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on the Implementation of the Individuals with
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Individuals with Disabilities Education Act:
to ensure the free appropriate public education of all children
with disabilities

Prepared by Westat for the
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U.S. Department of Education

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Data Sources Used in This Report

The text and graphics contained in the *26th Annual Report to Congress* were developed primarily from data from the Office of Special Education Programs (OSEP) Data Analysis System (DANS). DANS is a repository for all the data mandated by the Individuals with Disabilities Education Act (IDEA) to be collected from states annually. These data include the number of infants and toddlers being served under Part C of IDEA and the settings in which they receive program services, as well as their transition out of Part C. The states also report early intervention services provided to this population and the personnel who are providing services. For Part B, states report the number of children and students who are being served, the educational environments in which they receive education, disciplinary actions that affect them, their exiting from the program and personnel providing educational services to them.

Most of the DANS data used in vol. 1 are included in the tables in vol. 2. Tables and graphics that use DANS data from vol. 2 tables include a footnote referencing the specific table used. Other data in vol. 1 were generated directly from the DANS data repository. These tables and graphics reference DANS, but do not reference a specific table in vol. 2. DANS data are tabulated from the data collection forms; they are not published reports. Unless noted otherwise, the year spans in titles of figures and tables refer to school years.

Many of the source tables from vol. 2, as well as the Rank-Order tables in Section III of this volume, have a note indicating that the data included are as of July 30, 2003. This is because much of the Part B and Part C data included in this report are from snapshots of the database maintained by DANS. OSEP permits states to update data as necessary after original state submissions; however, snapshots are used to prepare analyses for the annual reports to Congress. The use of snapshots ensures that the data are not revised while the report is produced. It also ensures the accuracy of the presentation and analysis of data for the reports and facilitates the Department of Education review process for the reports. Certain other categories of data (exiting and discipline) are collected cumulatively over the course of a year.

State-reported data from DANS for Part C used in this report reflect the following:

Child Count	December 1, 2002
Program Settings	December 1, 2002
Early Intervention Services	December 1, 2001

Exiting	Cumulative, state-determined 12-month reporting period, 2001-02
Personnel	December 1, 2001

State-reported data from DANS for Part B used in this report reflect the following:

Child Count	December 1, 2002*
Educational Environments	December 1, 2002*
Exiting	Cumulative, state-determined 12-month reporting period, 2001-02
Discipline	School year 2001-02
Personnel	On or about December 1, 2001

*Alaska, the Bureau of Indian Affairs, Iowa and Texas used the last Friday in October reporting date for these data.

In addition to using data from DANS, this report presents information from OSEP's National Assessment of the Implementation of IDEA; OSEP's Personnel Preparation Database (PPD); the National Center for Education Statistics (NCES); and the U.S. Census Bureau.

OSEP's National Assessment of the Implementation of IDEA

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

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

Each of these studies is summarized below. More detailed information about these studies and other data reports can be obtained from the Web sites provided with each summary. The URLs provided for the studies are for general information only. The data in this report from these studies represent analyses from databases not accessible to the general public.

NEILS

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

NEILS is answering the following questions:

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

NEILS includes a nationally representative sample of 3,338 children between birth and 31 months of age and their families who began early intervention services for the first time between September 1997 and November 1998. The sample families were recruited in three to seven counties in each of 20 states.

Data in this report come from the NEILS 2002 Parent Survey. Additional information from the study can be found on the project Web site: www.sri.com/neils/.

PEELS

The Pre-Elementary Education Longitudinal Study is another part of the National Assessment of IDEA. For PEELS, researchers are following over 3,000 children with disabilities as they progress through preschool and into their early elementary years. The children were 3 through 5 years old at the start of the study. Westat is conducting this study for OSEP. Five research questions focus the study:

- What are the characteristics of children receiving preschool special education?
- What preschool programs and services do they receive?

- What are their transitions like between early intervention (programs for children from birth to 3 years old) and preschool and between preschool and elementary school?
- What results do children achieve in preschool, kindergarten and early elementary school?
- What factors help to produce better results?

To answer these questions, researchers are conducting telephone interviews with parents of preschoolers with disabilities, one-on-one assessments of children participating in this study and mail surveys to the children's teachers and other service providers, school principals, district administrators and state education agency administrators. Data collection began in fall 2003 and will be repeated in fall-winter 2004-05 and fall-winter 2005-06. Additional information about PEELS can be found at www.PEELS.org/.

SEELS

The Special Education Elementary Longitudinal Study is a study of school-age students receiving special education services and is being conducted for OSEP by SRI International and Westat. From 2000 to 2006, SEELS will document the school experiences of a national sample of students as they move from elementary to middle school and from middle to high school. One important feature of SEELS is that it does not look at students' educational, social, vocational and personal development at a single point in time. Rather, it is designed to assess changes in these areas over time.

SEELS involves a large, nationally representative sample of students in special education who were ages 6 through 12 in 1999. Students were selected randomly from rosters of students in special education provided by local education agencies and state-operated special schools for the deaf and blind that agreed to participate in the study. Statistical summaries generated from SEELS will generalize to special education students nationally as a group, to each of the 13 federal special education disability categories and to each single-year age cohort. Data in this report are from the SEELS 2001 Parent and School Surveys. Additional information about SEELS can be found at www.seels.net/.

NLTS2

The National Longitudinal Transition Study-2 is a follow-up of the original NLTS. The study is being conducted for OSEP by SRI International with assistance from Westat and RTI International. NLTS2 includes 11,276 youth nationwide who were ages 13 through 16 and in at least seventh grade in 2001. The study is collecting information over a nine-year period from parents, youths

and schools and will provide a national picture of the experiences and achievements of young people as they transition into early adulthood. The study will:

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

Data in this report are from the NLTS2 2001 School Survey. More information can be found at www.nlts2.org/.

SEEP

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

The study examines how resources are allocated among various special education programs and how the use of resources varies across schools and districts. The study also investigates total expenditures on special education, average per pupil expenditures for special education programs and services, patterns of resource allocation and patterns of services to different categories of students.

The study is designed to provide in-depth information about and analysis of:

- The detailed costs associated with the provision of special education services;
- The extent to which expenditures vary according to the type of student, placement, and school, district or state with which they are associated;
- Changes in the rates and patterns of identification of students with disabilities and how these vary by the type of school, district or state with which the student is associated; and

- How movements toward addressing the needs of special education students in the least restrictive setting, toward the blending of funds from different revenue sources and toward increasing services to preschool students have affected patterns of resource allocation.

Data in this report are from the SEEP 1999-2000 District and School Surveys. More information about SEEP can be found at <http://csef.air.org/>.

SLIIDEA

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

- How is IDEA being implemented?
- What contextual factors influence the implementation of the legislation?
- What is the relationship between implementation and results?
- What are the intended and unintended outcomes of the legislation?
- What are the critical and emerging issues in states, districts and schools?

Data in this report are from the SLIIDEA District and School Surveys, 2001 and 2002-03. Additional information, published reports and data tables from SLIIDEA can be found at <http://www.abt.sliidea.org/>.

OSEP's Personnel Preparation Program (PPP)

OSEP's Personnel Preparation Program to Improve Services and Results for Children with Disabilities is one of the largest preservice grant programs in the U.S. Department of Education. To ensure that it is meeting the needs of children with disabilities and their families, OSEP collects data on the number of students trained to be special educators and related service providers and the grant outcomes (e.g., training completion, certification, employment in area supported by training). These data

allow OSEP to assess program effectiveness and efficiency and to meet the reporting requirements of the Government Performance and Results Act (GPRA).

Each year, grantees submit data on the students in their grant-supported training programs. Grantees provide data on student characteristics (e.g., age, race/ethnicity) and prior employment background when a student first enters into a grant-supported training program. Each year that a student participates in grant-supported training, the grantee provides OSEP with information on the student's current training (e.g., ages the student is training to serve, degree the student is pursuing) and employment during the current budget year. When the student exits the grant-supported training (by completing the program, dropping out or when the grant ends), the grantee completes information on the student's training status at exit (e.g., degree or certificate received) and employment at exit. Data in this report are from the Personnel Preparation Database, 2004. This database is not accessible by the general public.

National Center for Education Statistics (NCES)

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

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

Common Core of Data (CCD)

Additional data come from the NCES Common Core of Data. The CCD is the Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annually updated, national statistical database of all public elementary and secondary schools and school districts that contains data that are designed to be comparable across all states.

CCD comprises five surveys sent to state education departments. Most of the data are obtained from administrative records maintained by the state education agencies. Statistical information is collected annually from public elementary and secondary schools, public school districts and the 50 states, the District of Columbia, Puerto Rico, Department of Defense schools and the four outlying areas. Information from the CCD for 2001 and 2002-03 is from three surveys:

- U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.
- U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.
- U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

The surveys can be accessed at <http://nces.ed.gov/ccd/bat>. The 2002-03 local school districts, 2002-03 enrollment, and 2001 per pupil expenditure data can be derived from building a query on this Web site.

National Household Education Surveys Program (NHES)

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

NHES surveys have been conducted in spring of 1991, 1993, 1995, 1996, 1999, 2001 and 2003. More information can be found at <http://nces.ed.gov/nhes/>.

Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K)

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 has been developed under the sponsorship of NCES; the study is being conducted by Westat with assistance provided by Educational Testing Service (ETS). The ECLS-K is following a nationally representative cohort of children from kindergarten through fifth grade. The base-year data were collected in the fall and spring of the 1998-99 school year when the sampled children were in kindergarten. A total of 21,260 kindergartners throughout the nation participated.

The ECLS-K provides descriptive information on children's transition to school; their schooling and performance in the early grades; and the interaction of school, family and community. The four key issues addressed by ECLS-K are:

- School readiness;
- Children's transitions to kindergarten, first grade and beyond;

- The relationship between children’s kindergarten experience and their elementary school performance; and
- Children’s growth in math, reading and general knowledge in science and social studies and progress through elementary school.

The ECLS-K is a multisource, multimethod study that includes interviews with parents, the collection of data from principals and teachers and student record abstracts, as well as direct child assessments. Data in this report are from 1998-99 and 1999-2000. More information can be found in the Web site: <http://nces.ed.gov/ecls/Kindergarten.asp>.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress, also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography and the arts.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades four, eight and 12. Data in this report are from NAEP 2003.

U.S. Census Bureau

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

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

The Census files used in this report are: U.S. Bureau of the Census. Population data for 2002, accessed October 2003 from <http://www.census.gov/popest/datat/states/files/STCH-6R.CSV>. This file is now archived as <http://www.census.gov/popest/archives>.

Introduction

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

The implementation of the *No Child Left Behind Act* beginning in 2002 amplified the importance of accountability and results in the annual report to Congress. As the President’s Commission on Excellence in Special Education* pointed out in 2002, this emphasis means that Congress and the public must know that federal funds are well spent.

The *2003 Annual Report to Congress* was redesigned to focus on results and accountability; make the report more useful to Congress, parents, each state and other stakeholders; and use a more readable and user-friendly style. It focuses on key state performance data in accordance with the recommendations of the President’s Commission.

The *2004 Annual Report to Congress* has two volumes. Volume 1 focuses on the children and students being served under IDEA and provides profiles of individual states’ special education environment. It contains three sections. Section I contains the child/student-focused material, presented in a question-and-answer format. It contains three subsections: infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; and students ages 6 through 21 served under IDEA, Part B. All information available about each group of children/students is presented in one section. Each subsection focuses on available results. To the extent possible, the data are presented through graphics, short tables[†] and bulleted text. Please note that throughout this report the terms “infants and toddlers with disabilities,” “children with disabilities,” and “students with disabilities” refer to recipients of services under IDEA, Parts C or B.

* U.S Department of Education, Office of Special Education and Rehabilitative Services, *A New Era: Revitalizing Special Education for Children and Their Families*, Washington, DC, 2002.

[†] A number of figures and tables refer to data for “the four outlying areas.” These areas consist of American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands.

Section II of the report contains state-level performance data. These state profiles, which provide key information about a state on one or two pages, will be valuable to Congress and other stakeholders who are interested in individual state performance. The state profiles were a new feature of the 2003 annual report.

Section III presents tables of states rank-ordered by their reported data for exiting, dropout, educational environments, early intervention services and early intervention settings. OSEP uses these tables as part of its Continuous Improvement and Focused Monitoring System.

Volume 2 of the report contains the state-reported data tables developed from DANS. OSEP's goal in separating the text of the report from the extensive tables is to make the report usable to all readers. The tables are also posted on www.IDEAdata.org.