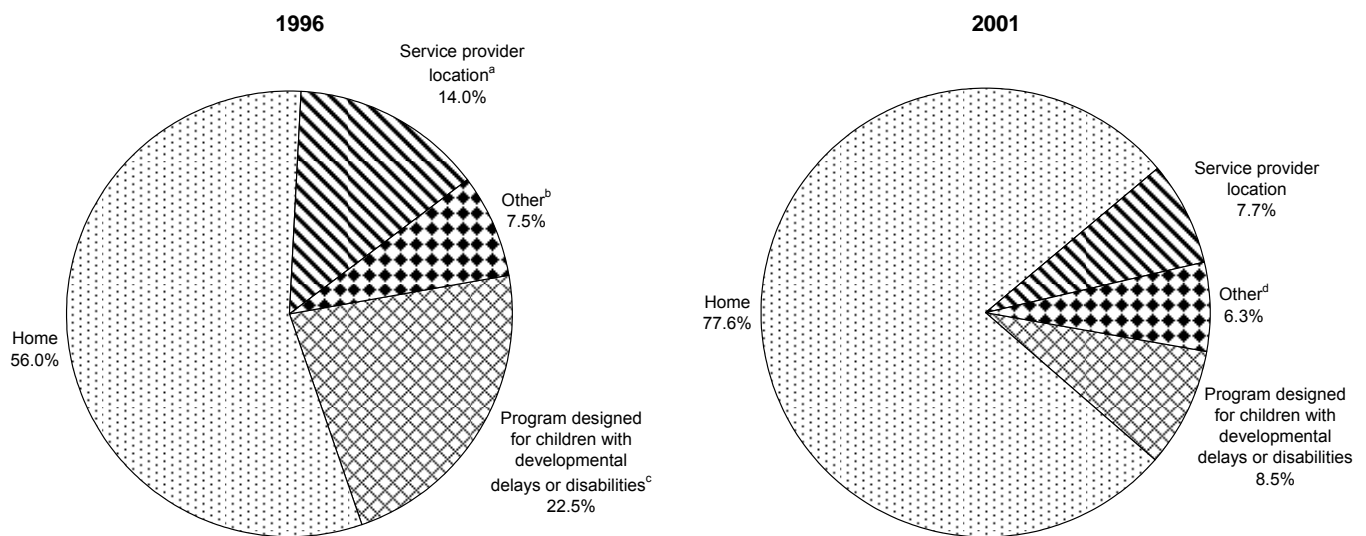
<sup>f</sup>The number of children reported by race/ethnicity does not match the total child count because race/ethnicity data are missing for some children.

- The risk ratios for all racial/ethnic groups are clustered around 1.0. Children in all racial/ethnic groups were about equally as likely to be receiving early intervention services.

### The Primary Service Setting of Children with Disabilities Served Under IDEA, Part C

*What is the primary service setting in which infants and toddlers with disabilities received early intervention services?*

**Figure 1-2. Percentage of infants and toddlers with disabilities served in different early intervention settings: Fall 1996 and fall 2001**



*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-4 in vol. 2. Data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>Service provider location includes an office, clinic or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive early intervention services. These services may be delivered individually or to a small group of children.

<sup>b</sup>In 1996, the category “other” included programs designed for typically developing children (2.7 percent), residential facility (0.1 percent), hospital (0.8 percent), family child care (0.6 percent) and other (3.3 percent).

<sup>c</sup>Program designed for children with developmental delays or disabilities refers to an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child care programs.

<sup>d</sup>In 2001, the category “other” included the settings program designed for typically developing children (4.2 percent), residential facility (0.1 percent), hospital (0.4 percent) and other (1.6 percent). Family childcare was not a service setting category in 2001 and therefore does not appear in the 2001 graph.

- Between 1996 and 2001, the percentage of infants and toddlers served primarily in the home increased from 56.0 percent to 77.6 percent. In the same time period, the percentage of infants and toddlers served primarily in programs for children with developmental delays or

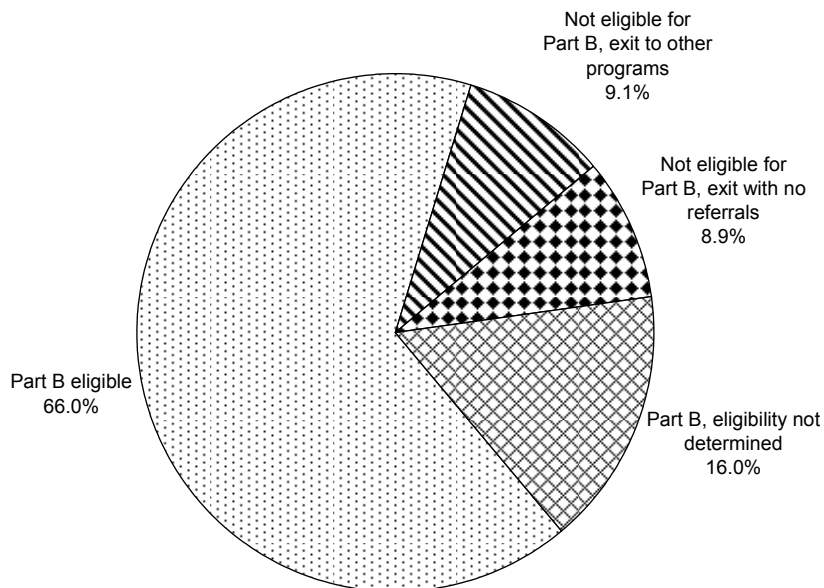
disabilities decreased from 22.5 percent to 8.5 percent. The percentage of infants and toddlers served primarily in a service provider location decreased from 14.0 percent to 7.7 percent.

- Overall, 82 percent of infants and toddlers received their early intervention services primarily in the home or in programs designed for typically developing children. Thirty-two states and outlying areas met or exceeded this national figure (table 3-13 in vol. 1, Natural Environments).

## Infants and Toddlers Exiting Part C of IDEA

*What is the Part B eligibility status of children exiting Part C at age 3?*

**Figure 1-3. Percentage of children transitioning from IDEA, Part C, at age 3, by Part B eligibility status: 2001-02<sup>a,b</sup>**



*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-5 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>Does not include children who exit Part C before age 3.

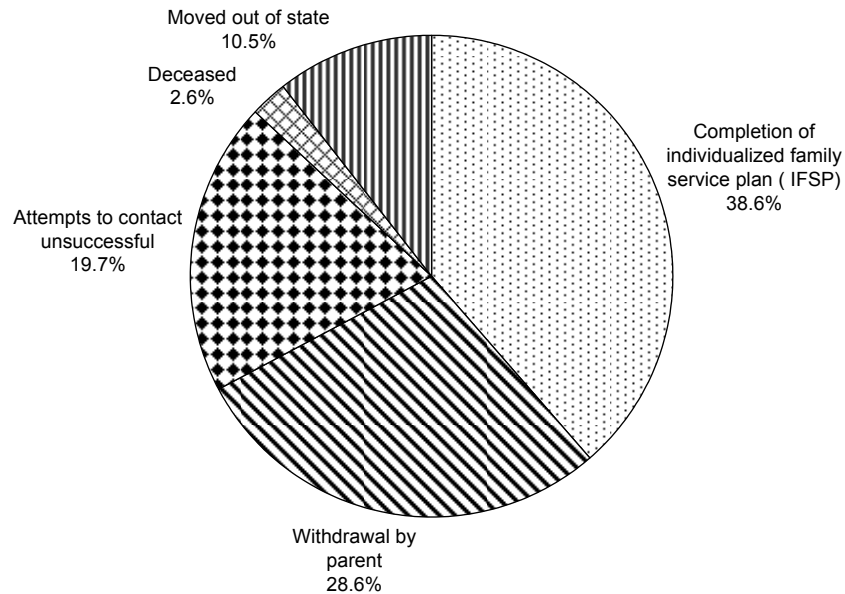
<sup>b</sup>This is a cumulative 12-month count.

- About two-thirds of Part C infants and toddlers were eligible for Part B services when they turned age 3 (66 percent). Some children exited Part C at age 3 without determination of their eligibility by those responsible for making determinations under Part B (16 percent). Four states had exceptionally high levels of children for whom eligibility for Part B services had not been determined when the children exited the Part C program at age 3—Illinois (35.6 percent), Kentucky (45.3 percent), New York (26.2 percent) and Texas (23.4 percent). These four states represented 65.2 percent of the total number of children in the United States for

whom eligibility had not been determined. Children ineligible for Part B services either exited with a referral to another program (9.1 percent) or left with no referral to another program (8.9 percent) (see table 6-8 in vol. 2).

*Why do children under the age of 3 exit Part C?*

**Figure 1-4. Percentage of children exiting Part C of IDEA before age 3, by reason: 2001-02<sup>a</sup>**



*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-5 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

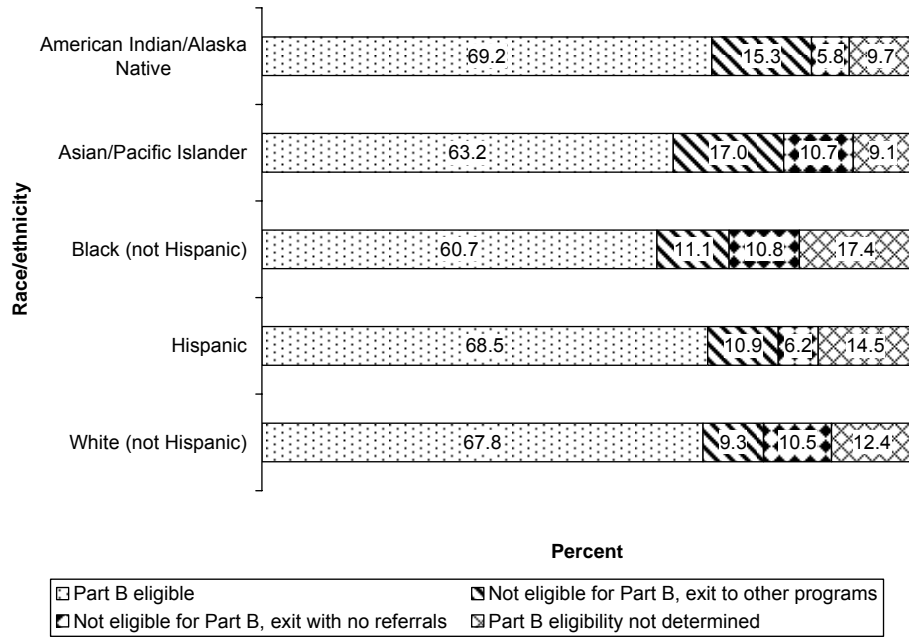
<sup>a</sup>This is a cumulative 12-month count.

- The largest group of infants and toddlers exiting Part C prior to age 3 (30,986) exited because they completed their IFSP and were no longer eligible for Part C services (38.6 percent). The next largest group (21,613) exiting Part C were withdrawn from Part C by their parents (28.6 percent).



Do children in different racial/ethnic groups exit Part C with different Part B eligibility statuses?

**Figure 1-5. Children transitioning from Part C of IDEA at age 3, by Part B eligibility status and race/ethnicity: 2001-02<sup>a,b</sup>**



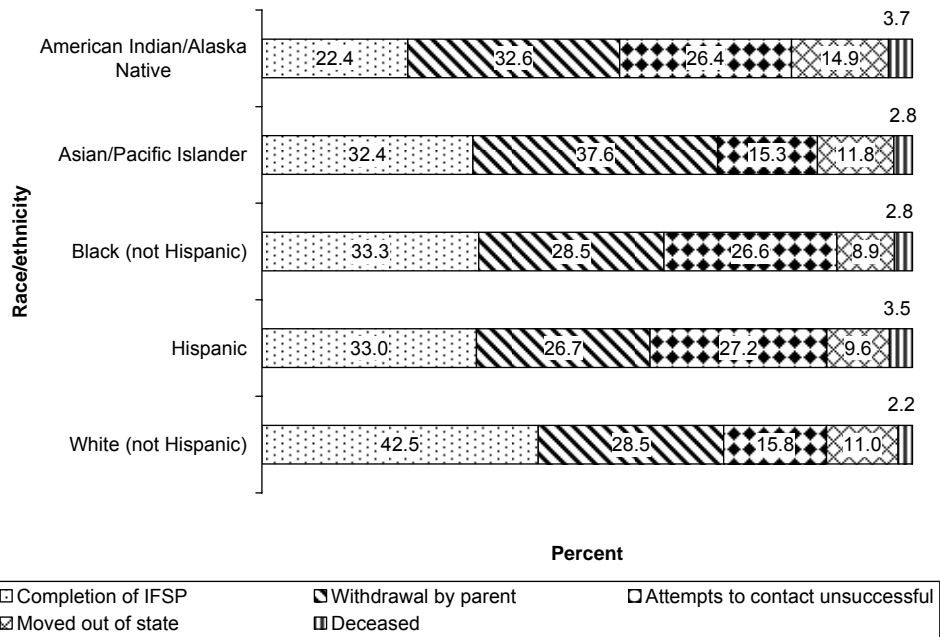
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-12 in vol. 2. These data are for 49 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>As a result of a data-reporting anomaly, these data exclude New York.

<sup>b</sup>This is a cumulative 12-month count.

- Regardless of race/ethnicity, more than 60 percent children exiting Part C at age 3 were eligible for Part B services.
- Black children were more likely than other racial/ethnic groups to have their Part B eligibility undetermined (17.4 percent).

**Figure 1-6. Percentage of children exiting Part C of IDEA before age 3, by reason and race/ethnicity: 2001-02<sup>a,b</sup>**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-12 in vol. 2. These data are for 49 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>As a result of a data-reporting anomaly, these data exclude New York.

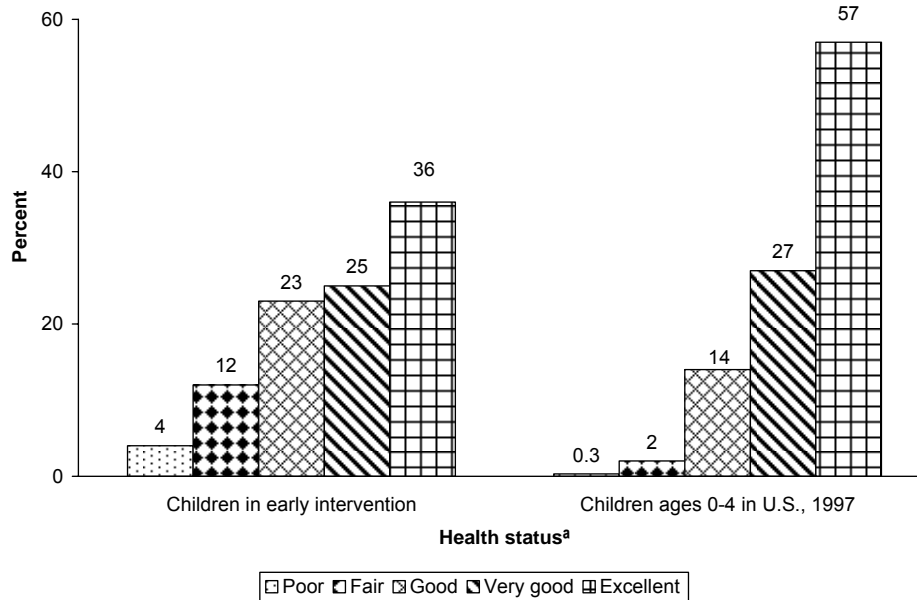
<sup>b</sup>This is a cumulative 12-month count.

- White children were more likely than children of other racial/ethnic groups to complete their IFSP prior to age 3 (42.5 percent). American Indian/Alaska Native children were the least likely to complete their IFSP prior to age 3 (22.4 percent).
- Asian/Pacific Islander children were more likely than children of other racial/ethnic groups to be withdrawn from Part C services by their parents (37.6 percent).
- Early intervention programs were least likely to lose contact (i.e., attempts to contact unsuccessful or moved out of state) with Asian/Pacific Islander (27.1 percent) and white children (26.8 percent).

## Health of Infants and Toddlers Served

*What is the health status of children receiving early intervention services?*

**Figure 1-7. Health status of children entering early intervention compared to the general population: 1998**

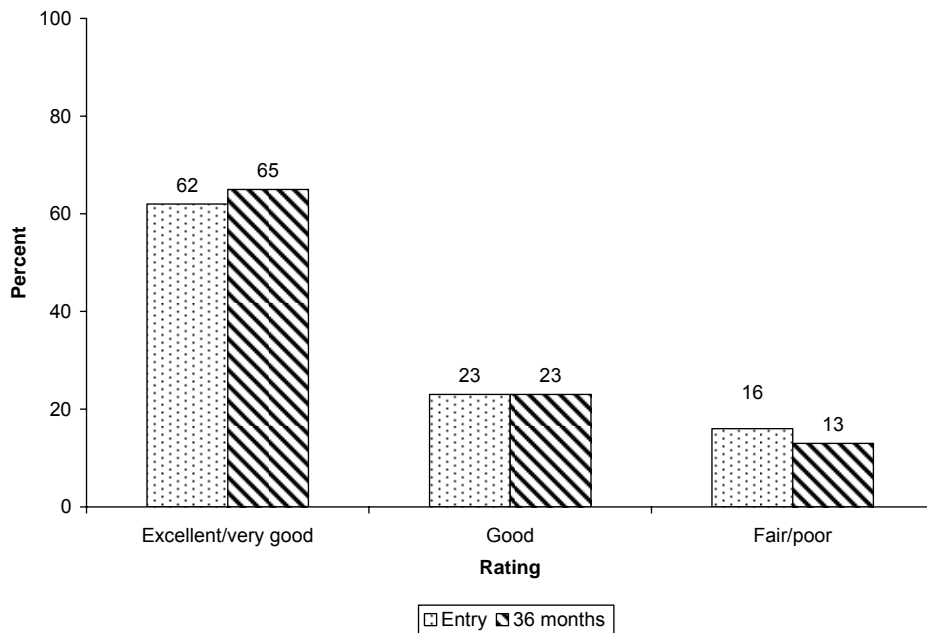


*Sources:* NEILS Parent Survey, 2002. NEILS findings are based on a nationally representative sample of 3,338 children who entered early intervention for the first time between September 1997 and November 1998; Bloom, B., and Tonthat, L. (2002). Summary health statistics for U.S. children: National Health Interview Survey, 1997. *Vital and Health Statistics, 10* (203). Hyattsville, MD: National Center for Health Statistics.

<sup>a</sup>The NEILS Parent Survey asked parents to rate the child's health compared to other children's (Excellent, Very Good, Good, Fair, Poor) at entry to early intervention. NHIS used this same rating system.

- At entry to early intervention, infants and toddlers receiving Part C services were in poorer health than children in the general population. Parents reported 16 percent of children receiving early intervention to be in poor or fair health compared to just over 2 percent of the general population.

**Figure 1-8. Health ratings of children receiving early intervention at entry and 36 months: 2000**

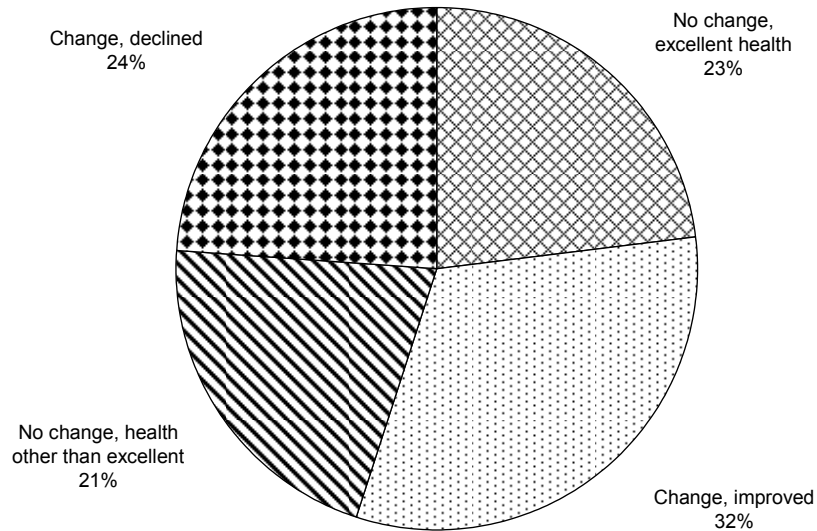


*Source:* NEILS Parent Survey, 2002. NEILS findings are based on a nationally representative sample of 3,338 children who entered early intervention for the first time between September 1997 and November 1998. Data for children at 36 months were collected between 1998 and 2000.

- The proportion of early intervention recipients in fair or poor health when the children reached 36 months of age was similar to the proportion at entry: 16 percent at entry to early intervention services, compared to 13 percent at 36 months. While the percentages remain approximately the same, they do not necessarily represent the same children (see figure 1-9).
- According to the NEILS data and controlling for other factors, in general, the children in poorest health at 36 months of age were in poor health at entry, were from a racial/ethnic minority, had entered early intervention prior to 24 months of age, had a poor birth history (i.e., low birth weight, premature, hospitalized after birth), were from single-parent homes, were from households with limited incomes and were without health insurance.

**Figure 1-9. Change in health status of children receiving early intervention: 2002**

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*Source:* NEILS Parent Survey, 2002.

Displayed results were collected from 3,338 respondents (*N*).

- The health status of 24 percent of the children who received early intervention declined between when they began early intervention and their third birthday. The NEILS data also showed that these children were most likely to be minority, to have begun early intervention at younger ages, to have mothers with low levels of education and to live in households with limited family income.
- The health status of 32 percent of the children improved between when they entered early intervention and when they reached their third birthday, compared with 24 percent of those whose health declined between entering early intervention and reaching their third birthday. The parent data showed that the only significant predictor of health improvement was mother's education. Children with the most highly educated mothers were most likely to experience improved health.

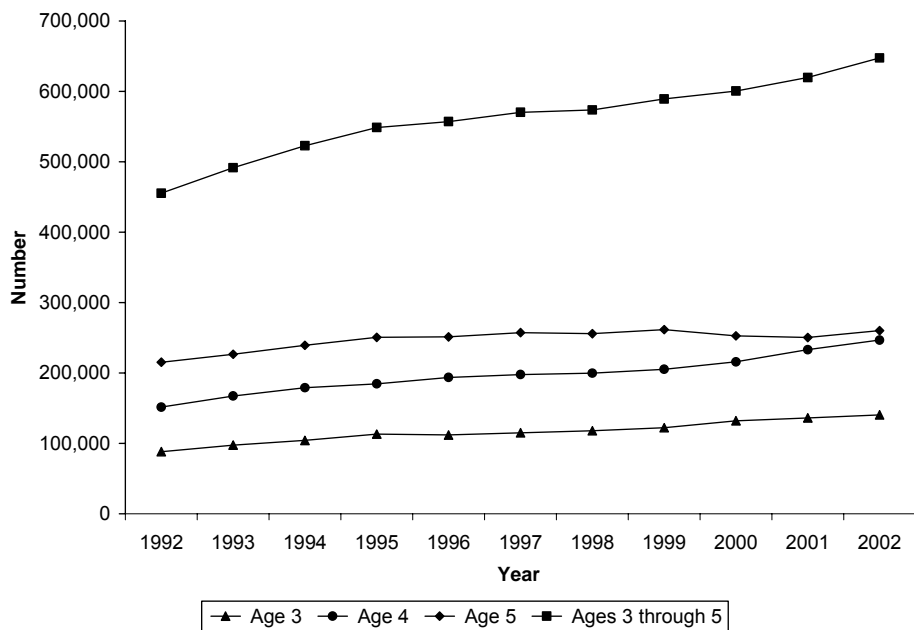
## Children Ages 3 Through 5 Served Under IDEA, Part B

### Trends in the Numbers and Percentages of 3- Through 5-Year-Olds

*How many children ages 3 through 5 are receiving special education and related services?*

- In 2002, Part B served 647,420 children ages 3 through 5.

**Figure 1-10. Children ages 3 through 5 receiving special education and related services, by age: Fall 1992 through fall 2002<sup>a</sup>**



*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-8 and 1-9 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>Children served under Chapter 1 of ESEA (State-operated Programs) are included only in the total counts for 1992 and 1993. Beginning in 1994, all children and youth with disabilities were served under IDEA, Parts B and C. Data for 2000 were revised since the *24th Annual Report to Congress on the Implementation of IDEA*. Twelve states revised their child count for 2000. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

*What is the age distribution of the 3- through 5-year-olds served under IDEA, Part B?*

- Of the total number of children ages 3 through 5 served under Part B in 2002, 21.7 percent (140,542) were 3-year-olds, 38.1 percent (246,751) were 4-year-olds, and 40.2 percent (260,127) were 5-year-olds (see table 1-8 in vol. 2).

For each racial/ethnic group, how does the proportion of children ages 3 through 5 receiving special education and related services compare to the proportion of all other children ages 3 through 5 combined?

**Table 1-3. Risk ratios for children ages 3 through 5 receiving special education and related services, by race/ethnicity: Fall 2002**

Race/ethnicity	Child count <sup>a</sup>	U.S. population, ages 3 through 5 <sup>b</sup>	Risk index <sup>c</sup>	Risk index for all other <sup>d</sup>	Risk ratio <sup>e</sup>
American Indian/Alaska Native	8,002	107,952	7.41	5.54	1.34
Asian/Pacific Islander	15,011	465,779	3.22	5.65	0.57
Black (not Hispanic)	97,808	1,701,345	5.75	5.52	1.04
Hispanic	91,534	2,244,420	4.08	5.91	0.69
White (not Hispanic)	425,970	6,971,364	6.11	4.70	1.30
Race/ethnicity total <sup>f</sup>	638,325	11,490,860	5.56	5.54	N/A

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-15 and C-7 in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates for 2002, based on the 2000 Decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

<sup>a</sup>Child count is the number of students with disabilities in the racial/ethnic group, ages 3 through 5. Data are for the 50 states and the District of Columbia.

<sup>b</sup>Data are for the 50 states and the District of Columbia.

<sup>c</sup>Risk index was calculated by dividing the child count for the racial/ethnic group by the total number of children in the racial/ethnic group in the U.S. population, ages 3 through 5.

<sup>d</sup>Risk index for all other was calculated by dividing the child count for all the other racial/ethnic groups combined by the total number of children in all the other racial/ethnic groups in the U.S. population, ages 3 through 5.

<sup>e</sup>Risk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

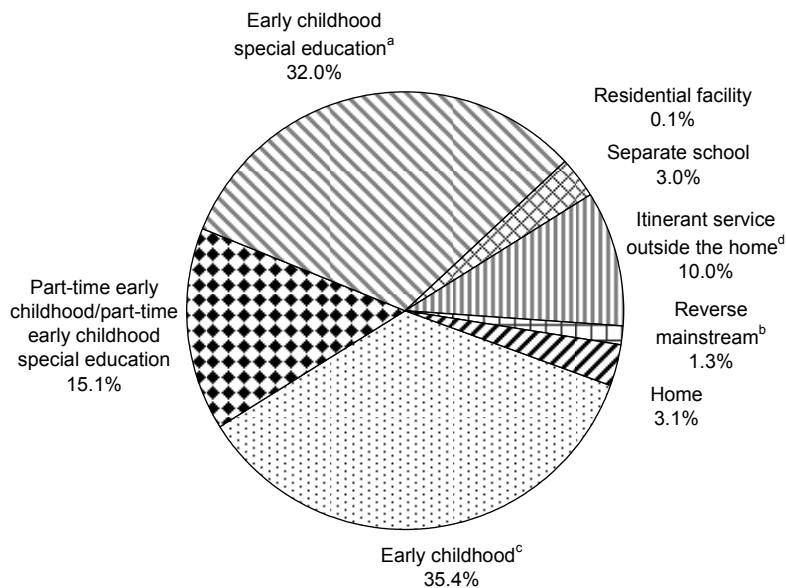
<sup>f</sup>The number of children reported by race/ethnicity does not match the total child count because race/ethnicity data are missing for some children.

- In 2002, American Indian/Alaska Native and white children were both 1.3 times more likely to be served under Part B than all other racial/ethnic groups combined.
- Black children, with a risk ratio of 1.0, were just as likely to be served under Part B as all other racial/ethnic groups combined.
- Asian/Pacific Islander and Hispanic children were less likely to be served under Part B than all other racial/ethnic groups combined (0.6 and 0.7, respectively).

## Educational Environments for Children Ages 3 Through 5

*In what educational environments are children ages 3 through 5 receiving special education and related services?*

**Figure 1-11. Percentage of children ages 3 through 5 receiving special education and related services, by educational environment: Fall 2002**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>Early childhood special education includes children who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. These children received no special education or related services in early childhood or other settings. This includes children receiving special education and related services in special education classrooms in regular school buildings, special education classrooms in child care facilities, hospital facilities on an outpatient basis or other community-based settings and special education classrooms in trailers or portables outside regular school buildings.

<sup>b</sup>Reverse mainstream is an optional reporting category. It includes children who received all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

<sup>c</sup>Early childhood includes children who received all of their special education and related services in educational programs designed primarily for children without disabilities. These children received no special education or related services in separate special education settings. This includes children receiving special education and related services in regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible prekindergarten population by the public school system, home/early childhood combinations, home/Head Start combinations and other combinations of early childhood settings.

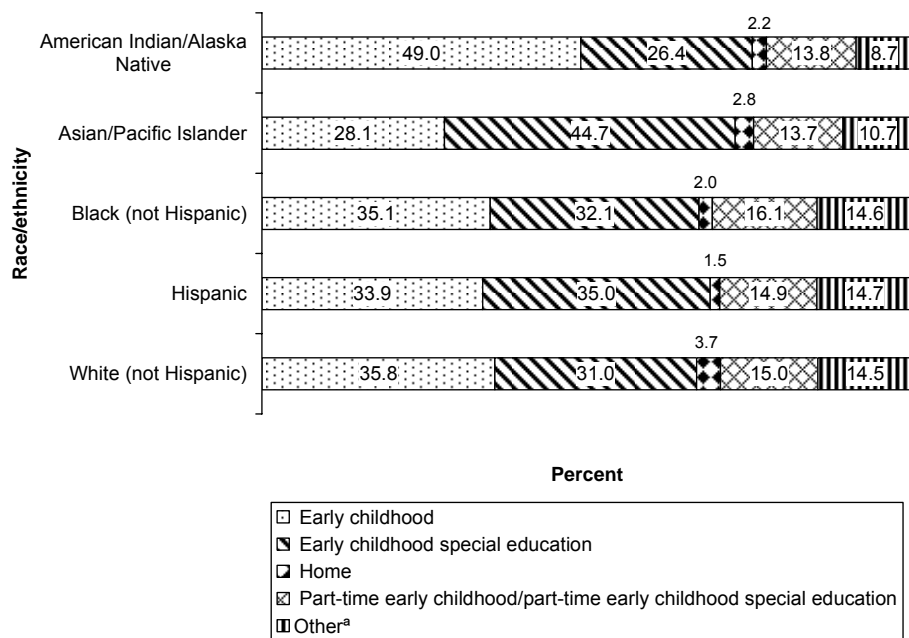
<sup>d</sup>Preschoolers who received all of their special education and related services at a school, hospital facility on an outpatient basis or other location for a short period of time (i.e., no more than three hours per week).



- In 2002, more than one-third of all children ages 3 through 5 with disabilities received special education and related services in early childhood environments (35.4 percent).
- Around a third of all children ages 3 through 5 with disabilities received special education and related services in early childhood special education environments (32.0 percent).
- About 14 percent of children ages 3 through 5 with disabilities received special education and related services in residential facilities, separate schools, itinerant services outside the home or reverse mainstream environments.
- Only 3.1 percent of children ages 3 through 5 with disabilities received special education and related services in home environments.

*How do children ages 3 through 5 receiving special education and related services in each educational environment vary by race/ethnicity?*

**Figure 1-12. Percentage of children ages 3 through 5 receiving special education and related services in each environment, by race/ethnicity: Fall 2002**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-9 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

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

- In 2002, the early childhood environment was the most common environment for receiving special education and related services for American Indian/Alaska Native (49.0 percent), black (35.1 percent) or white (35.8 percent) children.

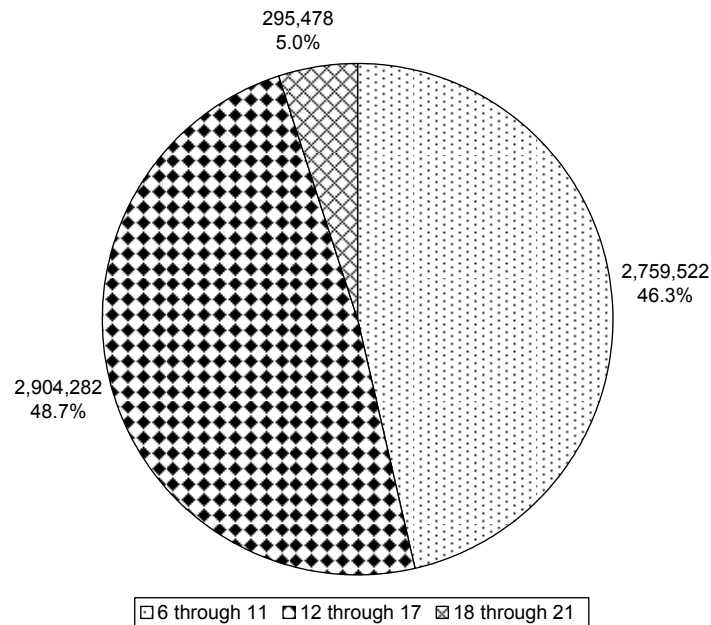
- The early childhood special education environment was the most common environment for receiving special education and related services for Asian/Pacific Islander (44.7 percent) and Hispanic (35.0 percent) children.
- White children were more likely to receive special education and related services in the home than any other racial/ethnic group (3.7 percent).

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

### Trends in the Numbers and Percentages of Students Ages 6 Through 21 Served Under IDEA, Part B

*What is the age distribution of the students receiving special education and related services under IDEA, Part B?*

**Figure 1-13. Number and percentage of students ages 6 through 21 receiving special education and related services under IDEA, Part B, by age group: Fall 2002**

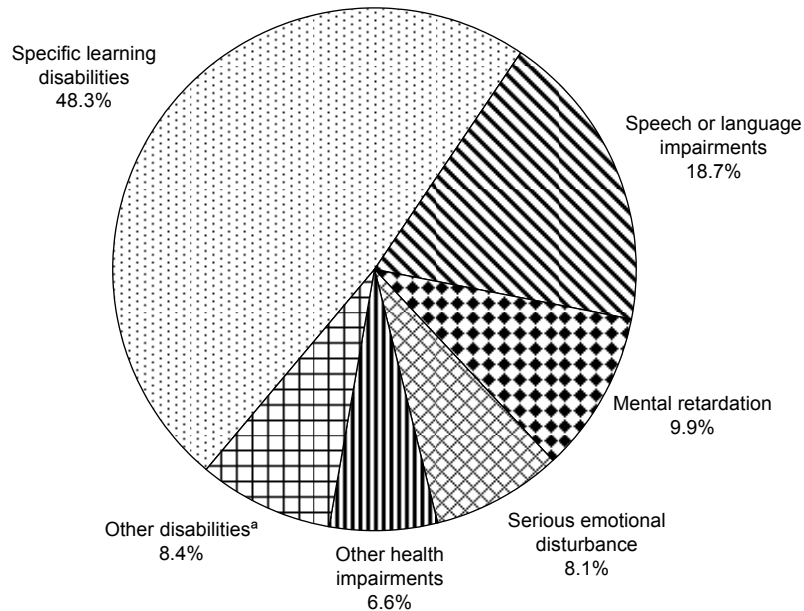


*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

- In 2002, 46.3 percent of students receiving special education and related services under Part B were ages 6 through 11, 48.7 percent were ages 12 through 17 and 5.0 percent were ages 18 through 21.

*For what disabilities are students ages 6 through 21 receiving special education and related services?*

**Figure 1-14. Disability distribution for students ages 6 through 21 served under IDEA, Part B: Fall 2002**



*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-3 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

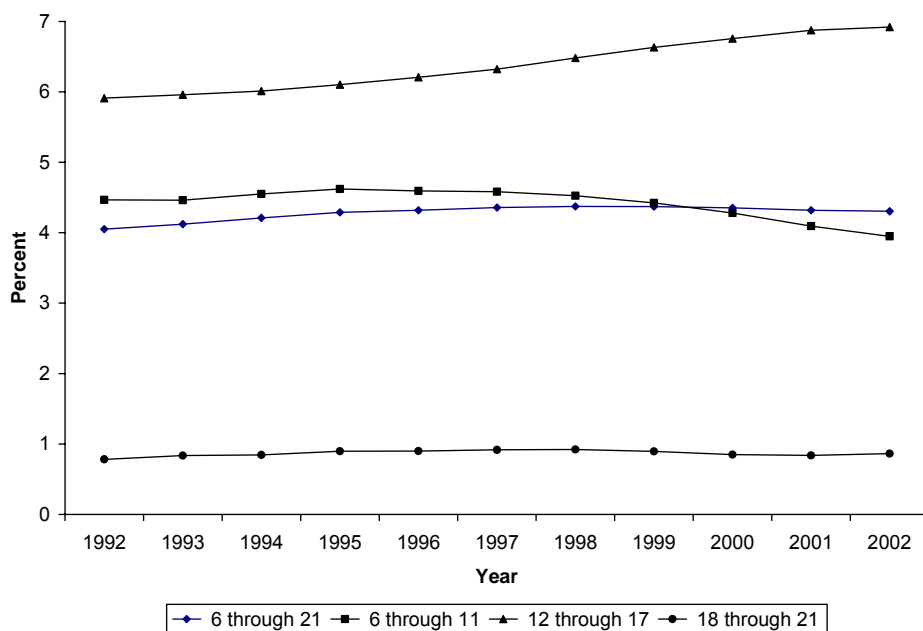
<sup>a</sup>“Other disabilities” includes multiple disabilities (2.2 percent), hearing impairments (1.2 percent), orthopedic impairments (1.2 percent), visual impairments (0.4 percent), autism (2.0 percent), deaf-blindness (0.03 percent), traumatic brain injury (0.4 percent) and developmental delay (1.0 percent).

- In 2002, the largest disability category was specific learning disabilities (48.3 percent). The next most common disability category was speech or language impairments (18.7 percent) followed by mental retardation (9.9 percent), serious emotional disturbance (8.1 percent) and other health impairments (6.6 percent).

*Has the percentage of the population with a particular disability changed over time?*

- For a few disability categories, the relative percentage of the general population receiving special education and related services increased between 1992 and 2002. These categories are specific learning disabilities (4.1 percent vs. 4.3 percent), other health impairments (0.1 percent vs. 0.6 percent) and autism (0.03 percent vs. 0.2 percent) (see figures 1-15, 1-16 and 1-17).

**Figure 1-15. Percentage<sup>a</sup> of the population receiving special education and related services because of specific learning disabilities, by age group: Fall 1992 through fall 2002**

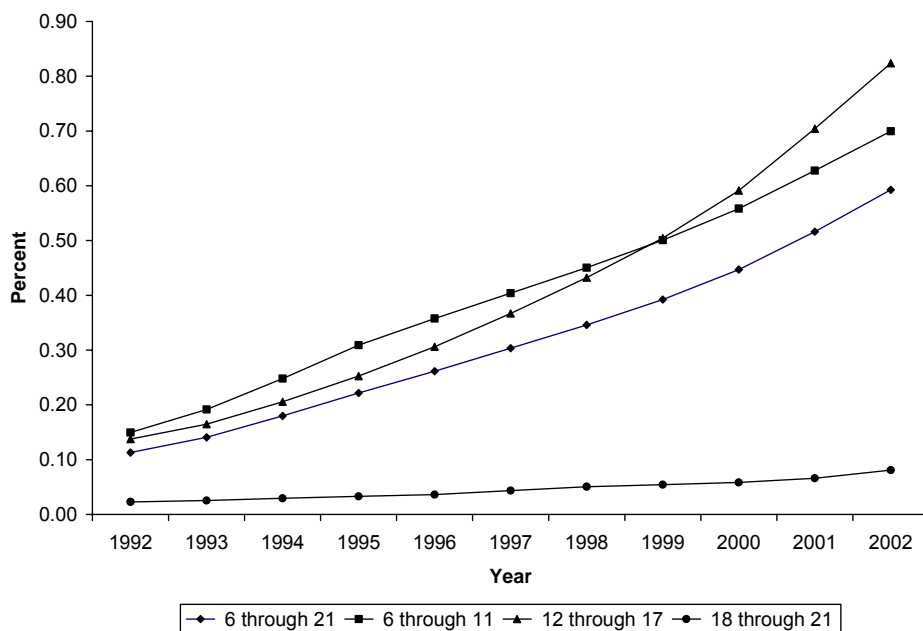


*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-9 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-INCEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1999.txt). For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 Decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<sup>a</sup>Percentage of population is calculated by dividing the number of students with specific learning disabilities by the general U.S. population estimates for children in this age range for that year.

- Since 1992, the percentage of students ages 12 through 17 receiving special education and related services for specific learning disabilities increased from 6.0 percent to 6.9 percent.
- During this same period, the percentage of students ages 6 through 11 receiving special education and related services for specific learning disabilities decreased from 4.5 percent to 4.0 percent. It is likely that the decrease since 1997 is attributable to the fact that the category “developmental delay” was added for children ages 3 through 9 in 1998. Prior to that time, these children may have been reported as having specific learning disabilities.

**Figure 1-16. Percentage<sup>a</sup> of the population receiving special education and related services because of other health impairments, by age group: Fall 1992 through fall 2002**

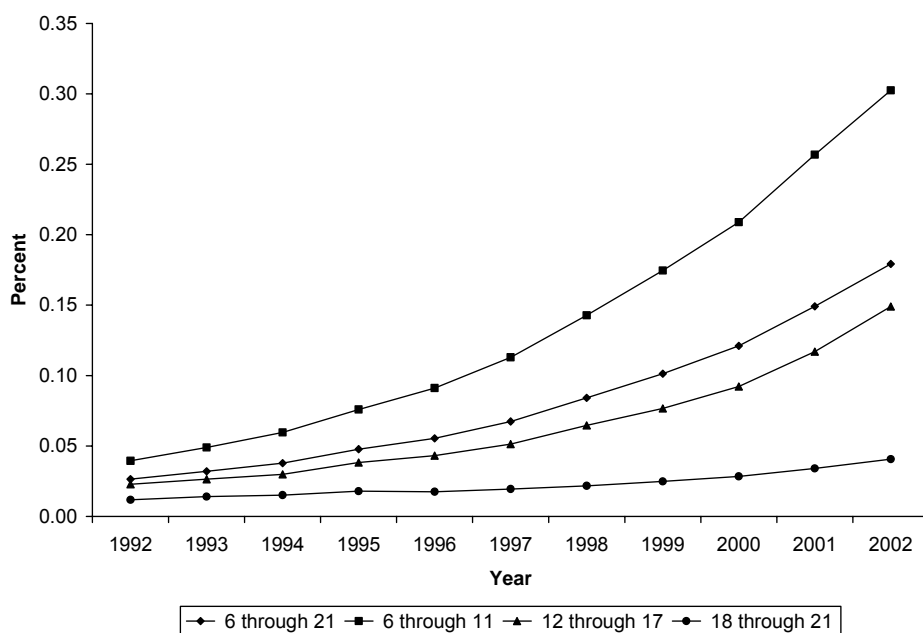


*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-9 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-INCEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1999.txt). For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 Decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<sup>a</sup>Percentage of population is calculated by dividing the number of students with other health impairments by the general U.S. population estimates for children in this age range for that year.

- Less than 1 percent of the general population ages 6 through 21 receives special education and related services because of other health impairments; however, that percentage has steadily increased from 0.1 percent in 1992 to 0.6 percent in 2002.
- Before 1998, a higher percentage of students ages 6 through 11 received special education and related services because of other health impairments than did the other age groups. Since 1999, a larger percentage of students ages 12 through 17 have received special education and related services because of other health impairments than the percentage of students ages 6 through 11.
- When asked to explain the increase in the other health impairments category, states frequently report a heightened awareness of attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), resulting in an increase in the identification rate. In addition, two states (Michigan and Mississippi) began using the other health impairments category for the first time in 2002. [Note: Individual states are contacted and asked to explain large year-to-year increases in their data.]

**Figure 1-17. Percentage<sup>a</sup> of the population receiving special education and related services because of autism, by age group: Fall 1992 through fall 2002**

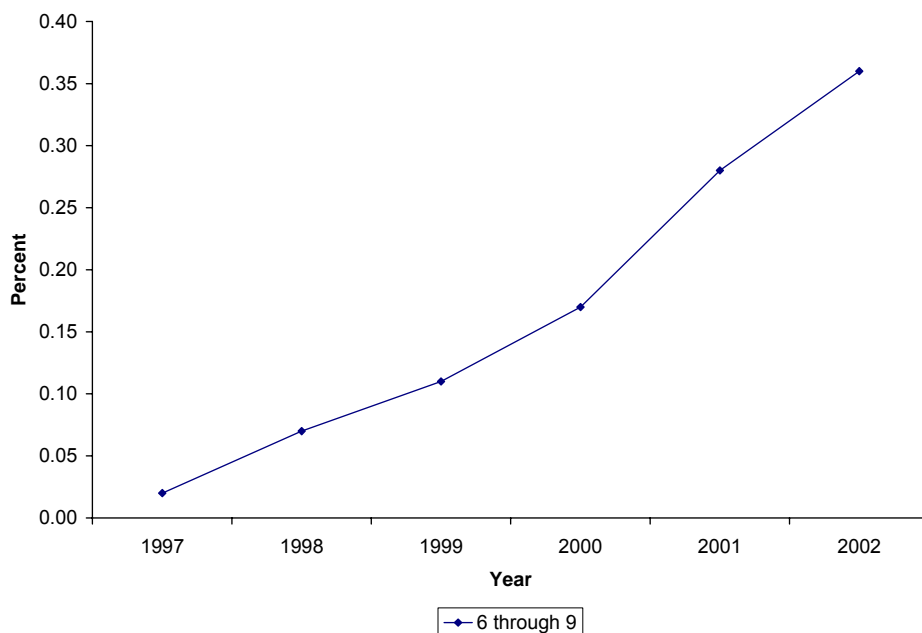


*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-9 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-1CEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-1CEN1999.txt). For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 Decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<sup>a</sup>Percentage of population is calculated by dividing the number of students with autism by the general U.S. population estimates for children in this age range for that year.

- Less than 1 percent of the general population ages 6 through 21 receives special education and related services for autism; however, that percentage has steadily increased from 0.03 percent in 1992 to 0.18 percent in 2002.
- The percentage of the population receiving special education and related services because of autism increased for all age groups. The largest increase was for the 6-through-11 age group (0.04 percent in 1992 and 0.3 percent in 2002).
- When asked to explain the increase in the autism category, states frequently report an increased awareness and diagnosis of autism and the expansion of state definitions of autism to include other pervasive developmental disorders (e.g., Asperger syndrome, Rett syndrome and Childhood Disintegrative Disorder) (see the Part B Child Count Data Notes).

**Figure 1-18. Percentage<sup>a</sup> of the population ages 6 through 9 receiving special education and related services because of developmental delay<sup>b</sup>: Fall 1997 through fall 2002**



*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-4 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-INCEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1999.txt). For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 Decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<sup>a</sup>Percentage of population is calculated by dividing the number of students with developmental delay by the general U.S. population estimates for children in this age range for that year.

<sup>b</sup>Developmental delay was added as an optional reporting category in 1997. This category is only available for children under age 10.

- Less than 1 percent of the general population ages 6 through 9 receive special education and related services for developmental delay. However, the percentage has steadily increased from 0.02 percent in 1997 to 0.36 percent in 2002.
- The number of states using the optional developmental delay category for students ages 6 through 9 has also steadily increased. In 1997, DANS data showed six states and two outlying areas reported students ages 6 through 9 in this category. By 2002, 27 states, Puerto Rico, the Bureau of Indian Affairs and three outlying areas reported students ages 6 through 9 in this category (table 1-4 in vol. 2 of this report).

Are students from different racial/ethnic groups receiving special education and related services for the same disabilities?

**Table 1-4. Disability distribution, by race/ethnicity, of students ages 6 through 21 receiving special education and related services: Fall 2002**

Disability	American				
	Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)
Specific learning disabilities	55.3	40.8	45.1	58.3	46.8
Speech/language impairments	16.2	25.6	14.4	18.1	20.1
Mental retardation	7.8	9.1	16.8	7.8	8.3
Serious emotional disturbance	7.9	4.7	11.3	4.9	7.9
Multiple disabilities	2.3	2.7	2.2	1.9	2.3
Hearing impairments	1.0	2.9	1.0	1.6	1.1
Orthopedic impairments	0.7	1.8	0.9	1.3	1.4
Other health impairments	5.0	4.8	5.1	3.6	8.0
Visual impairments	0.4	0.9	0.4	0.5	0.4
Autism	0.9	4.9	1.6	1.3	2.2
Deaf-blindness	<0.05	0.1	<0.05	<0.05	<0.05
Traumatic brain injury	0.3	0.4	0.3	0.3	0.4
Developmental delay	2.2	1.4	1.1	0.5	1.0
All disabilities	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), tables 1-16a through 1-16m in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

- For all racial/ethnic groups, the largest disability category is specific learning disabilities.
- Specific learning disabilities, speech or language impairments, mental retardation and other health impairments are among the five largest disability categories for all racial/ethnic groups. Emotional disturbance is also among the largest disabilities for all racial/ethnic groups except Asian/Pacific Islander. Autism appears in the top five disability categories only for the Asian/Pacific Islander racial/ethnic group.



How does the percentage of the population receiving special education and related services differ by race/ethnicity?

**Table 1-5. Percentage (risk index)<sup>a</sup> of students ages 6 through 21 receiving special education and related services, by race/ethnicity<sup>b</sup> and disability category: Fall 2002**

Disability	American				
	Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)
Specific learning disabilities	6.6 (4.3)	1.7 (4.4)	5.5 (4.1)	4.7 (4.2)	4.1 (4.7)
Speech/language impairments	2.0 (1.7)	1.1 (1.7)	1.8 (1.7)	1.5 (1.7)	1.7 (1.6)
Mental retardation	1.0 (0.9)	0.4 (0.9)	2.0 (0.7)	0.6 (0.9)	0.7 (1.2)
Serious emotional disturbance	0.9 (0.7)	0.2 (0.7)	1.4 (0.6)	0.4 (0.8)	0.7 (0.8)
Multiple disabilities	0.3 (0.2)	0.1 (0.2)	0.3 (0.2)	0.2 (0.2)	0.2 (0.2)
Hearing impairments	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
Orthopedic impairments	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
Other health impairments	0.6 (0.6)	0.2 (0.6)	0.6 (0.6)	0.3 (0.7)	0.7 (0.4)
Visual impairments	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)
Autism	0.1 (0.2)	0.2 (0.2)	0.2 (0.2)	0.1 (0.2)	0.2 (0.2)
Deaf-blindness	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)
Traumatic brain injury	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)
Developmental delay	0.2 (0.1)	0.1 (0.1)	0.1 (0.1)	<0.05 (0.1)	0.1 (0.1)
All disabilities	12.0 (8.9)	4.4 (9.1)	12.2 (8.4)	8.0 (9.1)	8.7 (9.4)

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-18a through 1-18e in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates, released October 2003. These data are based on the 2000 Decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<sup>a</sup>Percentage of population (risk index) was calculated by dividing the number of students with the disability in the racial/ethnic group by the total number of students in the racial/ethnic group in the population. The result was multiplied by 100 to produce a percentage.

<sup>b</sup>The risk index for all other is presented in parentheses below the risk index for the racial/ethnic group. The risk index for all other was calculated by dividing the number of students with the disability for all the other racial/ethnic groups combined by the total number of students in all the other racial/ethnic groups combined in the U.S. population, ages 6 through 21. The result was multiplied by 100 to produce a percentage.

- The percentage of the population receiving special education and related services varies by race/ethnicity. The risk for special education is largest for black students (12.2 percent), followed by American Indian/Alaska Native (12.0 percent), white (8.7 percent), Hispanic (8.0 percent) and Asian/Pacific Islander (4.4 percent) students.

*For each racial/ethnic group, how does the proportion of students receiving special education and related services compare to the proportion of all other students combined?*

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion of all other racial/ethnic groups combined. For example, a risk ratio of 1.53 means that the group is 1.53 times more likely to receive special education and related services. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

**Table 1-6. Risk ratios<sup>a</sup> for students ages 6 through 21 with disabilities, by race/ethnicity and disability category: Fall 2002**

Disability	American				
	Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.53	0.39	1.34	1.10	0.86
Speech/language impairments	1.18	0.67	1.06	0.86	1.11
Mental retardation	1.10	0.45	3.04	0.60	0.61
Serious emotional disturbance	1.30	0.28	2.25	0.52	0.86
Multiple disabilities	1.34	0.59	1.42	0.75	0.99
Hearing impairments	1.21	1.20	1.11	1.20	0.81
Orthopedic impairments	0.87	0.71	0.94	0.92	1.15
Other health impairments	1.08	0.35	1.05	0.44	1.63
Visual impairments	1.16	0.99	1.21	0.92	0.94
Autism	0.63	1.24	1.11	0.53	1.26
Deaf-blindness	1.93	0.94	0.84	1.04	1.03
Traumatic brain injury	1.29	0.59	1.22	0.62	1.21
Developmental delay	2.89	0.68	1.59	0.43	1.06
All disabilities	1.35	0.48	1.46	0.87	0.92

*Sources:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-16 and C-8 in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates for 2002, based on the 2000 Decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

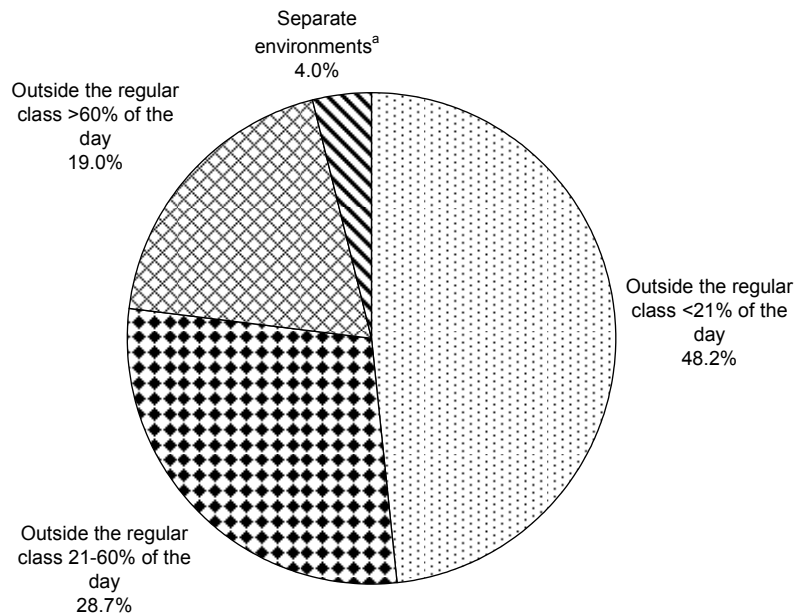
<sup>a</sup>Risk ratios were calculated by dividing the (prerounded) risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined.

- Across all disability types, American Indian/Alaska Native students were more likely (risk ratio of 1.35) to be served under Part B than all other racial/ethnic groups combined; black students also were more likely (risk ratio of 1.46) to be served under Part B than all other racial/ethnic groups combined. In contrast, Asian/Pacific Islander students were less likely (risk ratio of .48) to be served under Part B than all other racial/ethnic groups combined.
- American Indian/Alaska Native students were 1.53 times more likely to receive special education and related services for specific learning disabilities and 2.89 times more likely to receive special education and related services for developmental delay than all other racial/ethnic groups combined.
- Asian/Pacific Islander students were 1.20 times more likely to receive special education and related services for hearing impairments and 1.24 times more likely to receive special education and related services for autism than all other racial/ethnic groups combined.
- Black students were 3.04 times more likely to receive special education and related services for mental retardation and 2.25 times more likely to receive special education and related services for serious emotional disturbance than all other racial/ethnic groups combined.
- Hispanic students were 1.20 times more likely to receive special education and related services for hearing impairments and 1.10 times more likely to receive special education and related services for specific learning disabilities than all other racial/ethnic groups combined.

## School-Age Educational Environments

*To what extent are students with disabilities educated with their nondisabled peers?*

**Figure 1-19. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 2002**



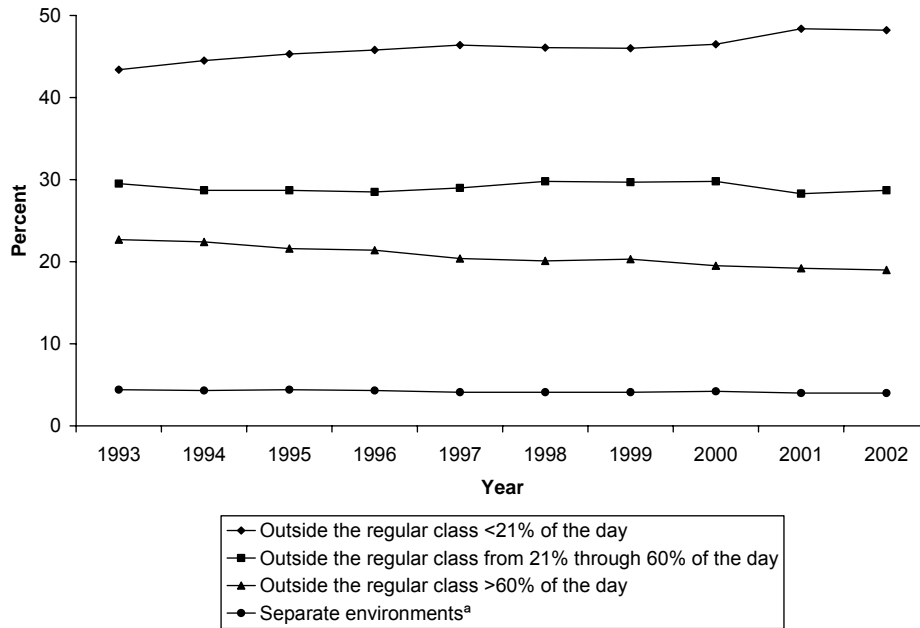
*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-2 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

<sup>a</sup>The category of separate environments includes public and private residential facilities, public and private separate facilities and homebound/hospital environments.

- In 2002, 96 percent of students with disabilities were educated in regular school buildings. However, the time they spent in regular classrooms varied.
- Almost half of all students with disabilities (48.2 percent) were educated for most of their school day in the regular classroom; that is, they were outside the regular classroom for less than 21 percent of the school day.

How have the educational environments of students with disabilities changed over time?

**Figure 1-20. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 1993 through fall 2002**



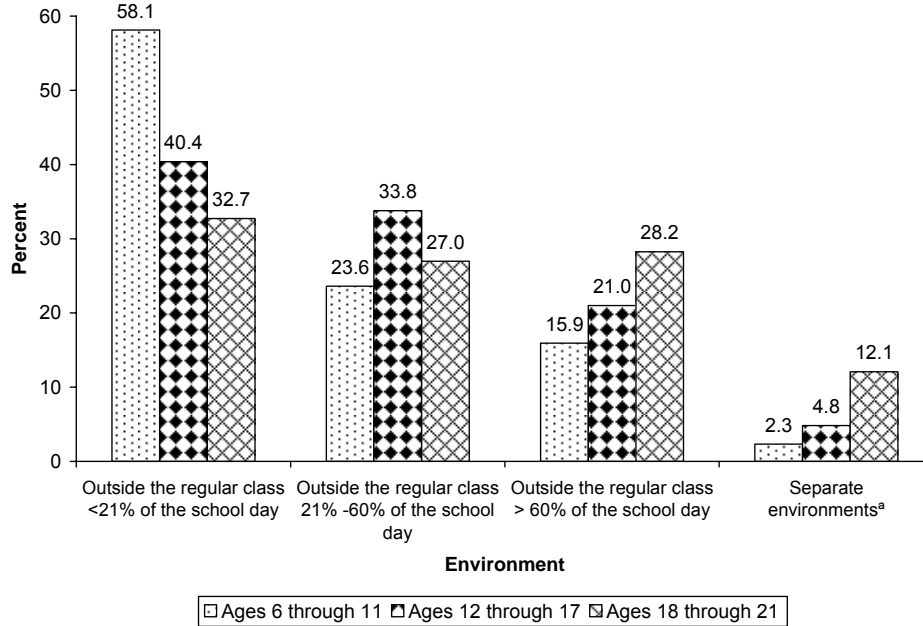
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-8 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

<sup>a</sup>The category of separate environments includes public and private residential facilities, public and private separate facilities and homebound/hospital environments.

- The percentage of students with disabilities educated in regular classes for most of their school day (that is, those who were outside the regular classroom for less than 21 percent of the school day) has steadily increased over the years from 43.4 percent in 1993 to 48.2 percent in 2002.
- The percentages of students with disabilities educated in separate environments and outside the regular classroom from 21 percent through 60 percent of their school day remained fairly constant over the period.

*How do educational environments differ by age group?*

**Figure 1-21. Percentage of students with disabilities receiving education and related services in different environments, by age group: Fall 2002**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 2-3, 2-4 and 2-5 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

<sup>a</sup>The category of separate environments includes public and private residential facilities, public and private separate facilities and homebound/hospital environments.

- For each age group, the largest proportion of students with disabilities was educated in a regular classroom for most of the school day; that is, they were outside the regular classroom less than 21 percent of the school day.
- Older students were less likely than younger students to be educated in the regular classroom for most of the school day. The oldest students served under IDEA, ages 18 through 21, were more likely than younger students to be educated in separate environments and outside the regular classroom more than 60 percent of the school day.

*How do educational environments differ by disability category?*

**Table 1-7. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments, by disability category: Fall 2002**

Disabilities	Time outside the regular class			Separate environments <sup>a</sup>
	<21 percent of the day (%)	21-60 percent of the day (%)	>60 percent of the day (%)	
Specific learning disabilities	46.9	38.6	13.5	1.0
Speech/language impairments	87.0	7.5	4.7	0.8
Mental retardation	10.9	30.5	52.6	5.9
Serious emotional disturbance	28.8	23.0	30.7	17.5
Multiple disabilities	11.6	17.3	46.9	24.2
Hearing impairments	43.0	19.3	23.7	14.0
Orthopedic impairments	45.8	22.2	27.5	4.5
Other health impairments	49.5	31.4	15.3	3.8
Visual impairments	52.5	17.3	16.6	13.6
Autism	24.7	17.8	45.5	12.0
Deaf-blindness	17.6	20.1	32.2	30.1
Traumatic brain injury	28.5	34.8	27.8	8.9
Developmental delay	46.3	32.4	19.7	1.6
All disabilities	48.2	28.7	19.0	4.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-2 in vol. 2. These data are for the 50 states, DC, BIA schools and the four outlying areas.

<sup>a</sup>Separate environments includes public and private residential facilities, public and private separate facilities and homebound/hospital environments.

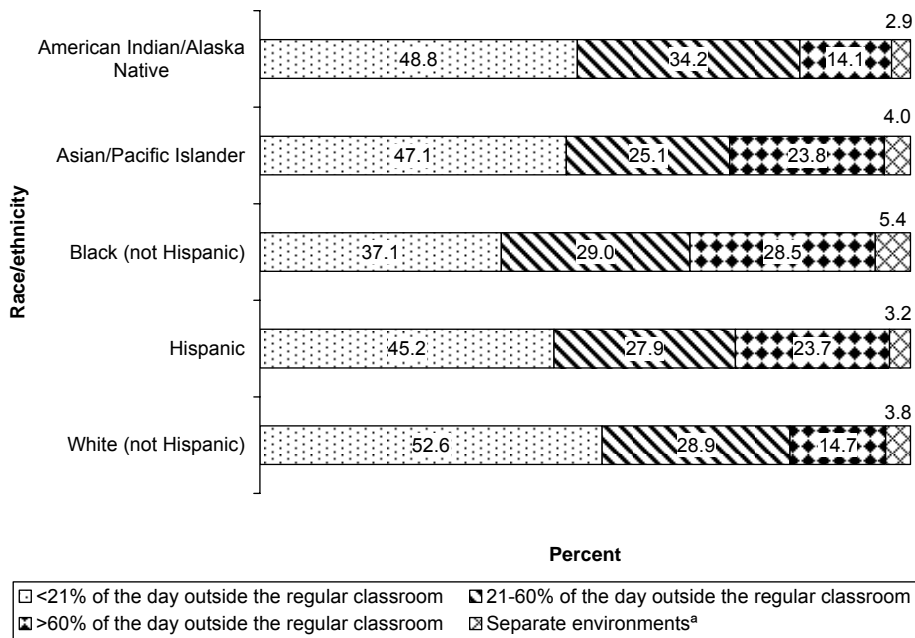
- The percentage of students with disabilities receiving special education and related services in each environment varied by disability category:
  - Students with speech or language impairments were more likely than students with other disabilities to be educated in regular classes for most of the school day. That is, they were more likely than other students with disabilities to be outside the regular classroom less than 21 percent of the school day (87.0 percent). Students with speech or language impairments were least likely to be educated outside the regular classroom for more than 60 percent of the school day (4.7 percent) or in separate environments (0.8 percent).
  - Students with either mental retardation or multiple disabilities were the least likely to be educated in regular classes for most of the school day. That is, they were less likely than other students with disabilities to be outside the regular classroom less than 21 percent of the school day (10.9 percent and 11.6 percent, respectively).
  - Students with specific learning disabilities were more likely than students with other disabilities to be educated outside the regular classroom from 21 through 60 percent of the school day (38.6 percent). More than 30 percent of students with traumatic brain

injury, developmental delay, other health impairments or mental retardation were also educated in this environment.

- Students with mental retardation were more likely than students with other disabilities to be educated outside the regular classroom for more than 60 percent of the school day (52.6 percent). Students with either multiple disabilities (46.9 percent) or autism (45.5 percent) were also more likely to be educated in this environment.
- Students with either deaf-blindness (30.1 percent) or multiple disabilities (24.2 percent) were more likely than other students with disabilities to be educated in separate environments.

*To what extent are students of different racial/ethnic groups being educated with their nondisabled peers?*

**Figure 1-22. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments, by race/ethnicity: Fall 2002**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-10 in vol. 2. These data are for the 50 states, DC, BIA schools and the four outlying areas.

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



- For all racial/ethnic groups, the largest percentage of students with disabilities were educated in the regular classroom for most of the school day (that is, outside the regular classroom less than 21 percent of the day). However, the percentage of students in this environment varied.
- Compared to students with disabilities from other racial/ethnic groups, black students with disabilities were the least likely to be educated in the regular classroom for most of the school day (37.1 percent). White students with disabilities were the most likely to be educated in the regular classroom for most of the school day (52.6 percent).
- Black students with disabilities were more likely than students with disabilities from other racial/ethnic groups to be educated outside the regular classroom more than 60 percent of the day (28.5 percent). They were also more likely to be educated in separate environments (5.4 percent)

*How do the language arts instructional settings of elementary and middle-school students with disabilities differ by age and grade level?*

**Table 1-8. Ages and grade levels of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001**

	Primary language arts instructional setting	
	Regular education classroom	Special education classroom
Percentage of students who are ages:		
7 or 8	23.8	16.1
9 or 10	35.3	30.5
11 or 12	30.7	38.6
13 or 14	10.2	14.7
Percentage of students in:		
First through third grades	33.3	23.4
Fourth or fifth grade	35.0	33.0
Sixth grade or above	31.6	38.7
An ungraded program	0.1	4.8

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 6,082 respondents.

- Elementary and middle-school students who receive their primary language arts instruction in special education settings are an average of one-half year older than elementary and middle-school students with disabilities in regular education settings. This difference may reflect that students with learning disabilities or serious emotional disturbance in the SEELS age groups are older, on average, than students in other disability categories; and they make up larger proportions of students in language arts classes in special education settings than of those in regular education settings.

- Consistent with their older age, elementary and middle-school students in special education settings tend to be at higher grade levels. A total of 38.7 percent of them are in sixth grade or above, compared with 31.6 percent of those in regular education settings.

*How do the household characteristics of elementary and middle-school students with disabilities differ by language arts instructional settings?*

**Table 1-9. Household characteristics of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001**

	Primary language arts instructional setting	
	Regular education classroom (%)	Special education classroom (%)
Percentage of students:		
Living with:		
Two parents	78.0	64.0
One parent	18.6	27.5
With other relative(s)	2.2	4.5
In foster care	0.5	1.0
Other arrangement	0.7	3.0
In households with annual income:		
\$25,000 or less	31.0	43.4
\$25,001 to \$50,000	29.7	34.7
More than \$50,000	39.3	21.8
In households in poverty <sup>a,b</sup>	17.3	28.4
With a head of household who is not a high school graduate	14.6	23.8
In households with another member with a disability	36.9	42.6

Source: SEELS Parent Survey, 2001.

<sup>a</sup>The sample size for this variable is different from the sample size for the other variables. Displayed results were collected from 4,592 respondents.

<sup>b</sup>SEELS determines poverty cut points based on income levels and household size consistent with the 2000 U.S. Census (<http://www.census.gov/hhes/poverty/threshld/thresh00.html>). The cut points are as follows: \$10,000 or less for households of two or three persons, \$15,000 or less for households of four persons, \$20,000 or less for households of five persons, \$25,000 or less for households of six or seven persons, \$30,000 or less for households of eight persons, and \$35,000 or less for households of nine or more persons.

- Elementary and middle-school students receiving language arts instruction in special education classrooms are more likely than elementary and middle-school students with disabilities in regular education classrooms to be living with one parent or to be living in foster care or other nonfamilial arrangement.

- The households of elementary and middle-school students receiving language arts instruction in special education classrooms also are more likely to be in poverty than those of elementary and middle-school students with disabilities in regular education classrooms, whose poverty rate is similar to that of the general population of students (U.S. Census Bureau, 2002).
- Elementary and middle-school students who receive language arts instruction in special education classrooms are more likely to be from households headed by someone who is not a high school graduate than are elementary and middle-school students with disabilities in regular education classes, where their rate is similar to that of students without disabilities (calculated with data from the National Household Education Survey [National Center for Education Statistics, 1999]).
- Households of elementary and middle-school students who receive language arts instruction in special education classrooms are more likely to include another person with a disability in addition to the student receiving special education.

*How do past educational experiences of elementary and middle-school students with disabilities differ by the language arts instructional settings?*

**Table 1-10. Past educational experiences of elementary and middle-school students with disabilities in language arts instruction, by instructional setting: 2001**

	Primary language arts instructional setting	
	Regular education (%)	Special education (%)
Percentage who have changed schools:		
Once or not at all	78.5	62.8
Twice	11.7	19.0
Three times or more	9.8	18.2
Percentage who ever have been:		
Retained at grade level	22.0	29.8
Suspended or expelled	8.0	17.9
Percentage who during the school year have been:		
Bullied or picked on at school or on the way to or from school	24.8	31.5
Physically attacked or involved in fights at school or on the way to or from school	18.4	29.7

*Source:* SEELS Parent Survey, 2001.

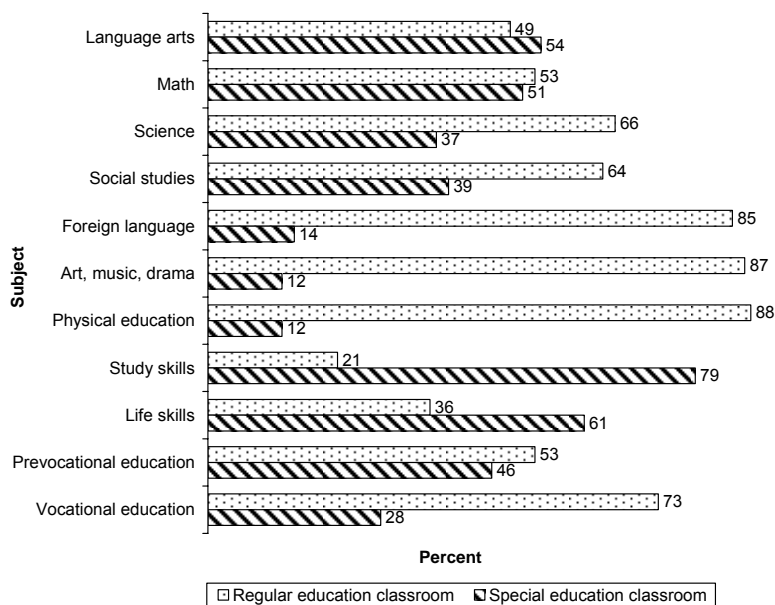
Displayed results were collected from 4,592 respondents.

- Elementary and middle-school students whose primary language arts instruction is in special education classrooms are more likely than their peers in regular education classrooms to have changed schools frequently.

- Elementary and middle-school students whose primary language arts instruction is in special education classrooms also are more likely to have been retained at grade level at least once, and they are more than twice as likely to have been suspended or expelled at some time.
- Being bullied or picked on at school or involved in fights is more common for elementary and middle-school students with disabilities whose primary language arts instruction is in a special education classroom than in a regular education classroom.

*How do the instructional settings for secondary students with disabilities differ by academic subject?*

**Figure 1-23. Instructional settings for secondary students with disabilities, by subject<sup>a</sup>: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,124 respondents.

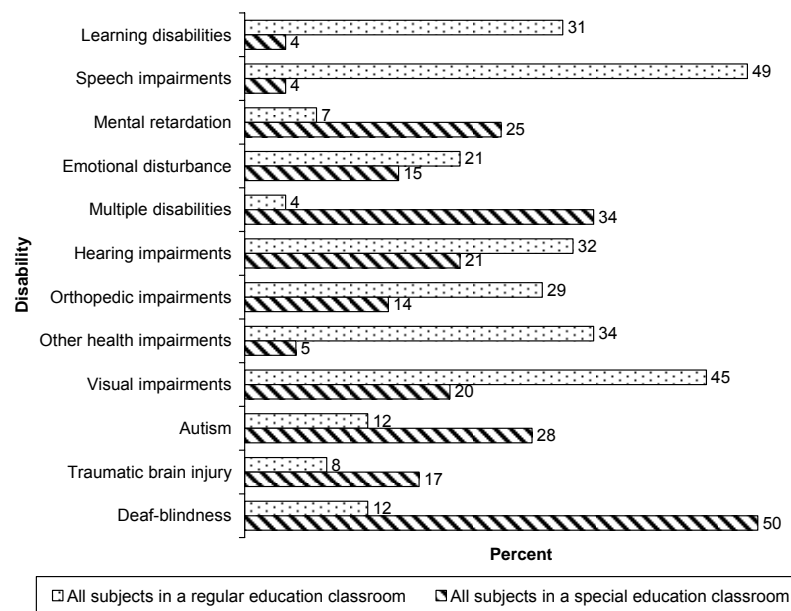
<sup>a</sup>Percentages may not total to 100 percent because students often receive instruction in both regular and special education settings.

- Secondary students with disabilities are about equally likely to take the core academic subjects of language arts and mathematics in regular and special education classrooms.
- About two-thirds of secondary students with disabilities who take science or social studies do so in regular education classrooms.

- Secondary students with disabilities who take foreign language, fine or performing arts or physical education are most likely to do so in regular education classes (85 percent to 88 percent); almost three-fourths of vocational education students are in regular education classrooms.
- Study skills and life skills instruction are most often taken in special education classrooms (79 percent and 61 percent of secondary students who receive such instruction, respectively, do so in a special education classroom) than in regular education classrooms.

*How do the instructional settings of secondary students with disabilities differ by disability category?*

**Figure 1-24. Instructional settings for secondary students with disabilities, by disability category: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

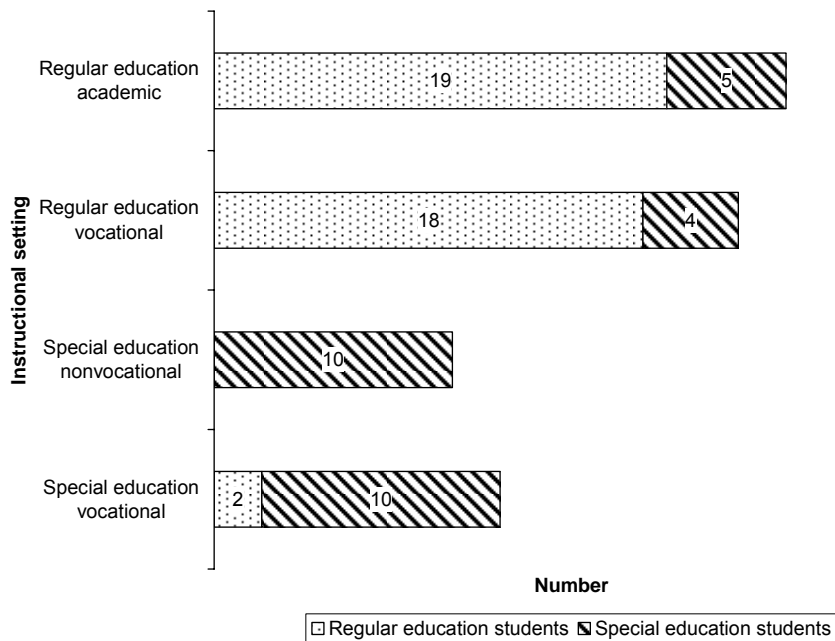
Displayed results were collected from 5,363 respondents.

- Secondary students with speech or visual impairments are more likely than students with other disabilities to be fully included in regular education classrooms; 49 percent and 45 percent, respectively, take all their courses there.
- From 29 percent to 34 percent of secondary students with learning disabilities or hearing, orthopedic or other health impairments receive all their instruction in regular education classrooms.

- Secondary students with multiple disabilities or deaf-blindness are the most likely to spend their entire school day in special education classrooms (34 percent and 50 percent, respectively).
- Twenty-five percent of secondary students with mental retardation, 28 percent with autism and one-fifth of those with hearing or visual impairments receive all of their instruction in special education classrooms.

*How does the class size for secondary students with disabilities differ by type of class and instructional setting?*

**Figure 1-25. Composition of average classes for secondary students with disabilities, by type of instructional setting: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

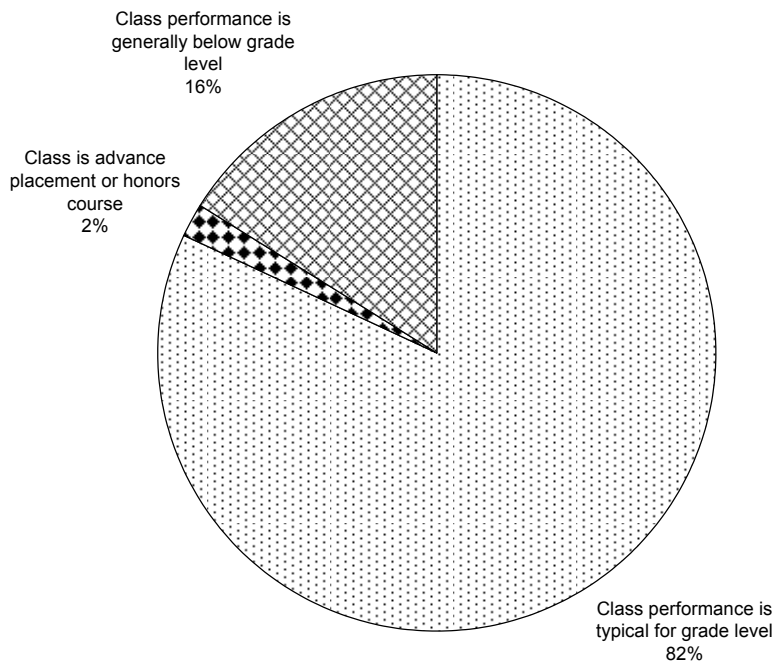
Displayed results were collected from 2,436 respondents.

- In secondary schools, both regular education academic and regular education vocational classes are larger on average (24 and 22 students, respectively) than special education classes (an average of 10 and 12 students for special education nonvocational and vocational classes, respectively).
- Regular education academic and vocational classes include an average of five and four students with disabilities, respectively, or about 20 percent of the students in the class.

- Seventeen percent of the students in special education vocational classes do not have disabilities.

*What are teachers' perceptions regarding the performance level of the regular education academic classes in which secondary students with disabilities receive instruction?*

**Figure 1-26. Performance levels of regular education academic classes in which secondary students with disabilities receive instruction, as reported by teachers: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

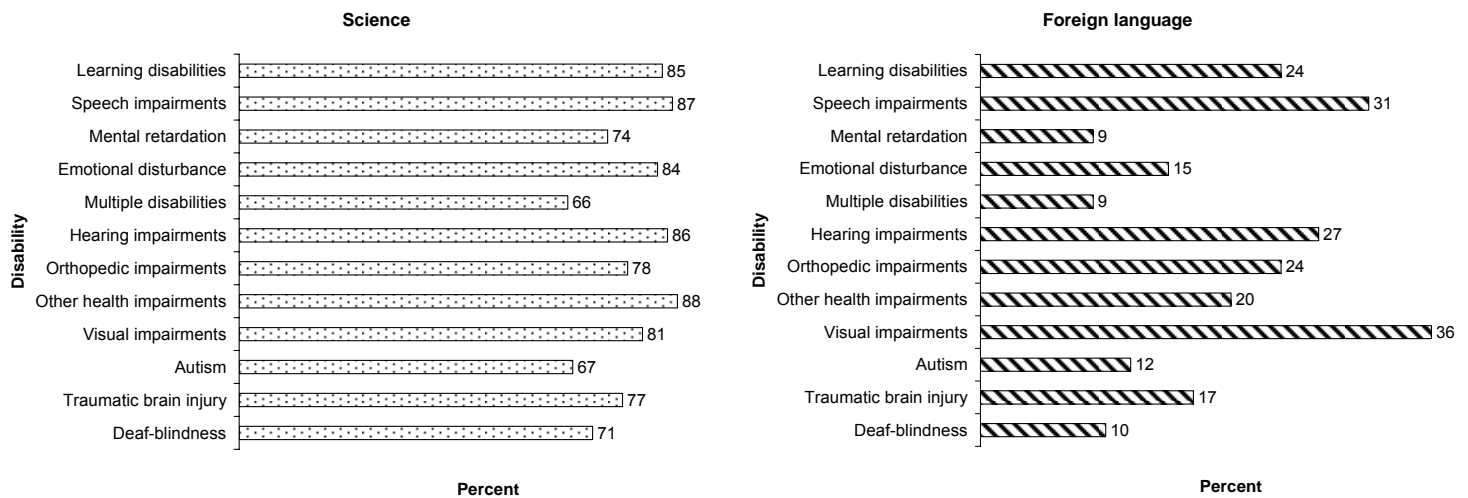
Displayed results were collected from 2,556 respondents.

- According to their teachers, 82 percent of secondary students with disabilities who take regular education academic classes are in classes in which the majority of students perform at grade level.
- Sixteen percent of secondary students with disabilities are in regular education academic classes in which the performance of most students is below the typical performance for their grade, and 2 percent are in advanced placement or honors courses.

## Access to the Regular Education Curriculum by Special Education Students

*How does the enrollment of secondary students with disabilities in foreign language and science courses differ by disability category?*

**Figure 1-27. Enrollment in science and foreign language course(s) by secondary students with disabilities, by disability category: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,358 respondents.

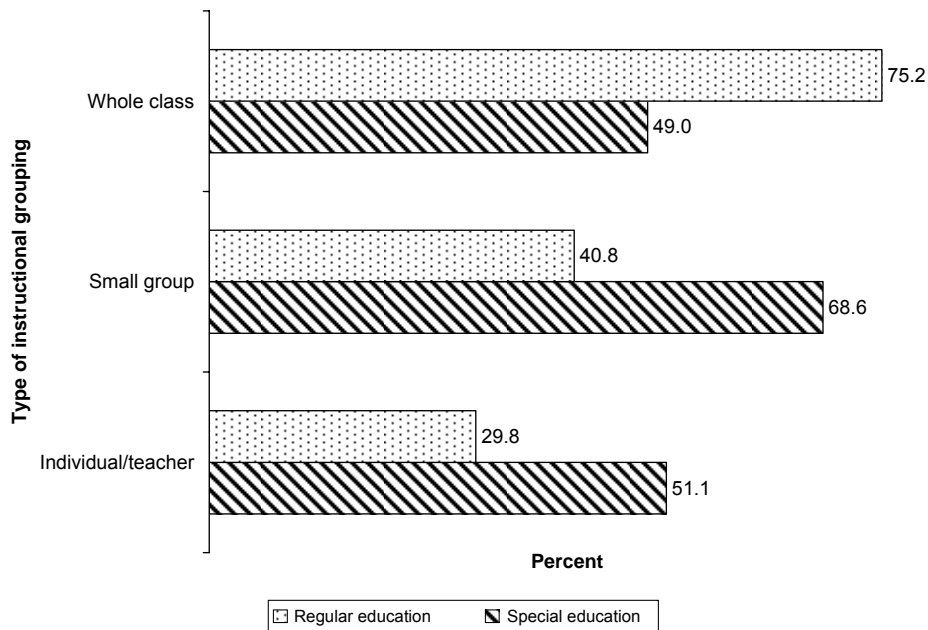
- Eighty percent or more of secondary school students with learning disabilities; serious emotional disturbance; or speech, hearing, visual or other health impairments take science in a given semester; 15 percent to 36 percent of those students take a foreign language.
- Science and foreign language courses are less common for secondary students with mental retardation, autism, multiple disabilities or deaf-blindness, although 66 percent to 74 percent of students in those categories do take science.



## The Use of Instructional Grouping for Students with Disabilities

*How do the language arts instructional groupings for elementary and middle-school students with disabilities differ by instructional setting?*

**Figure 1-28. Instructional groupings used frequently<sup>a</sup> for elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001**



Source: SEELS Teacher Survey, 2001.

Note: For either group of students, percentages may sum to greater than 100 percent since more than one instructional grouping may be used frequently for any given student. Displayed results were collected from 6,055 respondents.

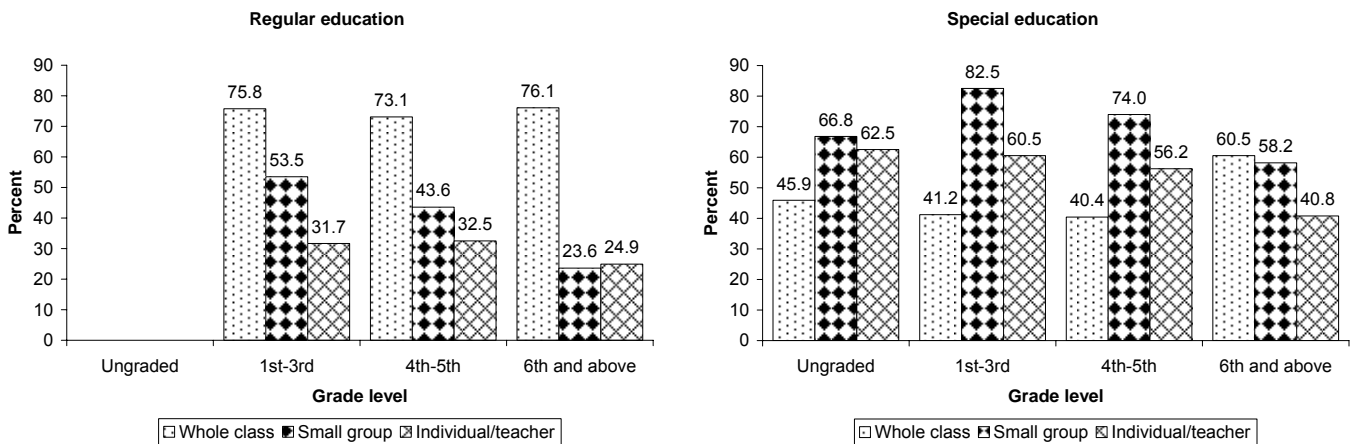
<sup>a</sup>No definition for “frequently” was included with the stimulus item as presented in the School Program Survey. The values represent teachers’ judgments.

- In language arts classes in regular education settings, whole-class instruction is more common than small-group instruction, which, in turn, is more common than individual instruction. Three-fourths of elementary and middle-school students with disabilities in a regular education setting receive whole-class instruction frequently, whereas 40.8 percent receive small-group instruction frequently, and 29.8 percent receive individual instruction from a teacher frequently.
- In language arts classes in special education settings, small-group instruction is more common than whole-class instruction or individual instruction. Approximately two-thirds of elementary and middle-school students in special education settings receive small-group

instruction frequently, whereas approximately half receive whole-class instruction or individual instruction from a teacher frequently.

*How do the language arts instructional groupings for elementary and middle-school students with disabilities differ by grade level and instructional setting?*

**Figure 1-29. Instructional groupings for elementary and middle-school students with disabilities in language arts classes, by grade level and instructional setting: 2001**



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 5,936 respondents.

- In regular education settings, whole-class instruction is the most commonly used grouping regardless of grade level. In the early grades, small-group instruction is more common than individual instruction from a teacher; however, its use declines over the grades, so that for students in 6th grade and above, both types of groupings are about equally common.
- In special education settings, small-group instruction and individual instruction from a teacher are more common than whole-class instruction through fifth grade. In sixth and higher grades, whole-class instruction and small-group instruction are about equally common.
- In ungraded classes in special education settings, small-group instruction and individual instruction are used with about the same frequency, and both are more common than whole-class instruction.

*How do the language arts instructional groupings for elementary and middle-school students with disabilities differ by disability category and instructional setting?*

**Table 1-11. Instructional groupings used frequently with elementary and middle-school students with disabilities in language arts classes, by disability category and instructional setting: 2001**

Disability	Regular education			Special education		
	Whole class	Small group	Individual/teacher	Whole class	Small group	Individual/teacher
Percent						
Learning disabilities	73.6	40.1	34.1	55.7	68.9	43.0
Speech/language impairments	77.2	43.2	25.0	43.9	78.5	60.8
Mental retardation	63.5	42.6	39.4	39.4	71.3	62.2
Serious emotional disturbance	72.1	34.6	32.8	49.5	59.9	53.9
Multiple disabilities	64.8	46.1	53.7	40.3	60.7	54.0
Hearing impairments	71.1	33.5	29.3	53.5	59.1	47.5
Orthopedic impairments	74.0	39.5	34.5	49.1	68.4	56.5
Other health impairments	80.5	27.8	32.2	41.9	75.0	56.0
Visual impairments	69.4	35.7	27.8	38.1	54.3	65.5
Autism	64.4	36.0	36.5	25.8	52.3	73.1
Traumatic brain injury	65.0	39.6	35.5	46.7	71.1	51.6

Source: SEELS School Program Survey, 2001.

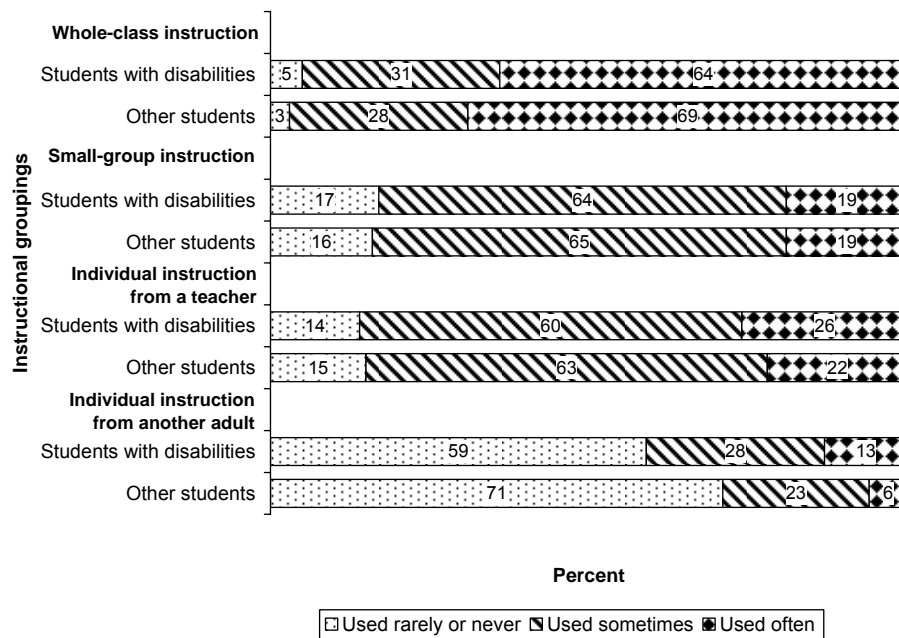
Displayed results were collected from 6,487 respondents.

- In regular education language arts classes, elementary and middle-school students in all disability categories are more likely to receive whole-class instruction than small-group instruction or individual instruction from a teacher.
- In regular education language arts classes, elementary and middle-school students with speech/language impairments are among the most likely to receive whole-class instruction and are the least likely to receive individual instruction from a teacher. Elementary and middle-school students with other health impairments are the most likely to receive whole-class instruction and the least likely to receive small-group instruction, and elementary and middle-school students with multiple disabilities are the most likely to receive individual instruction.
- In special education settings, elementary and middle-school students in most disability categories are less likely to receive whole-class instruction than small-group instruction or individual instruction from a teacher.

- In special education settings, small-group instruction is more common than individual instruction for elementary and middle-school students in all disability categories except autism or visual impairment, where individual instruction is more common than small-group instruction. The percentages of students who frequently receive small-group instruction range from 52.3 percent for autism to 59.1 percent (hearing impairments) to 78.5 percent (speech/ language impairments), and the percentages of students who frequently receive individual instruction range from 43.0 percent (learning disabilities) to 73.1 percent (autism).
- In special education settings, elementary and middle-school students with autism or visual impairments are the most likely of all elementary and middle-school students to receive individual instruction from a teacher and among the least likely to receive small-group instruction or whole-class instruction.

*What instructional groupings are used with secondary students with disabilities?*

**Figure 1-30. Frequency of different instructional groupings for secondary students with disabilities in regular education academic classes: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,523 respondents.

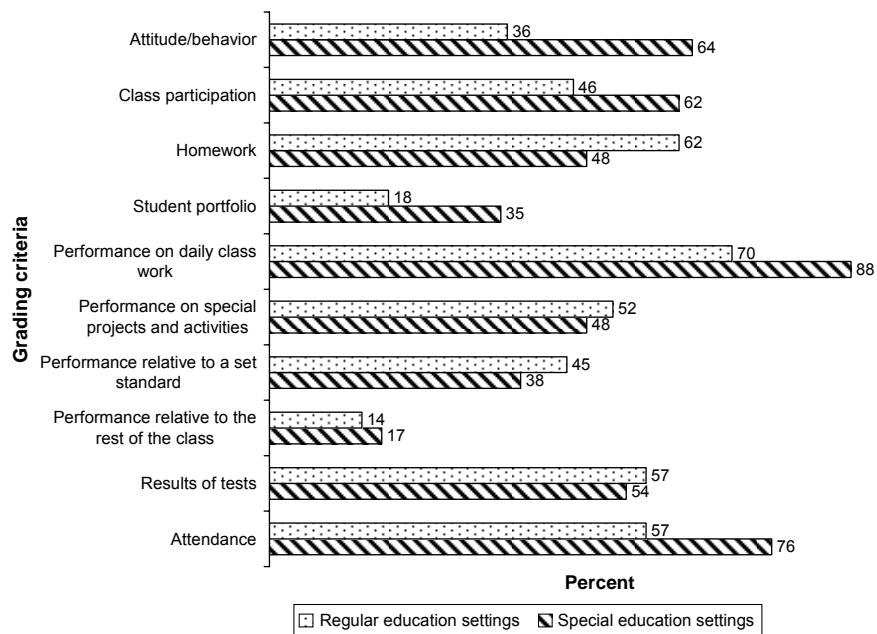
- About two-thirds of both secondary students with disabilities and other students in regular education academic classes experience whole class instruction “often,” according to teachers.

- The frequency with which secondary students with disabilities who take regular education academic classes receive whole-class instruction, small-group instruction or individual instruction from a teacher is very similar to the experiences of other students in class.
- Only with regard to individual instruction from an adult other than the teacher does the frequency of experiencing a particular instructional grouping differ for secondary students with disabilities compared with other students in class; students with disabilities are about twice as likely as other students in class to receive such instruction often (13 percent vs. 6 percent).

## Grading Factors

*What grading criteria are used to evaluate the academic performance of secondary students with disabilities?*

**Figure 1-31. Grading criteria reported by teachers to be “very important” when evaluating secondary students with disabilities, by instructional setting: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,298 respondents.

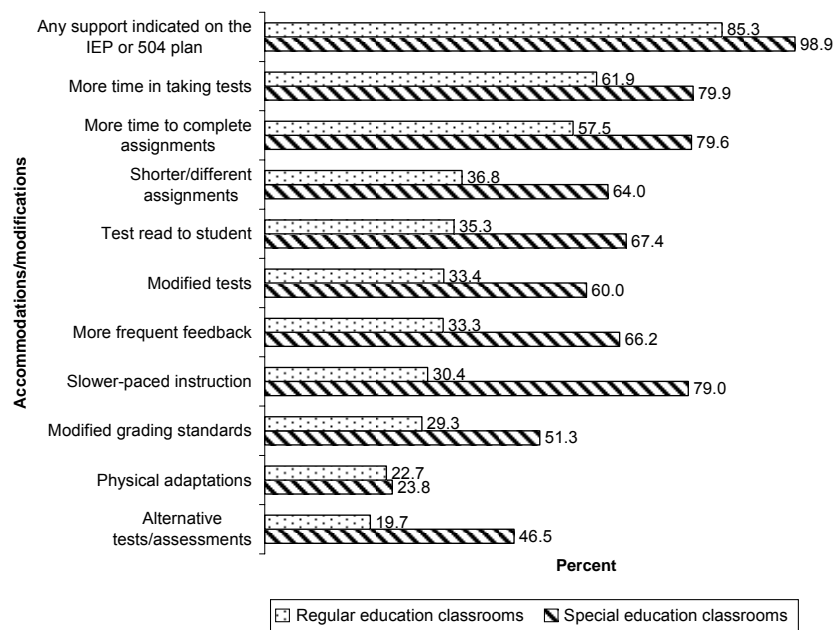
- Students’ performance on daily class work is the most likely criteria to be considered “very important” by both special education and regular education academic class teachers; 88 percent and 70 percent of students with disabilities in the two kinds of classes have teachers who report it to be “very important” in evaluating students’ performance.

- Secondary academic teachers in both settings are about equally likely to consider performance on special projects and activities, performance relative to the rest of the class and results of tests as “very important” in evaluating the performance of students with disabilities in their classes.
- Attitude/behavior, class participation, student portfolios, performance on daily class work and attendance are more likely to be reported as “very important” in evaluating the performance of secondary students with disabilities in special education academic classes than in regular education classes. Students with disabilities in regular education academic classes are more likely to have teachers who report that homework is very important.

### Accommodations and Supports Provided to Students with Disabilities

*What accommodations are provided to elementary and middle-school students with disabilities in language arts classes?*

**Figure 1-32. Accommodations and modifications provided to elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001**



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 5,686 respondents.

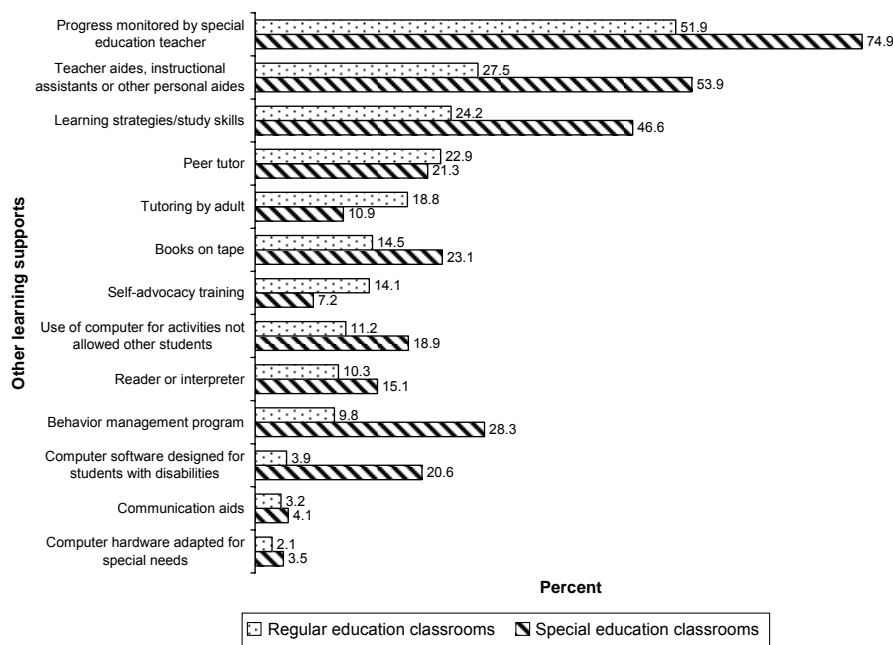
- In regular education classrooms, about 85 percent of elementary or middle-school students with disabilities in language arts classes have some type of support indicated on their IEP or 504 plan. Approximately 60 percent of students with disabilities are granted extra time to take tests or complete assignments. About one-third are given shorter or different assignments,

have tests read to them, take modified tests, receive feedback more frequently than other students or slower paced instruction and are graded using modified standards. Approximately one-fifth are provided physical adaptations or are graded using alternative tests or assessments.

- For students in special education classrooms, the most common types of accommodations or modifications, which are received by approximately 80 percent of students, are extra time on tests or assignments and slower paced instruction. Between 60 percent and 70 percent of students receive shorter or different assignments, have tests read to them, take modified tests or receive frequent feedback. Approximately half are graded using modified standards or take alternative tests and assessments, and approximately one-fourth are provided physical adaptations.

*What other learning supports are provided to elementary and middle-school students with disabilities in language arts classes?*

**Figure 1-33. Other learning supports provided to elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001**



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 5,686 respondents.

- The most common type of learning support provided in language arts classrooms to elementary and middle-school students with disabilities in regular education classrooms is having their progress monitored by a special education teacher; approximately one-half receive this type of support. Approximately one-fourth have aides, are provided assistance with learning strategies or study skills, or receive tutoring by peers. Approximately 15

percent of these students use books on tape or receive self-advocacy training; and approximately 10 percent use a computer for activities not allowed for other students, have a reader or interpreter or are in a behavior management program.

- In special education settings, three-fourths of elementary and middle-school students have their progress monitored by a special education teacher, and approximately half have aides or receive help with learning strategies or study skills. Between 20 percent and 30 percent receive tutoring from a peer, use books on tape, are in a behavior management program or use computer software designed for students with disabilities; 15 percent receive help from a reader or interpreter.



*How do staffing and class size in language arts classes for elementary and middle-school students with disabilities differ by instructional setting and demographic characteristics?*

**Table 1-12. Language arts class size and staffing for elementary and middle-school students with disabilities by demographic characteristics and instructional settings: 2001**

Characteristics of students with disabilities	Avg. household income			Race/ethnicity <sup>a</sup>		
	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	White	African American	Hispanic
<b>Regular education</b>						
Average number of students in the classroom	21.9	22.9	23.4	22.8	22.6	22.4
Average number of special education students in the classroom	3.3	3.0	3.0	3.3	3.3	3.2
Percentage of special education students with:						
A special education teacher in the classroom	19.6%	18.2%	15.8%	20.5%	15.6%	9.9%
A classroom aide, one-on-one instructional assistant or other specialist in the classroom	35.5%	30.3%	28.2%	28.4%	31.9%	40.4%
<b>Special education</b>						
Average number of special education students	7.2	6.4	4.8	5.8	7.9	6.5
Percentage of special education students with:						
A regular education teacher in the classroom	2.2%	4.2%	5.4%	5.5%	1.7%	1.3%
A classroom aide, one-on-one instructional assistant or other specialist in the classroom	66.6%	56.9%	65.3%	59.1%	61.2%	61.5%

Source: SEELS School Program Survey, 2001.

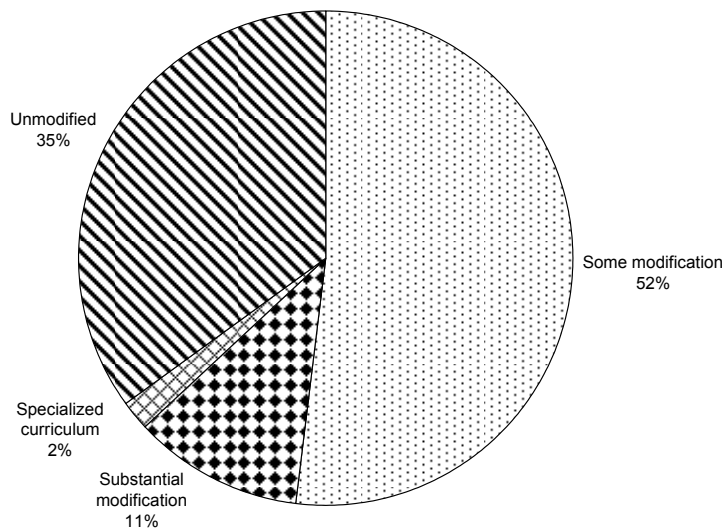
Displayed results were collected from 5,415 respondents.

- For elementary and middle-school students with disabilities in regular language arts education classes, class size increases only slightly with income (22 students in classes with household incomes of \$25,000 or less, compared with 23 students in classes with income above \$50,000); however, the average number of special education students remains about the same.

- In elementary and middle-school special education classes, average class size decreases with income (seven students in classes with household incomes of \$25,000 or less compared with five students in classes with incomes above \$50,000.)
- Elementary and middle-school students from the three household income groups do not differ greatly in terms of the staff in their classrooms, except that the percentage of students in special education settings with a regular education teacher in the classroom is double for students from high-end households (5.4 percent) versus low-end (2.2 percent).
- One difference among elementary and middle-school students with disabilities of the various race/ethnicities in regular education language arts classes is that Hispanic students are less likely than white students to have a special education teacher in the classroom (20 percent vs. 10 percent).

*To what extent are curriculum modifications provided to secondary students with disabilities in regular education academic classes?*

**Figure 1-34. Extent of curriculum modification for secondary school students with disabilities in regular education academic classes: 2001-02**



*Source:* NLTS2 School Program Survey, 2001-02.

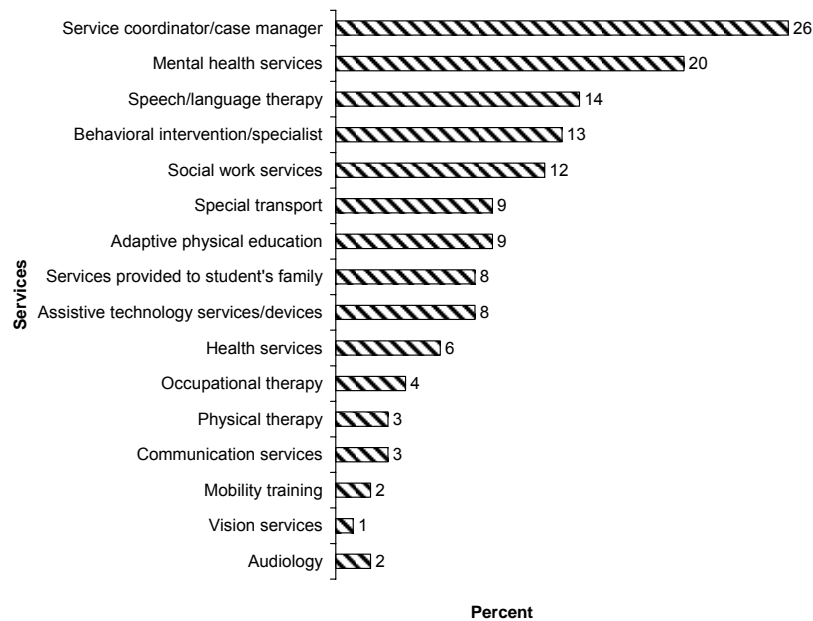
Displayed results were collected from 2,565 respondents.

- Sixty-five percent of secondary students with disabilities who take regular education academic classes in the regular classroom receive some degree of modification to the curriculum in those classes.

- Substantial modification or a specialized curriculum is fairly uncommon; 13 percent of secondary students with disabilities have that degree of modification to their curriculum in regular education academic classes.

*What types of services do schools provide to secondary students with disabilities?*

**Figure 1-35. Services received by secondary students with disabilities from schools, by type of service: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

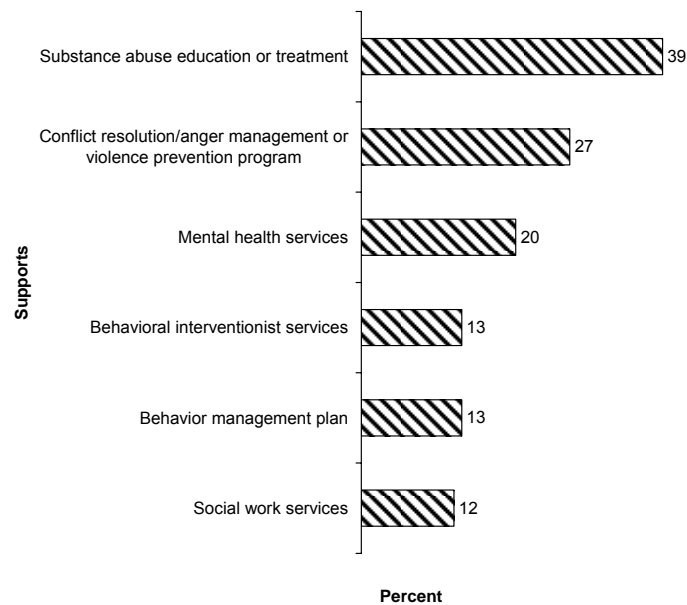
Displayed results were collected from 5,511 respondents.

- Only service coordination/case management and mental health services are provided to 20 percent or more of secondary students with disabilities in a given school year.
- Between 12 percent and 14 percent of secondary students with disabilities receive speech/language therapy services, behavioral interventions or social work services during a school year.
- Special transportation, adaptive physical education, assistive technology services or devices and services to secondary students' families are received by 8 percent and 9 percent of students with disabilities.
- NLTS2 also reported that mental health services are provided for 49 percent of students with serious emotional disturbance; vision services are provided for 78 percent of students with visual impairments and 51 percent of students with deaf-blindness; special transportation

services are provided for 57 percent of students with orthopedic impairments; communication services are provided for 61 percent of students with deaf-blindness and 56 percent of students with hearing impairments; and speech or language therapy services are provided for 67 percent of students with autism and 64 percent of students with speech impairments.

*What types of supports are provided to secondary students with disabilities?*

**Figure 1-36. Social adjustment supports received by secondary students with disabilities, by type of support: 2001-02**



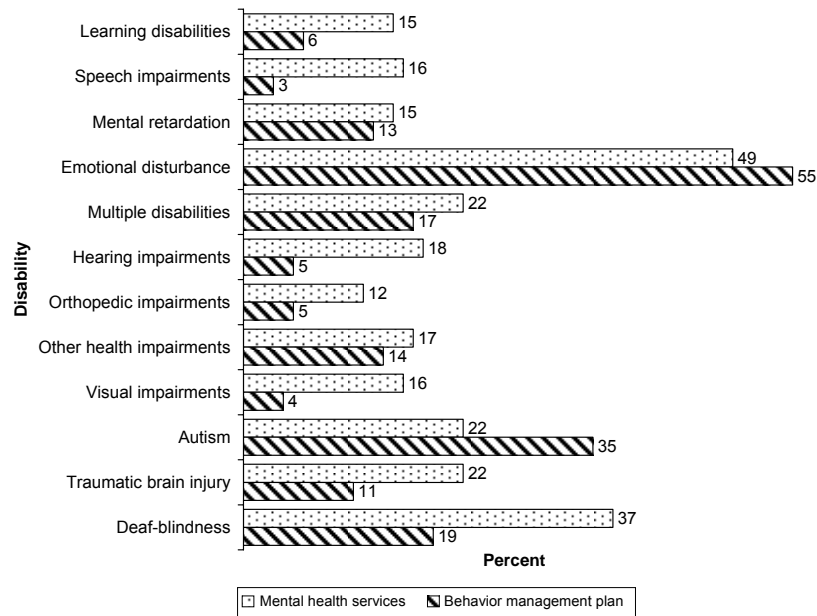
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,635 respondents.

- Substance abuse prevention education or substance abuse treatment is provided to almost four of 10 secondary students with disabilities through their schools. More than one-fourth (27 percent) participate in conflict resolution, anger management or violence prevention programs at school.
- Mental health services are provided to 20 percent of secondary school students with disabilities at or through their schools.
- One in eight secondary students with disabilities receives behavioral intervention services, behavioral management planning and social work services.

*What percentage of students with disabilities receive social adjustment supports in the form of mental health services and behavior management planning?*

**Figure 1-37. Receipt of social adjustment supports in the form of mental health services and behavior management planning by secondary students with disabilities, by disability category: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

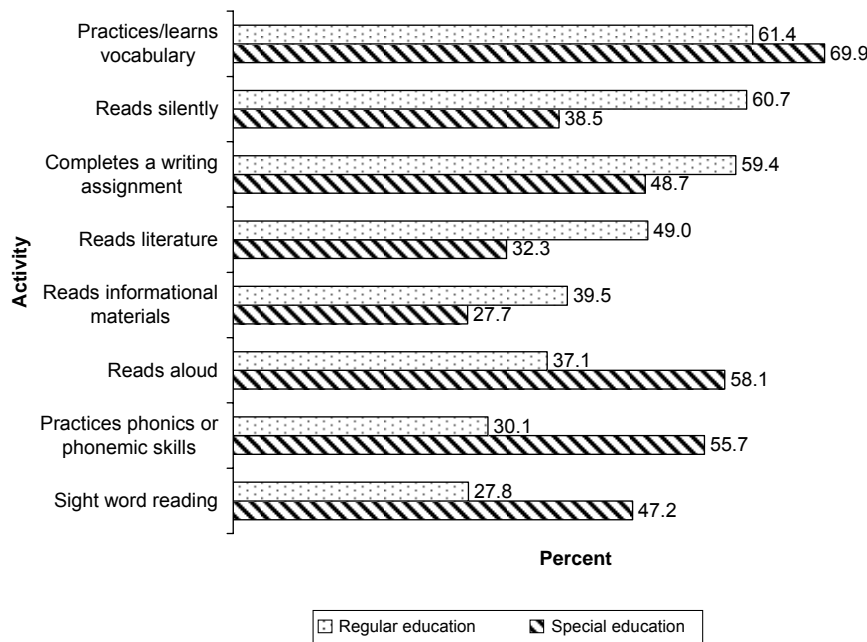
Displayed results were collected from 5,630 respondents.

- Some secondary students in all disability categories receive mental health services and/or have behavior management plans to assist in their behavioral and social adjustment.
- Social adjustment supports are most likely to be provided to students with disabilities who have a pronounced social adjustment component—those in the primary disability categories of serious emotional disturbance (49 percent receive mental health services and 55 percent have behavior management plans) or autism (22 percent and 35 percent receive these supports, respectively).

## Participation by Students with Disabilities in Classroom Activities

*How do the types of reading/language arts activities in which elementary and middle-school students with disabilities participate differ by instructional setting?*

**Figure 1-38. Participation in reading/language arts activities by elementary and middle-school students with disabilities, by instructional setting: 2001**



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 6,024 respondents.

- In language arts classes in regular education classrooms, the most common reading activities for elementary and middle-school students with disabilities are learning or practicing vocabulary, reading silently or completing writing assignments. Approximately 60 percent of elementary and middle-school students with disabilities engage in these activities frequently. Somewhat less common activities are reading literature, followed by reading informational materials and reading aloud. The least common activities are phonics or phonemic skills practice and sight word reading; approximately 30 percent of elementary and middle-school students with disabilities engage in these activities frequently.
- In language arts classes in special education classrooms, learning and practicing vocabulary words is the most common reading activity, with approximately 70 percent of elementary and middle-school students engaging in this activity frequently. Reading aloud and practicing phonics or phonemic skills are somewhat less common, yet more than half of the elementary and middle-school students in these settings engage in these activities frequently. Completing

writing assignments and sight word reading are still less common, followed by reading silently. Least common are reading literature or reading informational materials, with approximately 30 percent of elementary and middle-school students with disabilities engaging in these activities frequently.

*How do the types of reading/language arts activities in which elementary and middle-school students with disabilities participate differ by disability category?*

**Table 1-13. Participation in reading/language arts activities by elementary and middle-school students with disabilities, by disability category and instructional setting: 2001**

Disability	Regular education							
	Read aloud	Read silently	Complete writing assignment	Read literature	Read informational materials	Practice phonics or phonemic skills	Practice vocabulary	Sight word reading
	Percent							
Learning disabilities	25.8	50.9	55.2	48.1	36.6	22.6	59.0	20.9
Speech/language impairments	46.8	70.9	66.2	51.3	44.0	36.5	64.8	33.7
Mental retardation	21.6	28.7	28.6	23.7	21.1	38.1	45.5	35.2
Serious emotional disturbance	29.0	51.6	41.0	44.8	26.4	19.6	52.0	18.0
Multiple disabilities	36.7	58.5	53.6	40.4	28.1	55.6	59.1	23.4
Hearing impairments	37.4	55.0	64.7	53.7	47.3	26.0	62.0	28.9
Orthopedic impairments	37.7	63.1	57.3	51.5	36.1	35.9	62.5	33.0
Other health impairments	31.0	51.7	55.5	45.8	33.8	17.8	61.0	18.9
Visual impairments	36.4	62.8	59.9	52.5	45.4	30.1	61.3	23.2
Autism	42.3	51.4	34.6	53.7	40.1	28.8	58.0	32.9
Traumatic brain injury	39.2	41.0	59.5	43.2	21.1	22.0	43.5	19.4

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 2,605 respondents.

**Table 1-13. Participation in reading/language arts activities by elementary and middle-school students with disabilities, by disability category and instructional setting: 2001 (continued)**

Disability	Special education							
	Read aloud	Read silently	Complete writing assignment	Read literature	Read informational materials	Practice phonics or phonemic skills	Practice vocabulary	Sight word reading
	Percent							
Learning disabilities	59.9	43.8	54.5	37.2	32.6	53.5	69.1	41.0
Speech/language impairments	71.6	35.7	58.1	39.5	26.1	72.4	76.2	49.2
Mental retardation	49.8	27.4	35.9	18.1	17.1	62.0	73.1	61.5
Serious emotional disturbance	62.2	48.8	47.4	33.5	33.5	51.9	72.0	49.6
Multiple disabilities	44.6	26.0	35.2	28.3	23.3	48.3	63.7	47.2
Hearing impairments	51.6	43.1	43.0	25.8	22.8	31.7	80.4	57.2
Orthopedic impairments	49.3	34.2	37.0	27.6	22.2	54.0	62.7	46.9
Other health impairments	54.3	35.2	41.7	28.3	25.3	42.2	57.9	42.8
Visual impairments	46.8	22.2	34.5	21.4	18.3	50.1	61.1	42.6
Autism	37.3	20.9	26.6	16.2	14.8	39.5	57.1	44.3
Traumatic brain injury	54.7	34.8	47.0	26.7	14.0	51.6	70.0	53.4

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 3,387 respondents.

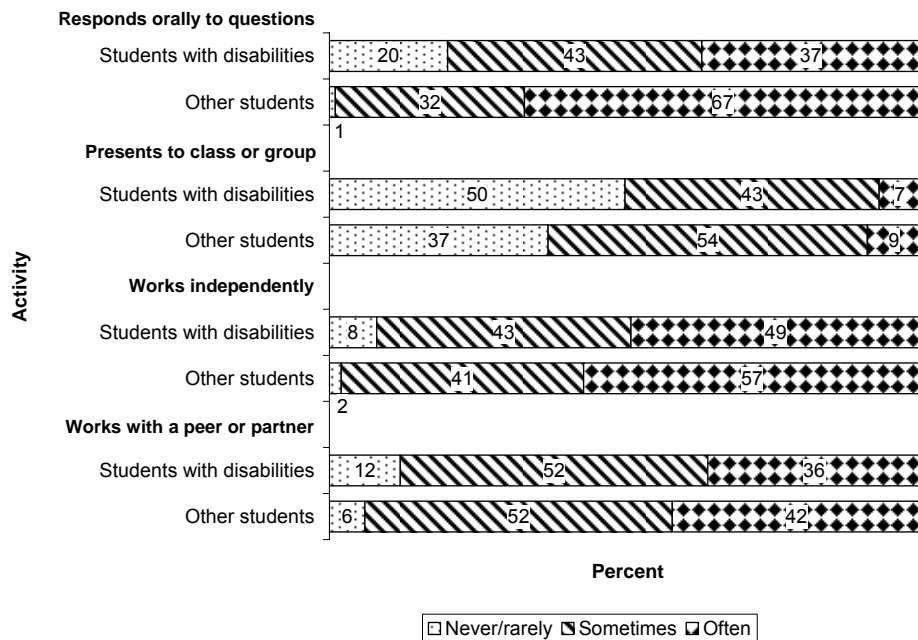
- In regular education classrooms, practicing vocabulary is one of the most common language arts activities for elementary and middle-school students in all disability categories. Reading silently and completing writing assignments also are among the most common activities for elementary and middle-school students in most disability categories, followed by reading literature and reading aloud. Sight word reading, practicing phonics or phonemic skills and reading informational materials are the least common activities for elementary and middle-school students in most disability categories.
- In regular education classrooms, the patterns of language arts activities for elementary and middle-school students with mental retardation or multiple disabilities differ from those for elementary and middle-school students in other disability categories. Practicing phonics or phonemic skills is among the most common activities for these students. In addition, elementary and middle-school students with mental retardation differ from all other groups in that they are the least likely to engage in five of the eight activities investigated.



- In special education classrooms, practicing vocabulary is the most common activity, and reading informational materials is the least common activity for elementary students in every disability category. Completing writing assignments and practicing phonics or phonemic skills also are among the most common activities for elementary students in most disability categories, whereas reading literature is among the least common.
- In special education classrooms, elementary and middle-school students with autism are the least likely to engage in all eight reading/language arts activities investigated, whereas elementary and middle-school students with speech/language impairments are among the most likely to engage in five of the eight activities.

*In what types of classroom activities do secondary students with disabilities participate?*

**Figure 1-39. Participation in classroom activities by secondary students with disabilities in regular education academic classes: 2001-02**



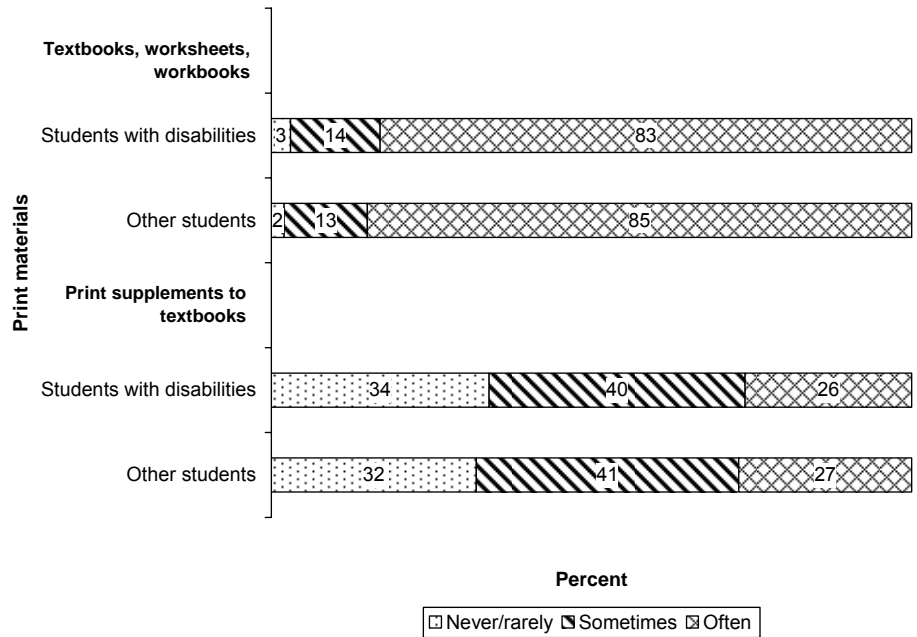
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,539 respondents.

- Several of the ways in which secondary students with disabilities participate in regular education classes vary from those of other students. For example, 37 percent of secondary students with disabilities respond orally to questions often, compared with 67 percent of other students in class. Compared with other students in class, secondary students with disabilities also are much more likely to “rarely or never” present to a class or group (50 percent vs. 37 percent).

*To what extent are print materials used by secondary students with and without disabilities?*

**Figure 1-40. Use of print materials by secondary students with disabilities in regular education academic classes and their classmates without disabilities: 2001-02**



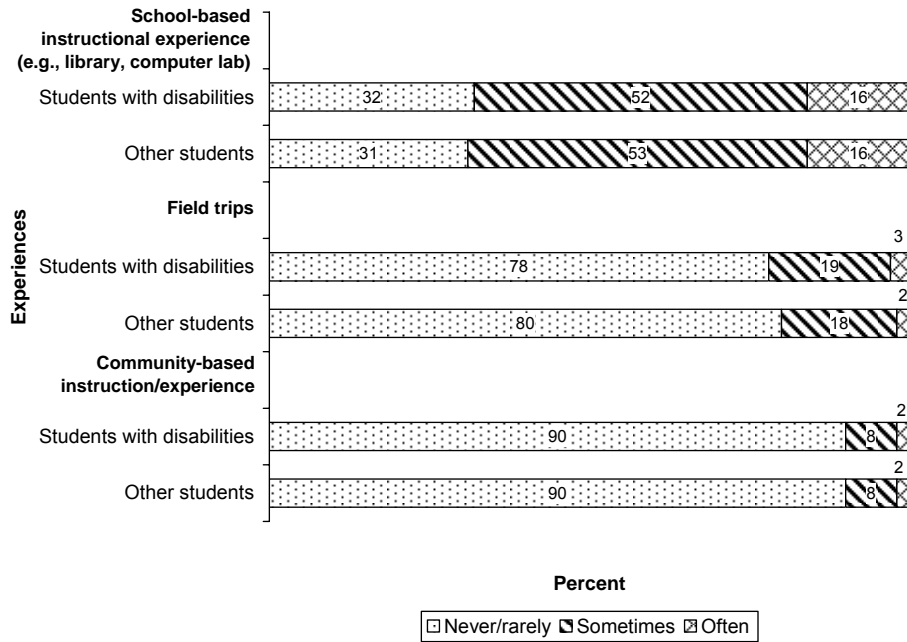
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,577 respondents.

- Textbooks, worksheets and workbooks are used “often” for the large majority of both secondary students with disabilities and other students in regular education academic classes (83 percent and 85 percent)
- The frequency with which secondary students with disabilities and other students in class use various print materials is quite similar.

*In what educational experiences outside the regular education academic classroom do secondary students with disabilities participate?*

**Figure 1-41. Educational experiences outside the classroom of secondary students with disabilities and other students taking regular education academic classes: 2001-02**



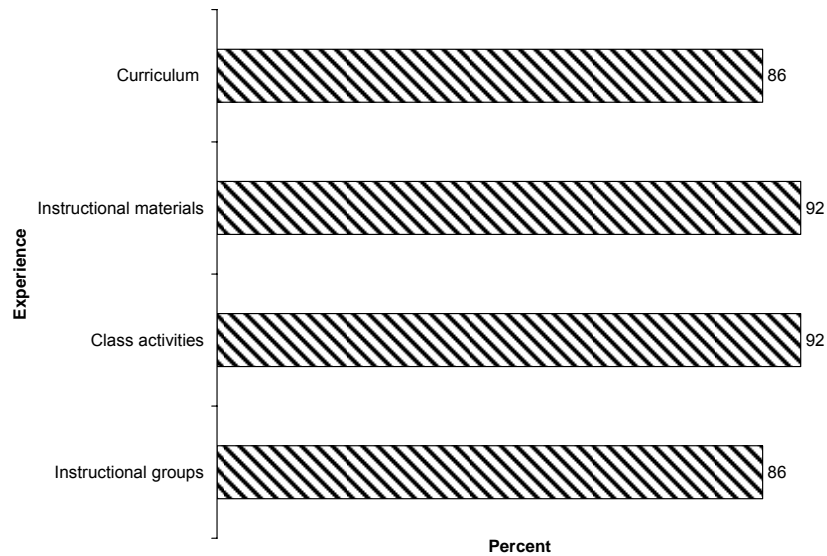
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,520 respondents.

- Secondary students with disabilities taking regular education academic classes are as likely as other students to take part in education experiences outside the classroom.
- Educational experiences off the school campus (i.e., field trips or community-based instruction/experiences) are rare both for secondary students with disabilities and other students taking regular education academic classes.

*How do the experiences of secondary students with disabilities in regular education vocational classes compare with those of other students?*

**Figure 1-42. Secondary students with disabilities in regular education vocational classes whose experiences are the same as those of other students in class: 2001-02**



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Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 1,546 respondents.

- A total of 86 percent to 92 percent of secondary students with disabilities who are in regular education vocational classes have curricula, instructional materials and groupings, and class activities that are reported by teachers to be the same as other students in the class.
- Secondary students with mental retardation, autism, or multiple disabilities differed the most from other students in their regular education vocational class with respect to experiences with curricula, instructional materials and groupings, and class activities (NLTS2).

## Performance of Students with Disabilities

*How do the functional abilities of elementary and middle-school students with disabilities differ by language arts instructional settings?*

**Table 1-14. Functional abilities of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001**

Level of performance:	Primary language arts instructional setting	
	Regular education	Special education
	Percent	
Self-care skills <sup>a</sup>		
High	85.0	66.0
Medium	14.5	30.1
Low	0.5	3.9
Functional cognitive skills <sup>b</sup>		
High	32.0	15.0
Medium	62.7	63.5
Low	5.3	21.6
Social skills <sup>c</sup>		
High	23.9	15.2
Medium	69.2	67.4
Low	6.9	17.4
Percentage reported <sup>d</sup> to speak:		
As well as other same-age children	57.6	51.7
With “a little trouble”	39.1	34.7
With “a lot of trouble” or not at all	3.4	13.6
Percentage reported <sup>d</sup> to understand others:		
As well as other same-age children	66.3	42.1
With “a little trouble”	29.6	43.9
With “a lot of trouble” or not at all	4.0	14.9
Percentage whose health is reported <sup>d</sup> as:		
Excellent or very good	81.8	63.8
Good	13.5	24.1
Fair or poor	4.3	12.1

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 4,434 respondents.

<sup>a</sup>The level of self-care skills was based on parents' ratings of how well students feed and dress themselves independently and get around to nearby places outside the home.

<sup>b</sup>The level of functional cognitive skills was based on parents' ratings of how well students can tell time on a clock with hands, count change, read common signs and look up telephone numbers and use the phone.

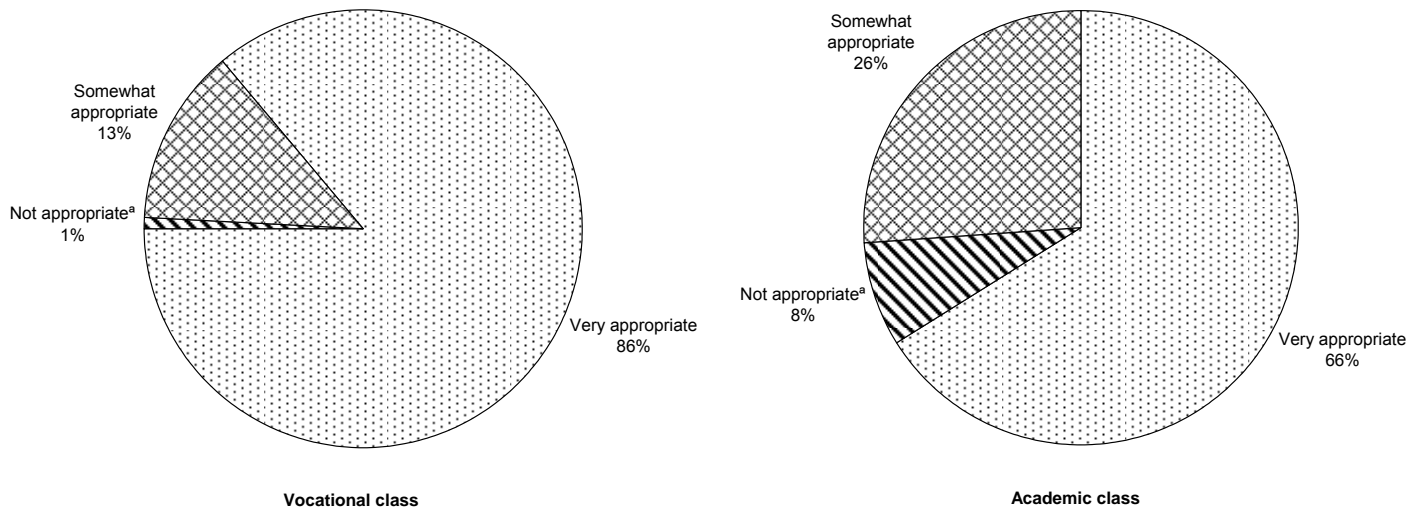
<sup>c</sup>The level of social skills was based on parents' ratings of how often students exhibit a variety of social skills related to cooperation, self-control and assertion.

<sup>d</sup>Reports made by parents.

- Elementary and middle-school students with disabilities in both special education and regular education language arts classes exhibit a range of functional abilities; both high- and low-functioning students are instructed in each setting.
- Elementary and middle-school students in special education settings for language arts are more likely than elementary and middle-school students with disabilities in regular education classes to have lower levels of self-care skills and functional cognitive skills and to have more limited social skills.
- Although elementary and middle-school students in the two settings are about equally likely to speak as well as other children of their age, parents of elementary and middle-school students in special education settings are much less likely to report that their children understand what other people say to them.
- Special education language arts settings are more likely than regular education classes to include elementary and middle-school students with disabilities who are in fair or poor health.

*What are teachers' perceptions regarding the appropriateness of the placement of secondary students with disabilities in regular education classes?*

**Figure 1-43. Secondary teachers' perception of the appropriateness of placement of students with disabilities in their regular education classes: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,159 respondents.

<sup>a</sup>The label “not appropriate” refers to the combined responses “not very appropriate” and “not at all appropriate.”

- A total of 86 percent of secondary students with disabilities in regular education vocational classes and 66 percent in regular education academic classes have teachers who report their placement in the class is “very appropriate.”
- A small percentage of secondary students with disabilities in regular education classes have teachers who report their placement is “not appropriate” (1 percent and 8 percent for regular education vocational and academic classes, respectively).
- Placements of secondary students with mental retardation, multiple disabilities, serious emotional disturbance and traumatic brain injury were most frequently rated by their teachers as “not appropriate” (NLTS2 School Program Survey).

*How do students with disabilities perform academically?*

**Table 1-15. Average scores and skill levels<sup>a</sup> on NAEP reading assessment for students with disabilities and those without in grades 4 and 8: 2003**

Grade 4 average (mean) scale scores and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities <sup>b</sup>	18,109	185	29	9
Students without disabilities	169,027	221	67	34
Grade 8 average (mean) scale scores and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities <sup>b</sup>	15,144	225	32	6
Students without disabilities	139,552	267	78	35

*Source:* U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2002 and 2000 Reading Assessments.

<sup>a</sup>Scores on the NAEP reading assessment fall on a 0-500 point scale delineated by three skill levels: Basic, Proficient and Advanced.

<sup>b</sup>Results for the sample of students with disabilities cannot be generalized to the total population of students with disabilities because schools specifically for children with disabilities are not included in the NAEP sample, and many children with disabilities who do attend schools in the sample are excluded from testing.

- Students with disabilities in both grade 4 and grade 8 scored lower on the NAEP reading assessment than did students without disabilities.

- On the fourth-grade NAEP assessment, smaller percentages of students with disabilities scored at or above basic (29 percent) and at or above proficient (9 percent) than students without disabilities (67 percent and 34 percent, respectively).
- On the eighth-grade NAEP reading assessment, 32 percent of students with disabilities scored at or above basic, as compared to 78 percent of students without disabilities. Six percent of students with disabilities scored at or above proficient as compared to 35 percent of students without disabilities.

**Table 1-16. Average scores and skill levels<sup>a</sup> on NAEP mathematics assessment for students with disabilities and those without in grades 4 and 8: 2003**

Grade 4 average scale scores (mean) and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities <sup>b</sup>	21,996	214	51	13
Students without disabilities	167,685	237	80	35

Grade 8 average scale scores (mean) and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities <sup>b</sup>	17,011	242	29	6
Students without disabilities	135,812	282	73	31

*Source:* U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2002 and 2000 Reading Assessments.

<sup>a</sup>Scores on the NAEP mathematics assessment fall on a 0-500 point scale delineated by three skill levels: Basic, Proficient and Advanced.

<sup>b</sup>Results for the sample of students with disabilities cannot be generalized to the total population of students with disabilities because schools specifically for children with disabilities are not included in the NAEP sample, and many children with disabilities who do attend schools in the sample are excluded from testing.

- Students with disabilities in both grade 4 and grade 8 scored lower on the NAEP mathematics assessment than did students without disabilities.
- On the fourth-grade NAEP mathematics assessment, just over half of the students with disabilities scored at or above basic, as compared to 80 percent of students without disabilities. Thirteen percent of students with disabilities and 35 percent of students without disabilities scored at or above proficient.



- On the eighth-grade NAEP mathematics assessment, 29 percent of students with disabilities scored at or above basic, as compared to 73 percent of students without disabilities. Six percent of students with disabilities scored at or above proficient, as compared to 31 percent of students without disabilities.

### Establishing Accountability Systems to Include Students with Disabilities

*To what extent have school districts established the same content standards for students with and without disabilities?*

**Table 1-17. Districts with various types of content standards<sup>a</sup> for students with and without disabilities, by subject area: 1999-2000 and 2002-03**

	Mathematics		English		Science		Social Studies	
	1999-2000	2002-2003	1999-2000	2002-2003	1999-2000	2002-2003	1999-2000	2002-2003
	Percent							
Same standards for all students	45.3	92.7	45.1	92.7	44.4	90.0	42.6	90.0
Different standards for students with disabilities	37.2	1.0	38.2	1.0	36.7	0.6	37.6	0.6
Decision pending on standards for students with disabilities	10.3	0.1	10.3	0.1	10.5	0.1	10.5	0.1
No standards for any students	7.3	0.1	6.4	0.1	8.5	1.4	9.3	4.6
Missing data	0.0	6.0	0.0	6.0	0.0	7.8	0.0	4.5

Source: SLIIDEA District Survey, 2002-03.

Note: Percentages were calculated with the number missing included in the denominator in order to allow tracking of change over time.

Displayed results were collected from 959 school districts.

<sup>a</sup>Content standards describe what students should know and be able to do in the core academic subjects.

- In 1999-2000, 43 percent to 45 percent of the districts had adopted the same content standards in mathematics, English, science and social studies for students with and without disabilities.
- In 1999-2000, in each subject area, about a third of districts had different standards for students with disabilities; 10 percent had made no decision on standards for any students, and 10 percent had made no decision on separate standards for students with disabilities.
- By 2002-2003, the adoption of the same content standards for all students had doubled, going from a range of 43 percent to 45 percent to a range of 90 percent to 93 percent.

*What policy tools do states and districts have to promote the participation of students with disabilities in accountability systems?*

**Table 1-18. States and districts that have developed written guidelines on the participation of students with disabilities in accountability systems: 2002-03**

Percentage with guidelines on:	States <sup>a</sup>	Districts
	Percent	
Participation in assessments <sup>b</sup>	98	92
Use of accommodations in testing	100	94
Use of alternate assessments	100	86
All of the above: participation, accommodations and alternate assessments	98	83

*Source:* SLIIDEA State and District Surveys, 2002-03.

Displayed state-level results were collected from the 50 states and the District of Columbia; district results were based on 959 school districts.

<sup>a</sup>50 states and the District of Columbia.

<sup>b</sup>Assessments include any assessments used by the state or district.

- By 2002-03, all of the 51 states had provided written guidelines to their districts and schools on the use of accommodations in testing and on the use of alternate assessments for students with disabilities, and all but one state had provided guidelines on the participation of students with disabilities in state or district assessments.
- Over 90 percent of districts had developed written guidelines on participation of students with disabilities in assessments and on the use of accommodations in assessments (92 percent and 94 percent, respectively). Districts without their own guidelines on these two topics, however, were in states that provided the guidelines to them and to their schools.
- Slightly fewer districts (86 percent) had developed written guidelines on the use of alternate assessments. Since states did provide guidelines on this topic, these districts were covered by state guidelines.
- Eighty-three percent of districts had developed written guidelines in all three areas.

*To what extent do states and districts use resources to support students with disabilities in accountability systems?*

**Table 1-19. States and districts that received and/or provided resources<sup>a</sup> for assessment<sup>b</sup> of students with disabilities: 2002-03**

Resource targeted	States providing	Districts receiving	Districts providing
	Percent		
Increase participation of students with IEPs in assessments	84.3	43.4	44.2
Improve performance of students with IEPs on assessments	80.0	31.9	34.4

*Source:* SLIIDEA State and District Surveys, 2002-03.

Displayed state-level results were collected from the 50 states and the District of Columbia; district results were based on 959 school districts.

<sup>a</sup>Resources were most often in the form of technical assistance.

<sup>b</sup>Assessments include any assessments used by the state or district.

- In 2002-03, 80 percent or more of the states provided technical assistance to increase participation of students with disabilities in assessments and improve performance in assessments.
- Districts, in turn, provided resources to their schools for similar purposes and in the same proportions as they had received them from their states: 43.4 percent received resources from their states to increase participation of students with disabilities on assessments, and 44.2 percent of districts provided resources to their schools for the same purpose. In addition, nearly a third of the districts (31.9 percent) received resources from the state to improve performance on assessments, and 34.4 percent provided resources to schools to improve performance.

*How do districts use academic performance data of students with disabilities?*

**Table 1-20. Districts that used data on academic performance<sup>a</sup> of students with disabilities for different purposes: 2002-03**

Districts	Percent
Percentage of districts with data on academic performance of students with disabilities	88.8
Of those districts with data, the percentage that:	
Use data for program evaluation	77.0
Use data for planning professional development	49.7

*Source:* SLIIDEA District Survey, 2002-03.

Displayed results were collected from 959 school districts.

<sup>a</sup>Assessments include any assessments used by the state or district.

- Education reforms have encouraged schools to use their own data, including student academic performance data, for self-study and improvement. Use of performance data on students with disabilities is a positive indicator of improved accountability under IDEA. In 2002-03, 88.8 percent of districts collected or had access to academic performance data on their students with disabilities.
- Districts that had access to data on the performance of students with disabilities used the data primarily for program evaluation.

*To what extent do districts provide professional development on the participation of students with disabilities in assessments?*

**Table 1-21. Districts that provided professional development on the participation of students with disabilities in assessments<sup>a</sup>: 2002-03**

Topic of professional development	Professional development was provided	Of those providing, the percentage in which:	
		Professional development was less than 8 hours	Follow-up was provided
Improving both participation and performance on assessments	74.2	72.2	67.6
Administration and use of alternate assessments	70.0	73.2	67.9

*Source:* SLIIDEA District Survey, 2002-03.

Displayed results were collected from 959 school districts.

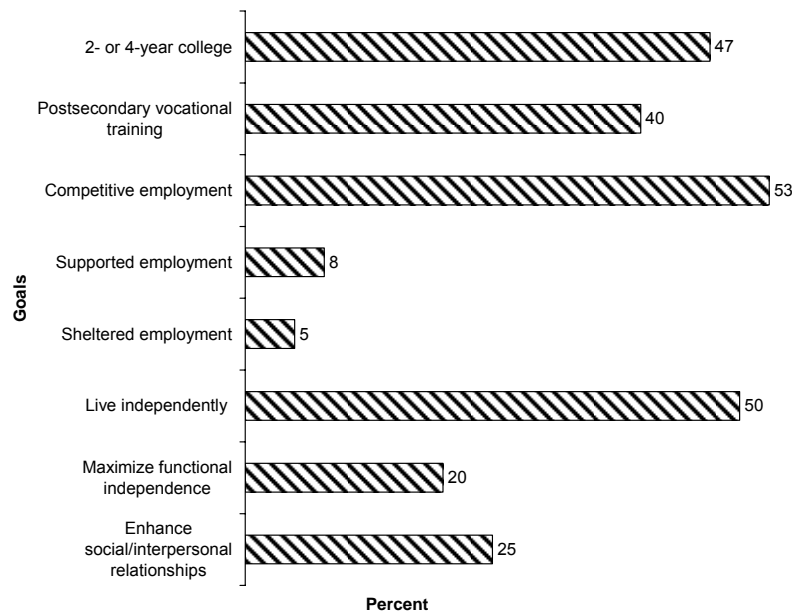
<sup>a</sup>Assessments include any assessments used by the state or district.

- In 2002-03, nearly three-fourths of all districts (74.2 percent) provided professional development to school staff to improve participation and performance of students with disabilities, including the use of accommodations in testing.
- Seventy percent of districts provided professional development on the administration and use of alternate assessments.
- In districts that provided professional development, 72 percent to 73 percent provided less than eight hours. Two-thirds of those districts (about 68 percent) also provided follow-up, which research has shown is critical to teachers' classroom implementation of the strategies learned.

## Postsecondary Goals

*What are the post-high-school goals of secondary students with disabilities?*

**Figure 1-44. Primary post-high-school goals of secondary students with disabilities: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,193 respondents.

- Attending two- or four-year college is a transition goal for 47 percent of secondary students with disabilities. Further information is provided in figure 1-48.
- Finding competitive employment is the most commonly stated primary transition goal for secondary students with disabilities; 53 percent have such a goal. Secondary students with disabilities most likely to have this goal are those with serious emotional disturbance (58 percent) or learning disabilities (57 percent); secondary students with disabilities least likely to have this goal are those with autism (22 percent) or multiple disabilities (27 percent) (NLTS2).

NLTS2 also showed the following:

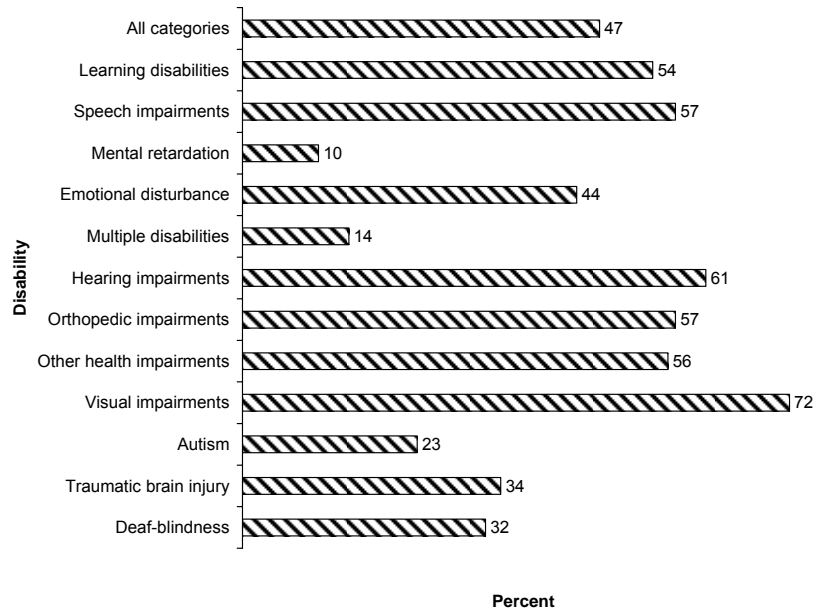
- Forty percent of secondary students with disabilities have a goal of acquiring postsecondary vocational training to enhance their employability. Secondary students with disabilities most likely to have this goal are those with serious emotional disturbance (44 percent), learning disabilities (43 percent) or speech impairments (43 percent); secondary students with

disabilities least likely to have this goal are those with multiple disabilities (16 percent) or autism (18 percent).

- Supported employment is a goal for 8 percent of secondary students with disabilities. Secondary students with disabilities most likely to have this goal are those with autism (39 percent) or multiple disabilities (35 percent); secondary students with disabilities least likely to have this goal are those with learning disabilities (2 percent) or other health impairments (6 percent).
- Sheltered employment is a goal for 5 percent of secondary students with disabilities. Secondary students with disabilities most likely to have this goal are students with autism (39 percent) or multiple disabilities (31 percent); secondary students with disabilities least likely to have this goal are those with learning disabilities (1 percent) or speech impairments (2 percent).
- Half of secondary students with disabilities have a primary transition goal of living independently (50 percent), and one-fifth seek to maximize their functional independence.
- One-fourth of secondary students with disabilities have a transition goal related to enhancing social/interpersonal relationships.

How does the percentage of secondary students with disabilities who have the goal of attending college differ by disability category?

**Figure 1-45. Secondary students with disabilities who have the goal of attending a two- or four-year college, by disability category: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

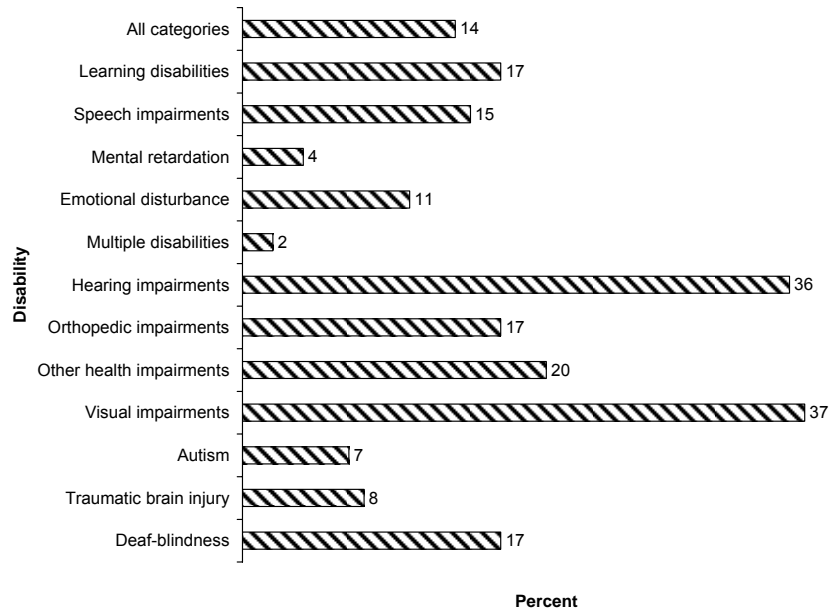
Displayed results were collected from 4,193 respondents.

- Some secondary students in every disability category have a primary transition goal of attending a two- or four-year college.
- More than half of secondary school students in the categories of learning disabilities or speech, hearing, visual, orthopedic or other health impairments have a primary transition goal of attending a two- or four-year college.



How does the percentage of secondary students with disabilities taking official college entrance exams differ by disability category?

**Figure 1-46. Age-eligible<sup>a</sup> secondary students with disabilities taking college entrance exams,<sup>b</sup> by disability category: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,036 respondents.

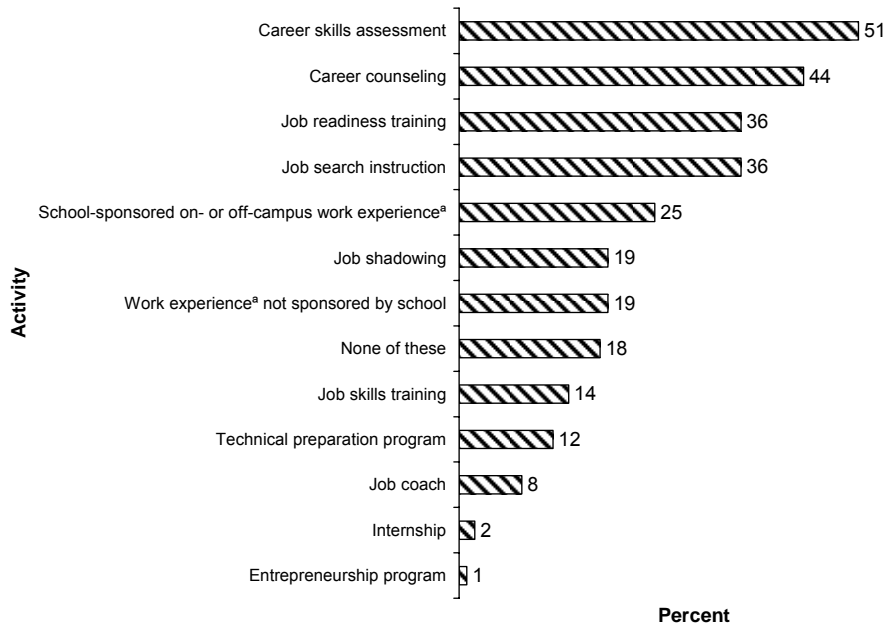
<sup>a</sup>Age-eligible students are those in the 10th grade and above.

<sup>b</sup>Includes PSATs, SATs or other college entrance examinations.

- Taking college entrance examinations is much more common among students with hearing or visual impairments (36 percent and 37 percent) than among students with mental retardation, autism, traumatic brain injuries, or multiple disabilities (8 percent or fewer).

*In what types of work-related activities do secondary students with disabilities participate?*

**Figure 1-47. Participation in job training and work-related activities by secondary students with disabilities: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

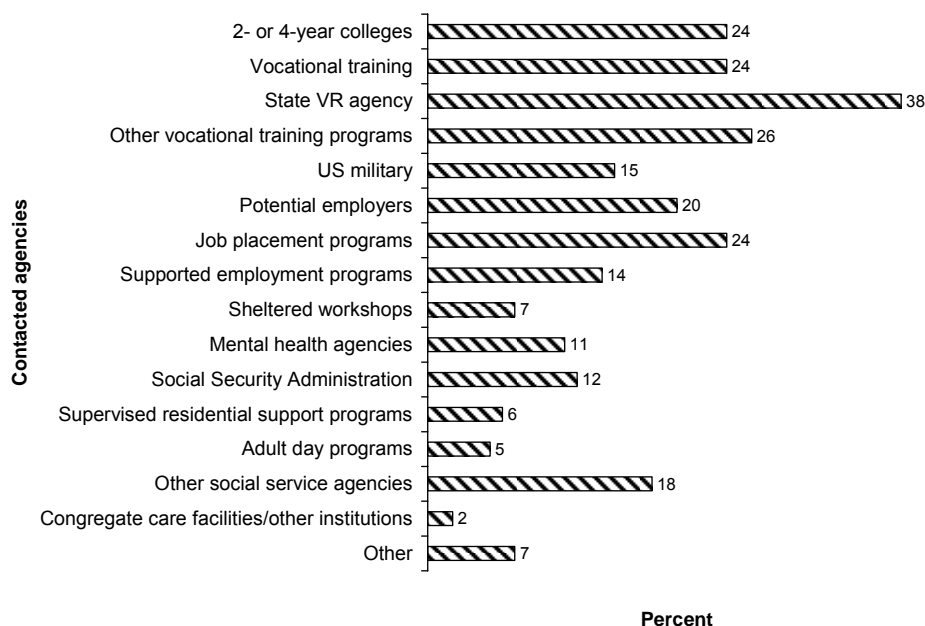
Displayed results were collected from 4,136 respondents.

<sup>a</sup>Work experience—both sponsored by school and not—is recorded within a given semester, whereas the other vocational activities could have occurred at any point since starting high school.

- One-fourth of secondary school students with disabilities take part in school-sponsored work experience programs in a given semester.
- Skills assessments, career counseling, job readiness training and job search instruction are the only vocational services to have been provided to sizable percentages of secondary students with disabilities (from 36 percent to 51 percent).
- According to school staff, 18 percent of secondary students with disabilities have received none of these services since starting high school. (NLTS2 School Program Survey, 2001-02)

What types of transition planning services are provided to secondary students with disabilities?

**Figure 1-48. Secondary students with disabilities whose schools contacted outside agencies regarding post-high-school programs or services: 2001-02**



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,740 respondents.

- The most commonly contacted agency as part of transition planning for secondary students with disabilities is the state vocational rehabilitation agency (38 percent of students have such contacts made on their behalf).
- On behalf of about one-fourth of secondary students with disabilities, schools report making contact with colleges, vocational training programs or agencies or job placement programs during the transition planning process.
- Contacts with other agencies are made for between 2 percent and 20 percent of secondary students with disabilities.

## Trends in School Exiting and Transition

*How has the graduation rate changed over time for students with different disabilities?\**

**Table 1-22. Students ages 14 and older with disabilities who graduated with a standard diploma<sup>a</sup>: 1993-94<sup>b</sup> through 2001-02<sup>b</sup>**

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>c</sup>	1999-2000	2000-01	2001-02
	Percent								
Specific learning disabilities	49.1	47.7	48.2	48.8	51.0	51.9	51.6	53.6	56.9
Speech/language impairments	42.9	41.7	42.2	44.8	48.1	51.2	53.2	52.3	55.7
Mental retardation	35.0	33.8	34.0	33.0	34.3	36.0	34.4	35.0	37.8
Serious emotional disturbance	27.0	26.0	25.1	25.9	27.4	29.2	28.6	28.9	32.1
Multiple disabilities	36.1	31.4	35.3	35.4	39.0	41.0	42.3	41.6	45.2
Hearing impairments	61.9	58.2	58.8	61.8	62.3	60.9	61.4	60.3	66.9
Orthopedic impairments	56.7	54.1	53.6	54.9	57.9	53.9	51.5	57.4	56.4
Other health impairments	54.6	52.6	53.0	53.1	56.8	55.0	56.5	56.1	59.2
Visual impairments	63.5	63.7	65.0	64.3	65.1	67.6	66.4	65.9	70.8
Autism	33.7	35.5	36.4	35.9	38.7	40.5	40.8	42.1	51.1
Deaf-blindness <sup>d</sup>	34.7	30.0	39.5	39.4	67.7	48.3	37.4	41.2	49.1
Traumatic brain injury	54.6	51.7	54.0	57.3	58.2	60.6	56.8	57.5	64.4
All disabilities	43.5	42.1	42.4	43.0	45.3	46.5	46.1	47.6	51.1

*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 4-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>The percentage of students with disabilities who exited 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 and 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.

<sup>b</sup>Data are based on a cumulative 12-month count.

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

<sup>d</sup>Percentages are based on fewer than 200 students exiting school.

\* The graduation rate used in this report is not comparable to the graduation rates typically used for regular education. The calculation of this rate is quite different and is sometimes referred to as a leaver rate. Regular education, on the other hand, more often uses a cohort graduation rate.

- In 2001-02, 51.1 percent of the students ages 14 and older with disabilities exited school with a regular high school diploma. Twenty-seven states have a graduation rate at or above this national rate (table 4-1 in vol. 2).
- From 1993-94 through 2001-02, the percentage of students with disabilities exiting school with a regular high school diploma increased from 43.5 percent to 51.1 percent.
- The change in the graduation rate from 2000-01 to 2001-02 was the largest single year increase (3.5 percentage points) during this period (from 47.6 percent to 51.1 percent) (table 4-1 in vol. 2).
- From 1993-94 through 2001-02, there was little change in the relative standing of the graduation rates for the various disability categories.
  - Students with visual impairments and students with hearing impairments consistently had the highest graduation rates.
  - Students with serious emotional disturbance consistently had the lowest graduation rates.
  - Since 1995-96, students with mental retardation have consistently had the second lowest graduation rate.
- From 1993-94 through 2001-02, the graduation rate improved for students in almost all disability categories.
  - The largest gains were made by students with autism and deaf-blindness. Notable gains were also made by students with speech/language impairments and multiple disabilities.

*How has the dropout rate changed over time for students with different disabilities?*

**Table 1-23. Students ages 14 and older with disabilities who dropped out of school<sup>a</sup> 1993-94<sup>b</sup> through 2001-02<sup>b</sup>**

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>c</sup>	1999-2000	2000-01	2001-02
	Percent								
Specific learning disabilities	43.1	44.7	44.4	43.4	41.3	40.2	39.9	38.7	35.4
Speech/language impairments	49.3	51.4	50.4	48.0	44.5	40.9	39.4	39.7	35.8
Mental retardation	35.4	37.9	38.0	38.2	36.3	34.9	35.7	34.3	31.2
Serious emotional disturbance	67.8	69.2	69.9	69.2	67.2	65.5	65.2	65.1	61.2
Multiple disabilities	24.6	35.1	27.4	27.7	26.3	28.1	25.8	26.7	25.9
Hearing impairments	24.3	28.0	28.3	25.6	23.5	24.8	23.7	24.5	21.0
Orthopedic impairments	25.1	27.9	28.9	27.3	24.3	27.4	30.4	27.0	24.3
Other health impairments	37.4	38.1	36.8	37.8	34.9	36.3	35.1	36.2	32.7
Visual impairments	24.5	24.4	22.3	21.4	21.7	20.6	20.3	21.1	17.8
Autism	25.9	29.5	23.8	24.0	19.2	22.8	23.7	20.8	17.6
Deaf-blindness <sup>d</sup>	24.5	25.5	12.8	27.3	11.8	25.0	27.0	22.9	27.3
Traumatic brain injury	28.2	32.9	30.7	29.6	26.1	27.2	28.8	28.9	24.6
All disabilities	45.1	47.0	46.8	45.9	43.7	42.3	42.1	41.1	37.6

*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 4-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>The percentage of students with disabilities who exited 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 and Results Act (GPRA)*, OSEP calculates the dropout rate by dividing the number of students age 14 and older who dropped out (including students who moved and are not known to be continuing in an education program) 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.

<sup>b</sup>Data are based on a cumulative 12-month count.

<sup>c</sup>Two large states appear to have underreported the number of dropouts in 1998-99. As a result, the dropout rate is somewhat understated for that year.

<sup>d</sup>Percentages are based on fewer than 200 students exiting school.

- In 2001-02, 38 percent of students age 14 and older with disabilities exited school by dropping out. Twenty states have a dropout rate at or below this national rate (see table 4-1 in vol. 2).
- From 1993-94 through 2001-02, the percentage of students with disabilities exiting school by dropping out decreased from 45.1 percent to 37.6 percent.

- The change in the dropout rate from 2000-01 to 2001-02 was the largest single year decrease (3.5 percentage points).
- From 1993-94 through 2001-02, there was little change in the relative standing of the dropout rates for the various disability categories.
  - Students with autism had a large decrease in their dropout rate.
  - Students with visual impairments and students with hearing impairments were consistently among the students with the lowest dropout rate.
  - Students with serious emotional disturbance consistently had the highest dropout rates. In every year, the dropout rate for students with serious emotional disturbance was substantially higher than the dropout rate for the next highest disability category.
- From 1993-94 through 2001-02, the dropout rate declined for students in most disability categories.
  - The improvement was most notable for students with autism, speech/language impairments, visual impairments and specific learning disabilities.
  - The dropout rate did not improve for students with deaf-blindness or multiple disabilities; dropout rates increased for students with these disabilities.

*Are the graduation and dropout rates the same for students with disabilities in different racial/ethnic groups?*

**Table 1-24. Students ages 14 and older with disabilities who graduated or dropped out, by race/ethnicity: 2001-02<sup>a,b</sup>**

Race/ethnicity	Graduated with a standard diploma		Dropped out	
	Number	Percentage	Number	Percentage
American Indian/Alaska Native	2,533	41.9	3,157	52.2
Asian/Pacific Islander	3,583	60.6	1,652	28.0
Black (not Hispanic)	27,999	36.5	34,085	44.5
Hispanic	24,087	47.5	22,073	43.5
White (not Hispanic)	132,714	56.8	79,220	33.9

*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 4-4 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

<sup>a</sup>Percentage is calculated by dividing the number of students age 14 and older in each racial/ethnic group who graduated with a regular high school diploma (or dropped out) by the number of students age 14 and older in that racial/ethnic 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 or dropped out). Students who moved and are not known to be continuing in an education program are treated as dropouts.

<sup>b</sup>This is a cumulative 12-month count.

- In 2001-02, the graduation rate was highest for Asian/Pacific Islander (60.6 percent) and white (56.8 percent) students with disabilities. Both rates are above the graduation rate for all students with disabilities (51.1 percent, see table 1-22).
- The graduation rate was lowest for black students with disabilities (36.5 percent).
- The dropout rate was lowest for Asian/Pacific Islander (28.0 percent) and white (33.9 percent) students with disabilities. Both rates are below the dropout rate for all students with disabilities (37.6 percent, see table 1-23).
- The dropout rate was highest for American Indian/Alaska Native students with disabilities (52.2 percent).
- Hispanic (43.5 percent) and black (44.5 percent) students with disabilities had similar dropout rates.

## **Personnel Training**

*Who is being trained by OSEP's Personnel Preparation Program to improve services and results for children with disabilities?*

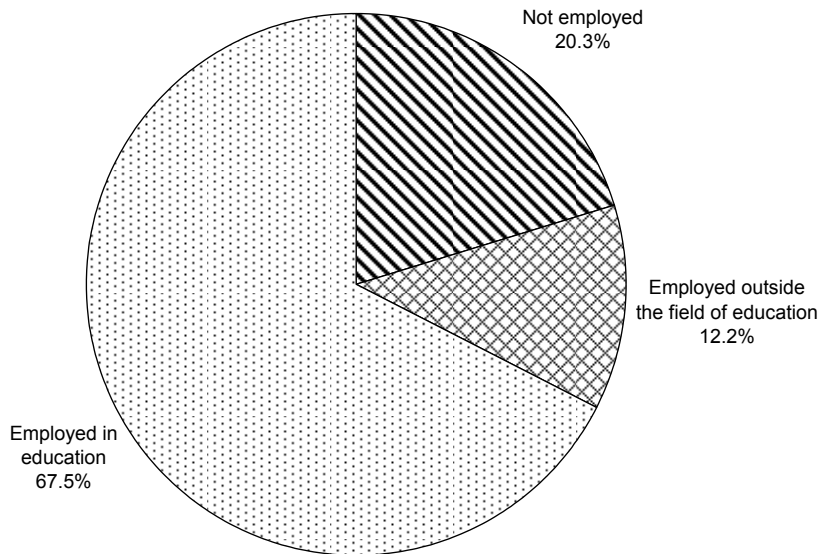
According to data from the Personnel Preparation Program database, 2004:

- In fiscal year 2002-3, grantees reported a total of 7,330 trainees in 45 states and territories.
- Of these OSEP-supported trainees, 84.4 percent were female and 15.6 percent were male.
- Approximately 8.2 percent of OSEP-supported trainees have disabilities.
- OSEP-supported trainees represent a variety of racial/ethnic groups, including white (68.6 percent), black or African American (14.9 percent), Hispanic or Latino (10.1 percent), Asian (2.4 percent), American Indian or Alaska Native (1.9 percent), Native Hawaiian or other Pacific Islander (0.8 percent) and those who fall into more than one racial/ethnic group (1.3 percent).



*What positions did OSEP-supported trainees hold prior to entering grant-supported training?*

**Figure 1-49. Employment of OSEP-supported trainees prior to entering grant-supported training: 2004**

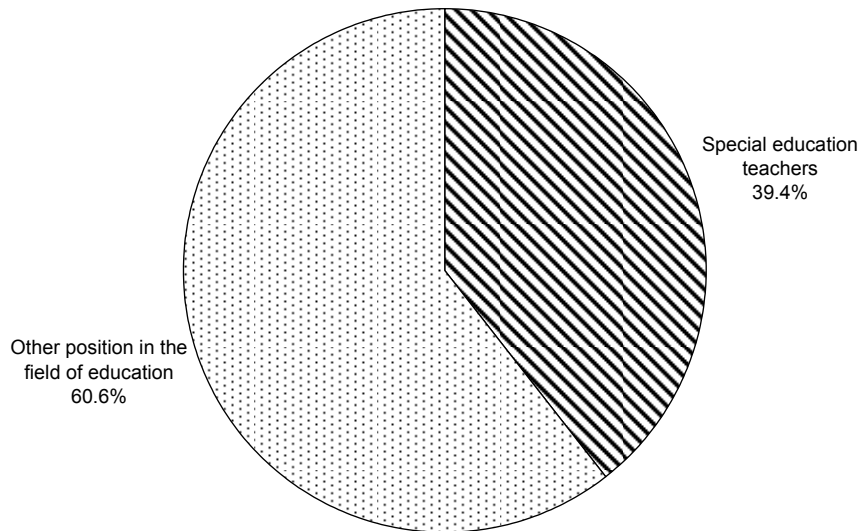


*Source:* U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

- Approximately two-thirds of OSEP-supported trainees were employed in the field of education prior to entering grant-supported training. For these trainees, participation in the personnel preparation program is intended to enhance their training, by allowing not-fully-certified special educators to obtain full certification and certified educators to obtain additional certifications in special education or to pursue an advanced degree.
- Approximately one-third of OSEP-supported trainees were not employed or were employed outside the field of education prior to entering grant-supported training. For these trainees, participation in the Personnel Preparation Program is intended to prepare them to enter the field of special education.

*Of those OSEP-supported trainees previously employed in education, how many were employed as special education teachers prior to entering grant-supported training?*

**Figure 1-50. Type of position held by OSEP-supported trainees employed in the field of education prior to entering grant-supported training<sup>a</sup>: 2004**



*Source:* U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

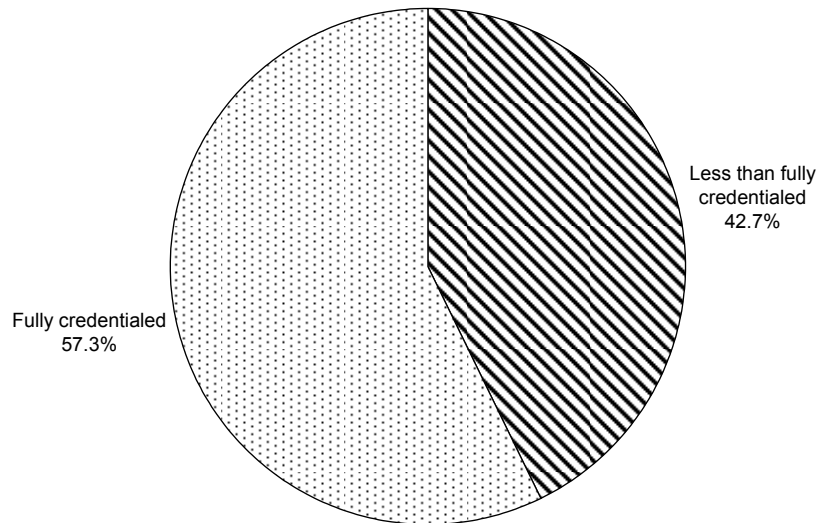
<sup>a</sup>Grantees did not provide complete information for 6.4 percent of the trainees employed in education prior to entering grant-supported training. These trainees were reported as teachers, but grantees did not specify whether they had been employed as regular education or special education teachers. These trainees are included in the category other position in the field of education, although some may have been special education teachers. Thus, the actual percentage of trainees previously employed as special education teachers prior to entering grant-supported training may be slightly higher than reported here.

- Of the OSEP-supported trainees who were employed in the field of education prior to entering grant-supported training, 39.4 percent were employed as special education teachers.

*Of those OSEP-supported trainees who were employed as special education teachers prior to entering grant-supported training, how many were fully credentialed?*

**Figure 1-51. Credential status of OSEP-supported trainees employed as special education teachers prior to entering grant-supported training: 2004**

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Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

- Of OSEP-supported trainees who were employed as special education teachers prior to entering grant-supported training, 42.7 percent were less than fully credentialed, and 57.3 percent were fully credentialed for the positions they held.

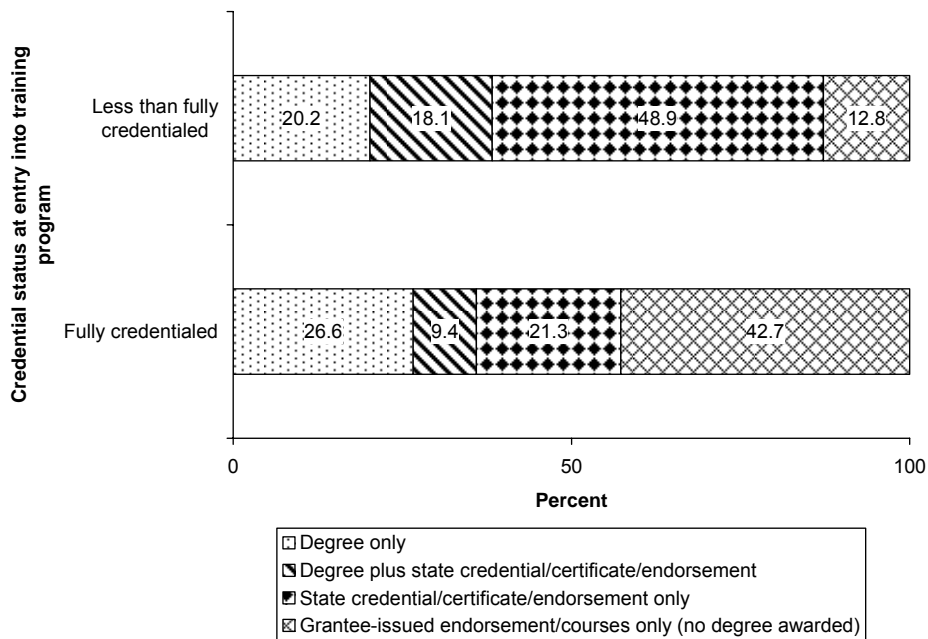
*What degrees and certifications do OSEP-supported trainees who were previously employed as special education teachers receive when they complete grant-supported training?*

**Table 1-25. Degrees, certificates and endorsements received by OSEP-supported trainees previously employed as special education teachers: 2004**

Degrees and certifications received	Less than fully credentialed		Fully credentialed	
	Number	Percent	Number	Percent
Doctoral degree	0	0.0	10	2.9
Doctoral degree plus state credential, certificate, or endorsement	0	0.0	1	0.3
Educational specialist degree	9	3.2	5	1.5
Educational specialist degree plus state credential, certificate, or endorsement	15	5.3	2	0.6
Master's degree	45	16.0	76	22.2
Master's degree plus state credential, certificate, or endorsement	33	11.7	29	8.5
Bachelor's degree	3	1.1	0	0.0
Bachelor's degree plus state credential, certificate, or endorsement	3	1.1	0	0.0
State credential, certificate, or endorsement only	138	48.9	73	21.3
Grantee-issued endorsement or courses only (no degree awarded)	36	12.8	146	42.7
<b>Total</b>	<b>282</b>	<b>100.0</b>	<b>342</b>	<b>100.0</b>

*Source:* U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

**Figure 1-52. Degrees, certificates and endorsements received by OSEP-supported trainees previously employed as special education teachers: 2004**



Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

- Approximately two-thirds (67.0 percent) of the OSEP-supported trainees who were working as less than fully certified special education teachers prior to entering grant-supported training received a state credential, certificate, or endorsement, either alone or in conjunction with a degree, when they completed training. Another 20.2 percent of these trainees received a degree only, and 12.8 percent received a grantee-issued endorsement or were taking courses only.
- OSEP-supported trainees who worked as fully certified special education teachers prior to entering grant-supported training were most likely to receive a grantee-issued endorsement or take courses without receiving a degree or certification (42.7 percent). These trainees were less likely than not-fully-certified special education teachers to receive a state credential, certificate or endorsement. Only 30.7 percent of these trainees pursued a state credential, certificate or endorsement, either alone or in conjunction with a degree. Approximately one-quarter (26.6 percent) of the fully credentialed special education teachers received a degree only upon completion of training.

