




Section I.
The National Picture



FLOWERS FOR MOMMA

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Image provided courtesy of  VSA arts, www.vsarts.org

"Art shapes my world when I draw flowers to music."

Infants and Toddlers Served Under IDEA, Part C

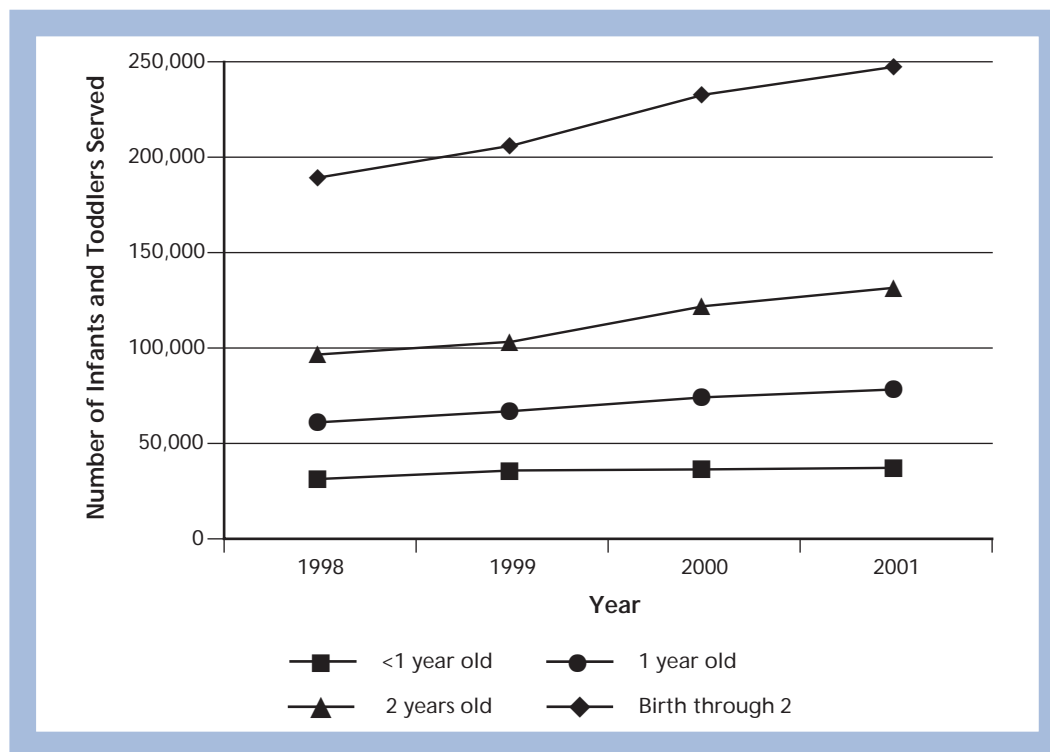
The Education of the Handicapped Act Amendments of 1986 established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the Individuals with Disabilities Education Act (IDEA). The program assists states in developing and implementing a statewide, comprehensive,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

This program is based on the premise that early intervention in the lives of children with disabilities and their families provides greater opportunities for improving developmental outcomes.

Trends in Numbers and Percentages of Infants and Toddlers Served

How many infants and toddlers receive early intervention services?

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



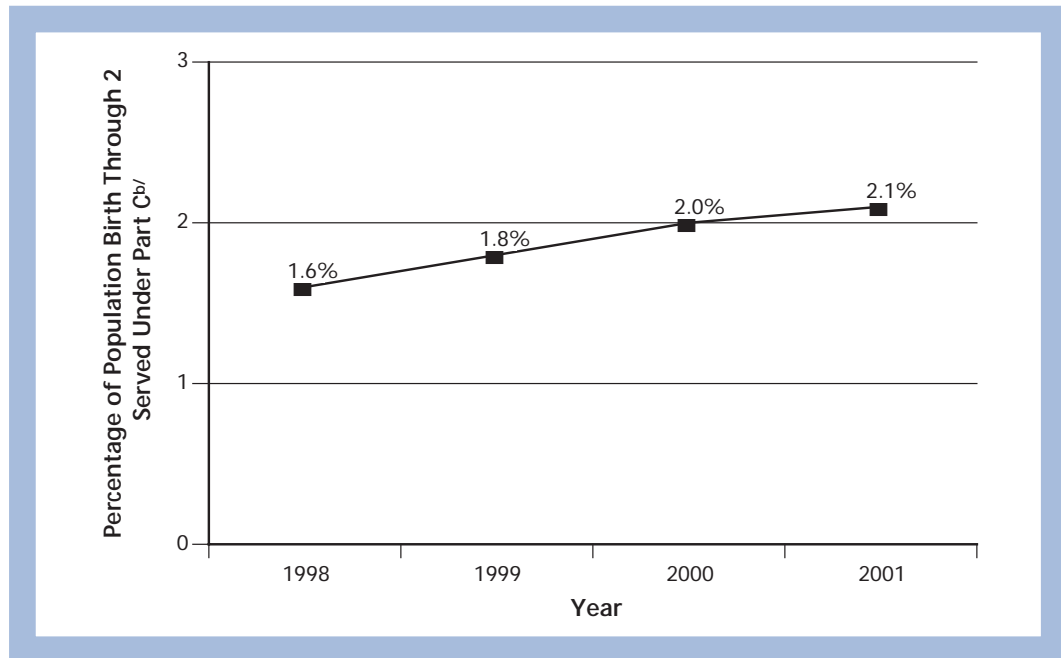
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH1 in vol. 2 of this report. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

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

- The largest single-year increase in the number of infants and toddlers served was 13 percent. The number of children served increased from 206,111 in 1999 to 232,815 in 2000.²
- In all years, 2-year-olds were the largest proportion (53 percent in 2001) of children served under Part C. Infants less than 1 year old comprised 15 percent of all infants and toddlers served in 2001.
- From 1998 to 2001, the growth in the number of infants and toddlers served was slowest for the infants less than 1 year old (18 percent). The growth in the number of infants and toddlers who were 1 and 2 years old was 28 percent and 36 percent, respectively.

What percentage of the birth-through-2-year-old population is served by Part C?

Figure 1-2. Change in the Percentage of the Birth-Through-2-Year-Old Population Served Under Part C: 1998 Through 2001^{a/}



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

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

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH7 in vol. 2 of this report. Population data for 1998 through 1999 are July estimates as of the date of the first release. These estimates are based on the 1990 decennial Census. For 2000 and 2001, 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.

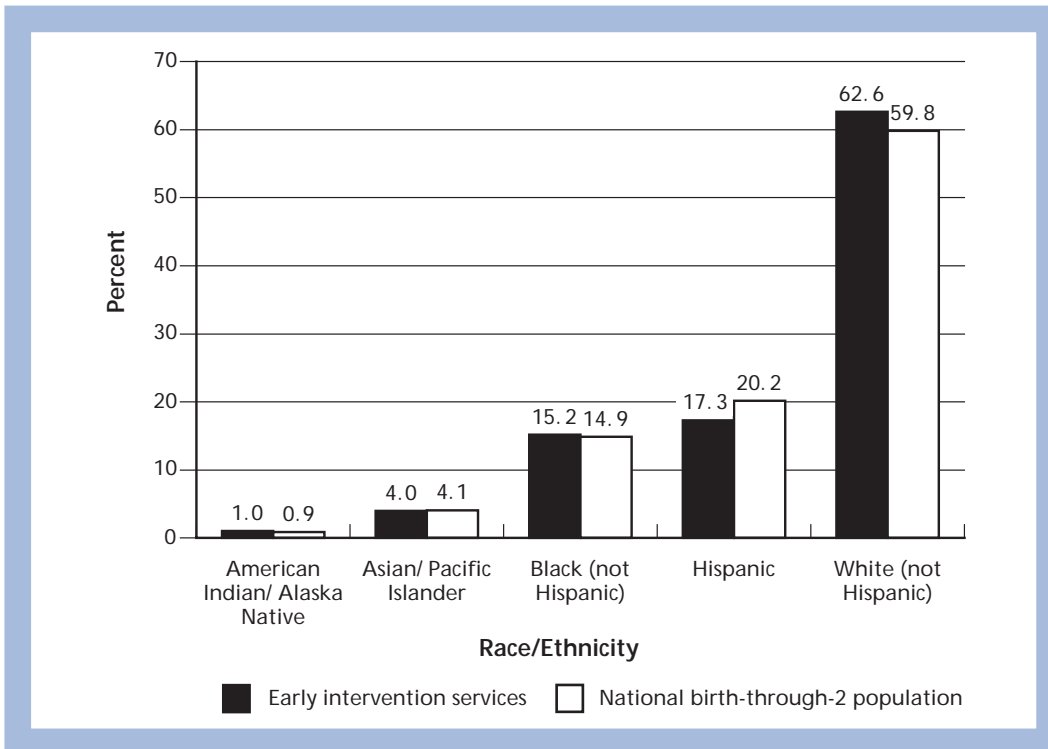
2 Data for 2000 were revised since the 24th Annual Report. Twelve states or outlying areas revised their child count for 2000.

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

The Race/Ethnicity of Children Served³

What is the race/ethnicity of the infants and toddlers receiving early intervention services?

Figure 1-3. Racial/Ethnic Composition of Children Served Under IDEA in 2001 and the National Birth-Through-2 Population^{a/}



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

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH7 in vol. 2. The population data are July 1 estimates for 2001 released in October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. These estimates are based on the 2000 decennial Census and come from the Population Estimates Program, U.S. Census Bureau, Population Division.

- The racial/ethnic composition of infants and toddlers receiving early intervention services is similar to the racial/ethnic composition of the general population of infants and toddlers.
- Most infants and toddlers receiving early intervention services are white.
- Hispanic children are the next largest racial/ethnic group who are served under Part C, followed by black children.

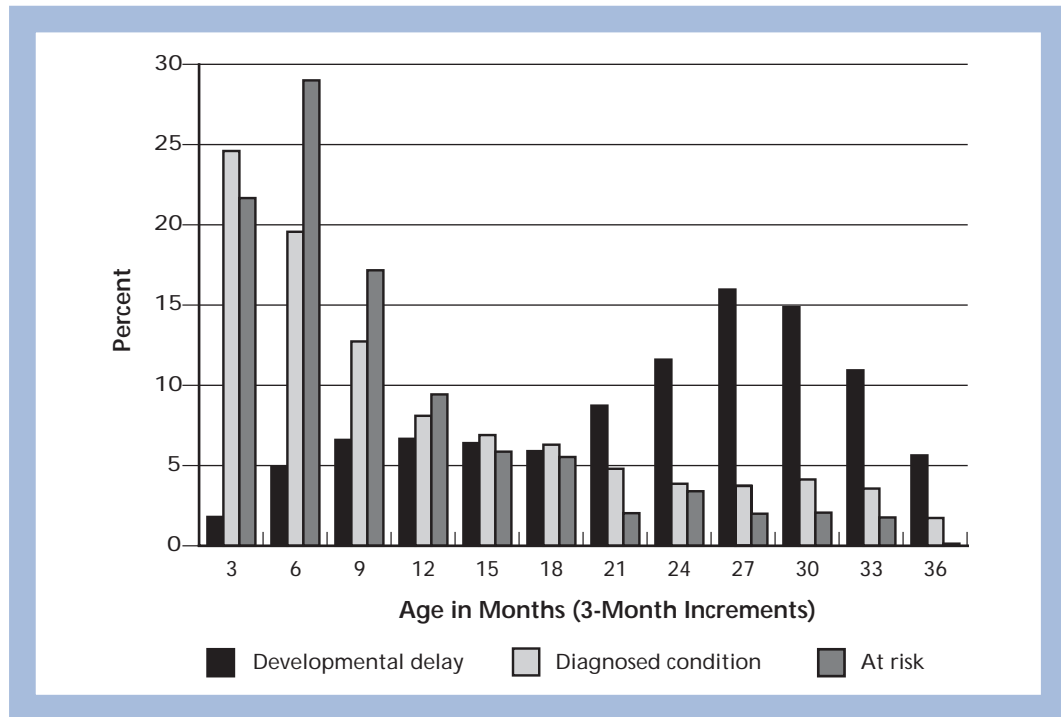
3 The race/ethnicity categories presented here are those used by the Office of Special Education Programs to collect the IDEA, Section 618 data. Other racial/ethnic categories or combinations of racial/ethnic categories are used in other data included in this report.

NEILS, part of OSEP's National Assessment, is a longitudinal study that is following more than 3,300 infants and toddlers with disabilities or at risk for disabilities and their families through their experiences in early intervention and into early elementary school. The study is providing information about the characteristics of children and families, the services they receive, and the outcomes they experience.

Age at Entry to Early Intervention Services

Does the age of entry into early intervention services differ by disability?

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



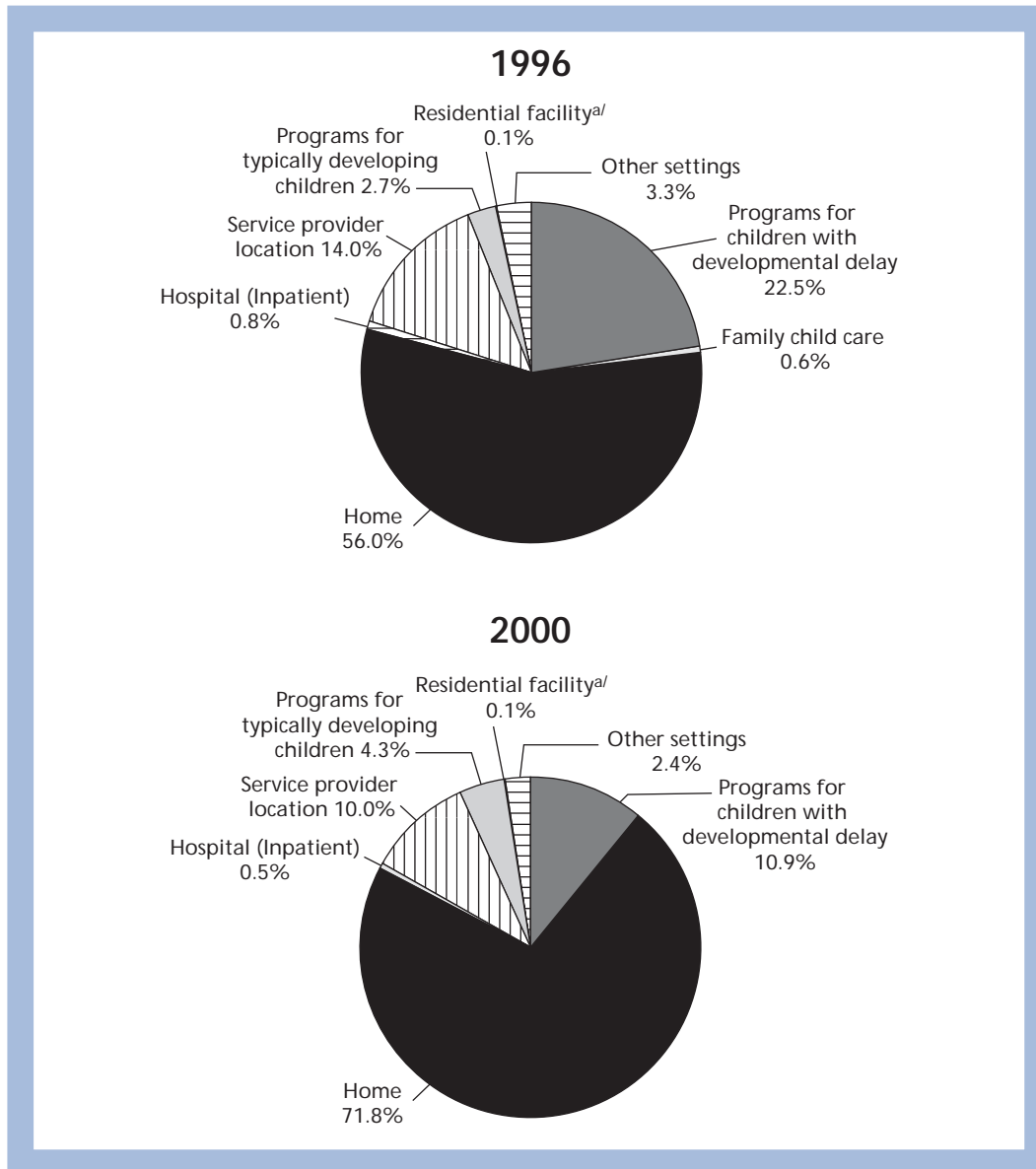
Source: NEILS Initial Program Data.

- It appears that younger infants and toddlers are more likely to have either a diagnosed condition or are at risk compared to older infants and toddlers, who are more likely to have a developmental delay. Three-month-olds are the most likely to have a diagnosed condition, while 6-month-olds are most likely to be at risk.
- The majority of infants and toddlers who enter with a developmental delay are 27 months old or greater.
- Children begin receiving early intervention most often in the first 9 months after birth, or when they are approximately 28 months of age.

Trends in Early Intervention Service Settings

What is the primary service setting of infants and toddlers receiving early intervention services?

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



^{a/} The percentage of children being served in residential facilities is too small to register on the chart.

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

- In 2000, most (71.8 percent) infants and toddlers were being served primarily in the home, followed by 10.9 percent being served in a program for children with developmental delays or disabilities, and 10.0 percent in a service provider location.

- Between 1996 and 2000, the percentage of infants and toddlers being served primarily in a program for children with developmental delays or disabilities decreased by more than 50 percent, while the percentage of those being served primarily in the home increased by more than 15 percent. All other settings differed by a maximum of 3 percent between 1996 and 2000.

Does the primary early intervention setting differ by race/ethnicity?

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

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

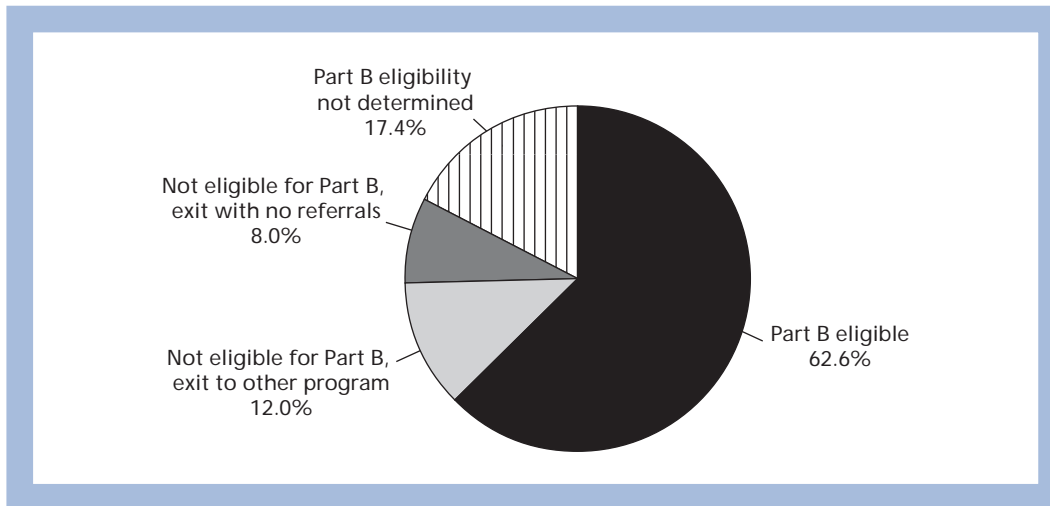
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AH3 and AH10 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

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

Infants and Toddlers Exiting Part C⁴

What happens when children reach age 3 and no longer receive early intervention services?

Figure 1-6. Percentage of Children Transitioning From Part C at Age 3, by Exiting Category: 2000^{a/}



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

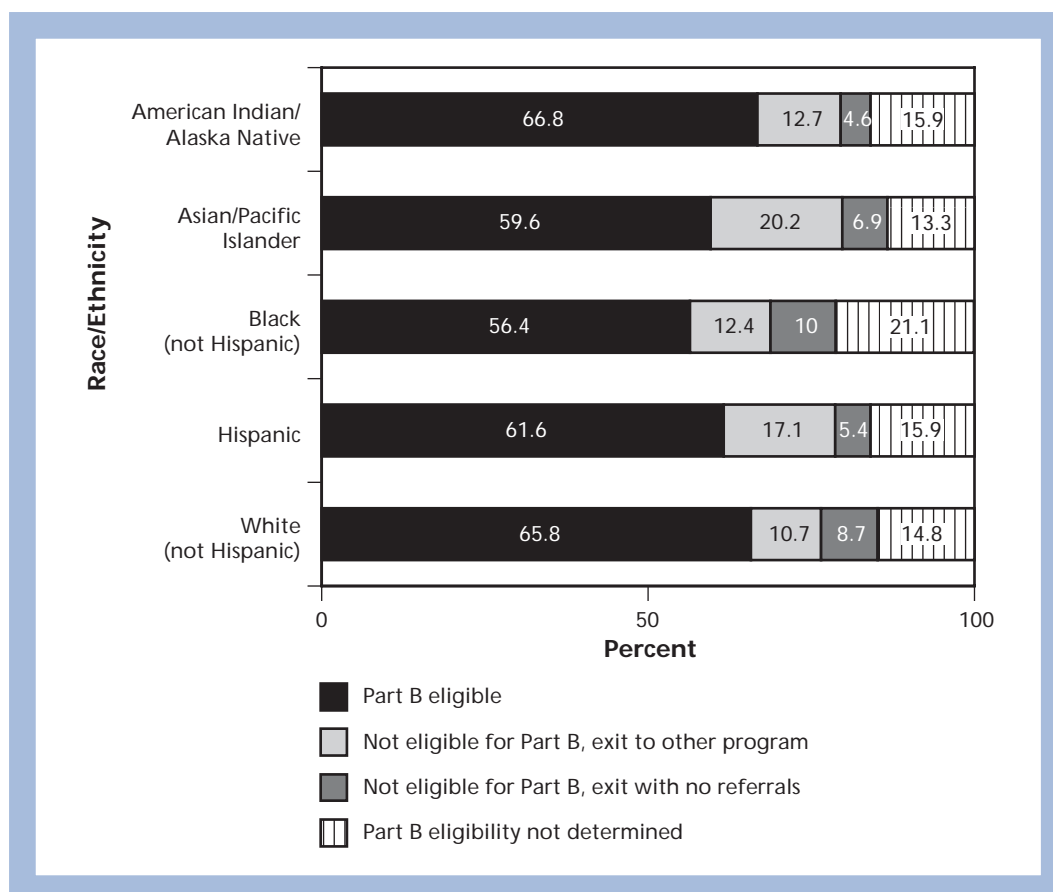
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH4. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- The majority (62.6 percent) of Part C children are eligible for Part B services when they turn age 3. Some children exit Part C at age 3 without determination of their eligibility for Part B (17.4 percent). Children specifically deemed ineligible for Part B services either exit to another program (12.0 percent) or leave with no referral to another program (8.0 percent).

4 Under Part C of IDEA, states must "...ensure a smooth transition for toddlers receiving early intervention services ... to preschool or other appropriate services" (IDEA, §637(a)(8)).

What are the differences in exiting categories for children in different racial/ethnic groups who are exiting Part C at age 3?

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



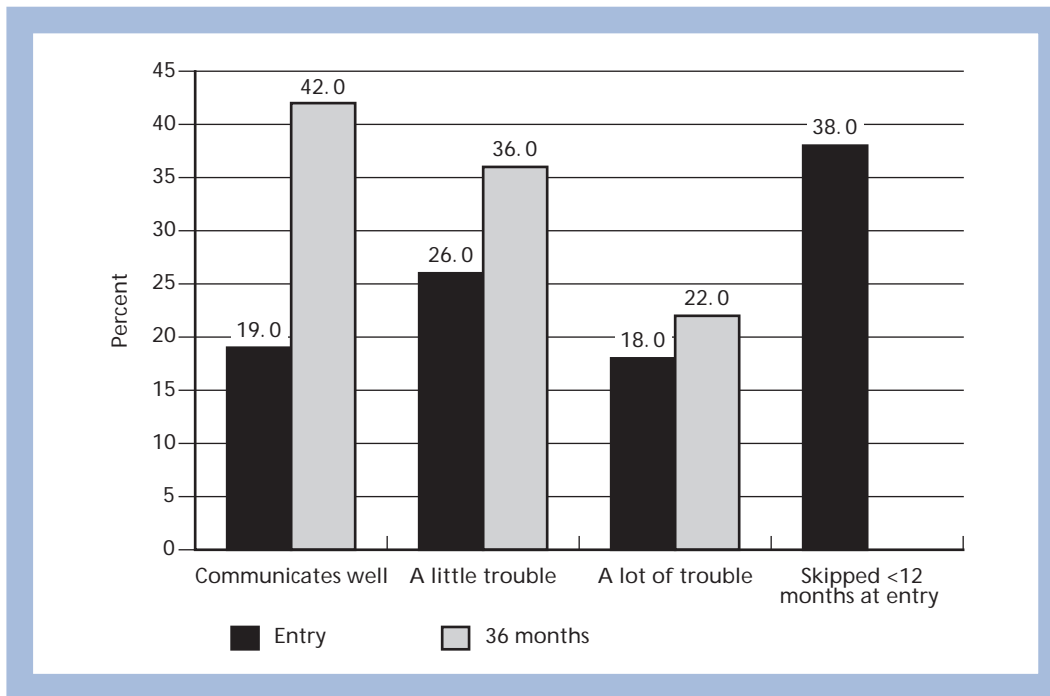
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH11 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- American Indian/Alaska Native (66.8 percent) and white infants and toddlers (65.8 percent) were somewhat more likely to be determined Part B eligible than were Hispanic (61.6 percent), Asian/Pacific Islander (59.6 percent), and black (56.4 percent) infants and toddlers.
- Black infants and toddlers were more likely than other racial/ethnic groups to have their Part B eligibility undetermined (21.1 percent), followed by Native American/Alaska Native (15.9 percent) and Hispanic (15.9 percent).

The Impact of Early Intervention Services on Infants and Toddlers Served⁵

What progress do infants and toddlers make in their communications skills while receiving early intervention services?

Figure 1-8. How Well Child Makes Needs Known at Entry and at 36 Months^{a/}: 1997-98



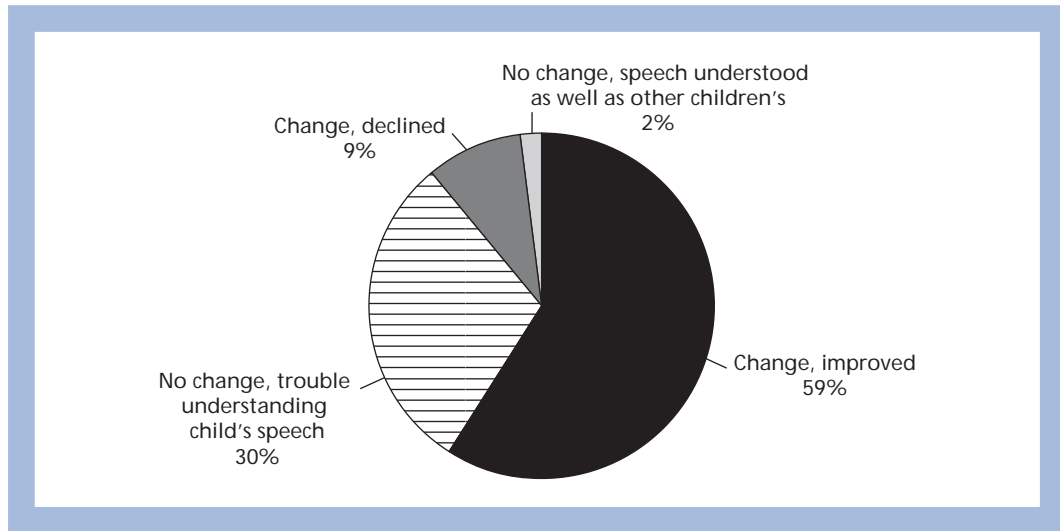
a/ Only children 12 months of age or older were evaluated for communication.

Source: NEILS Parent Survey.

- According to these data, children are twice as likely to communicate well at 36 months than at time of entry.
- At time of entry, about a fourth of the children (26.1 percent) had little trouble communicating, and 18 percent had a lot of trouble.
- At 36 months, almost half (42 percent) communicated well, followed by over a third (36 percent) who had little trouble, and one in five (22 percent) who had a lot of trouble.

5 The data presented here are exemplary of the type of information collected by NEILS on the impact of early intervention services on infants and toddlers receiving these services. Additional data on the impact of early intervention services can be found on the NEILS Web site, www.sri.com/neils/.

Figure 1-9. Change in Others' Understanding of Child's Speech Between Time of Entry and at 36 Months^{a/}: 1997-98



a/ Only children 12 months of age or older were evaluated for speech.

Source: NEILS Parent Survey.

- More than two-thirds of children (59 percent) who were 12 months old at entry had a positive change in their speech.
- About a third of infants and toddlers (32 percent) experienced no change in their speech, and 9 percent experienced a decline in their ability to be verbally understood.

Children Ages 3 Through 21 Served Under IDEA, Part B⁶

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

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

Children Ages 3 Through 5 Served Under IDEA, Part B

IDEA requires states to have policies and procedures in effect to ensure the provision of FAPE to all 3- through 5-year-olds with disabilities in order to be eligible for funds under the Preschool Grants Program and other IDEA funds targeted to children ages 3 through 5 with disabilities. States may also, at their discretion, serve 2-year-olds who will turn 3 during the school year.

How many preschoolers are served under IDEA, Part B?⁷

- On December 1, 2001, a total of 620,195 children ages 3 through 5 were served under Part B. Of these, 612,084 were served in the 50 states and the District of Columbia. This number represents 5.2 percent of the total population of 3- through 5-year-olds living in the states and the District of Columbia.⁸
- Of the total number of preschoolers receiving special education services, 21.9 percent were 3 years old, 35.8 percent were 4 years old, and 42.3 percent were 5 years old.

6 Data from individual states impact these national data; in particular, data from one large state show many more 4-year-olds served than 5-year-olds served in 2001. No explanation was provided by the state for the pattern observed.

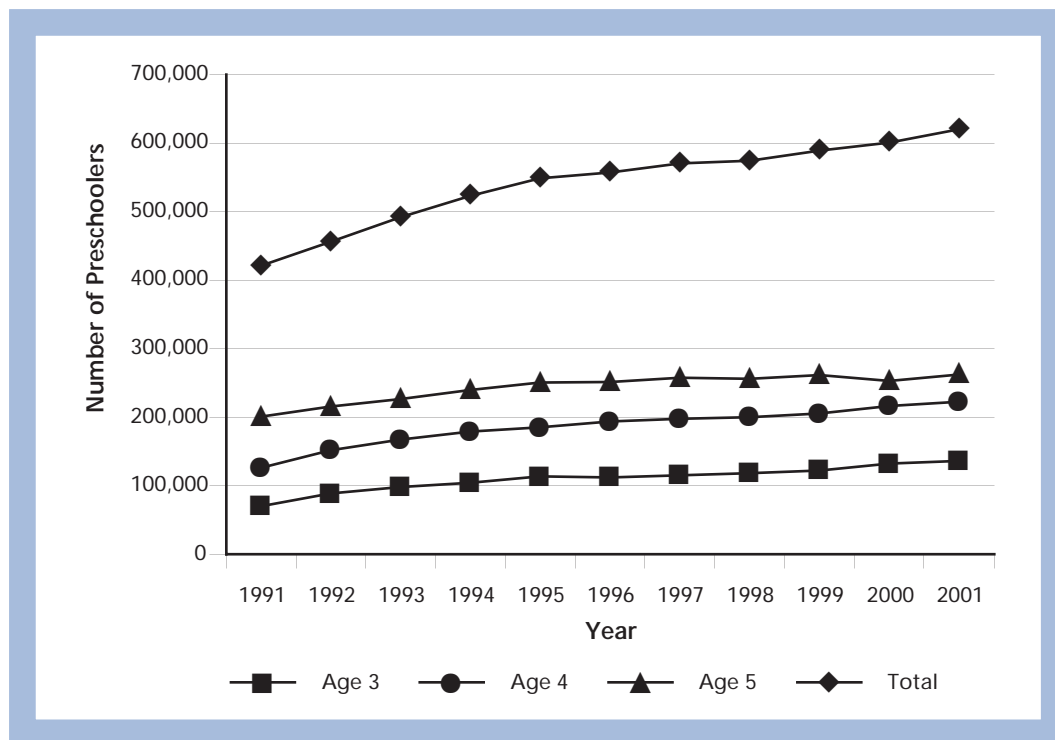
7 Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Tables AA1, AA8, and AF7. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

8 The percentage of general population was calculated using the July 1 population estimates for 2001 released October 2003. The number served in the 50 states and the District of Columbia was divided by the general U.S. population estimate for children in this age range.

As part of its National Assessment, OSEP is funding the Pre-elementary Early Education Longitudinal Study (PEELS). The study focuses on the characteristics of children receiving preschool special education; the programs and services they receive; their experiences in transitioning from early intervention programs to preschool and from preschool to elementary school; the results they achieve in preschool, kindergarten, and early elementary school; and the factors that contribute to better results.

How has the number of preschoolers served under Part B changed over the past 10 years?

Figure 1-10. Number of Preschoolers Served Under IDEA, Part B: 1991 Through 2001^{a/}



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

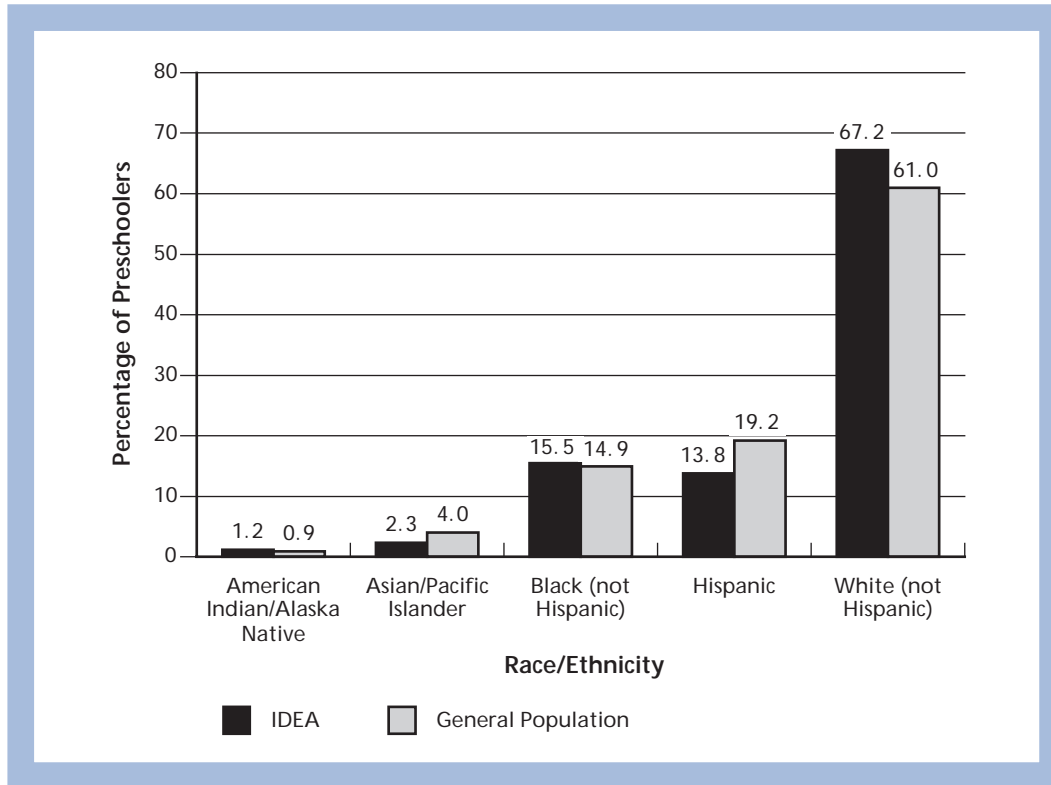
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA8 and AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Since 1991, the number of preschoolers served under Part B grew from 422,217 to 620,195. This is an increase of 197,978 preschoolers or a 46.9 percent growth in the number of children served.
- The number of preschoolers served under Part B increased for each age year. From 1991 to 2001, the number of 3-year-olds served increased 93.6 percent, the number of 4-year-olds served increased 75.9 percent, and the number of 5-year-olds served increased 30.7 percent.

The Race/Ethnicity of Preschoolers Served⁹

What is the racial/ethnic composition of the preschool IDEA population?

Figure 1-11. Racial/Ethnic Composition of Children Ages 3 Through 5 Served Under IDEA and the National Preschool Population, Part B: 2001-02^{a/}



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

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA14 and AF7 in vol. 2. The population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. These estimates are based on the 2000 decennial Census and come from the Population Estimates Program, U.S. Census Bureau, Population Division.

- In the 50 states and the District of Columbia, the largest percentage of preschoolers served under Part B were white (67.2 percent). White children also composed the largest percentage of the preschool population (61.0 percent).
- The percentage of Hispanic preschoolers served under Part B (13.8 percent) is somewhat smaller than the percentage of Hispanic preschoolers in the general population (19.2 percent). This was also true for Asian/Pacific Islanders; the percentage of Asian/Pacific Islander preschoolers served under Part B (2.3 percent) was smaller than the percentage of Asian/Pacific Islander preschoolers in the population (4.0 percent).
- The percentages of American Indian/Alaska Native and black preschoolers served under Part B were slightly larger (1.2 percent and 15.5 percent, respectively) than in the general population (0.9 percent and 14.9 percent, respectively).

States report

race/ethnicity data

in five categories:

American Indian/

Alaska Native,

Asian/Pacific

Islander, Black

(not Hispanic),

Hispanic, and

White (not

Hispanic).

9 The race/ethnicity categories presented here are those used by the Office of Special Education Programs to collect the IDEA, Section 618 data. Other racial/ethnic categories or combinations of racial/ethnic categories are used in other data included in this report.

What is the likelihood of children ages 3 through 5 in each racial/ethnic group being served under IDEA, Part B, as compared to that of all other children ages 3 through 5?

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. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

Table 1-2. Risk Ratios by Race/Ethnicity for Children Ages 3 Through 5 Served Under IDEA, Part B: 2001-02^{a/}

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

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

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

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

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

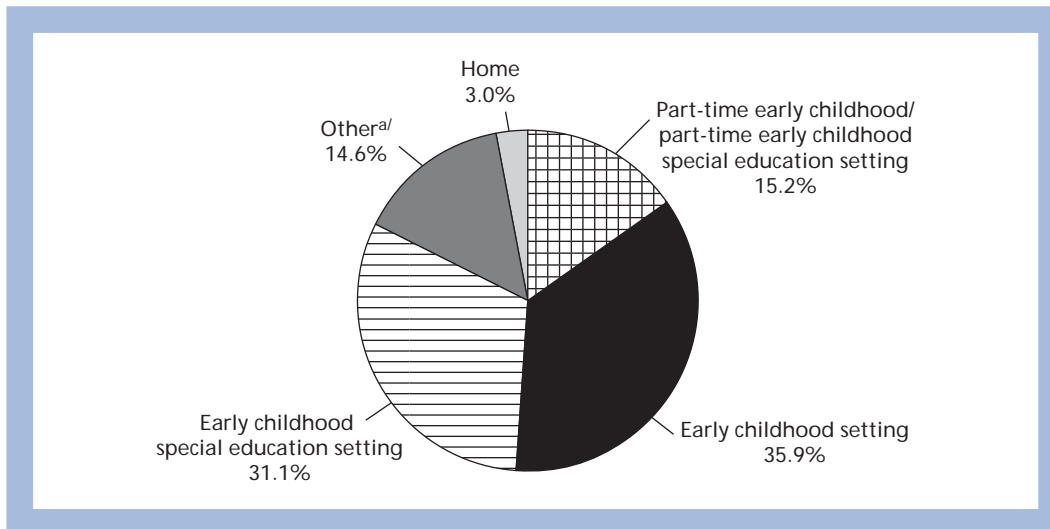
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables A14 and AF7 in vol. 2. Population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories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

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

Trends in Preschool Service Settings

What is the primary service setting for preschoolers with disabilities?

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



a/ Other includes residential facilities, separate schools, itinerant services outside the home, and reverse mainstream¹⁰ preschool environments.

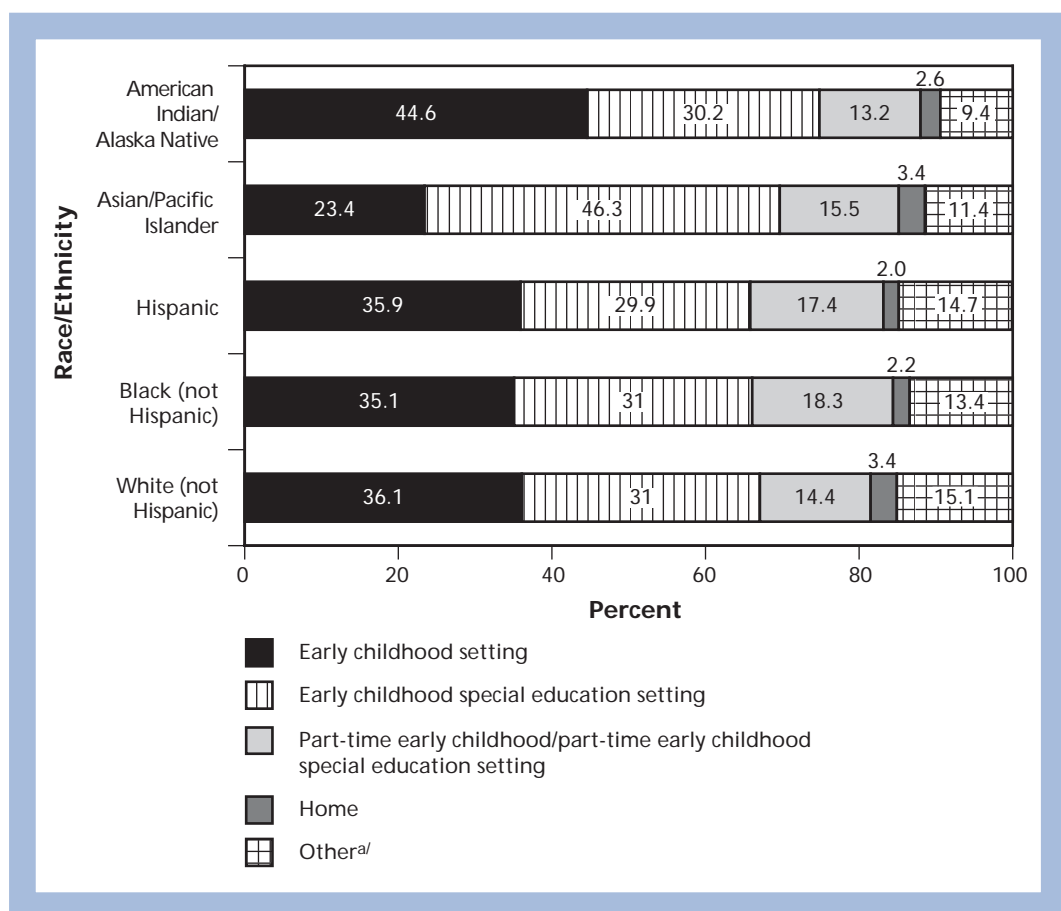
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB1. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- In 2000, 51 percent of preschoolers received special education services in either early childhood settings or part-time early childhood/part-time special education settings.
- Only 3 percent of preschoolers were served primarily at home.
- A total of 14.6 percent of preschoolers were served in other settings, including residential facilities, separate schools, itinerant services outside the home, or reverse mainstream settings.

¹⁰ The reverse mainstream setting is an educational program designed primarily for children with disabilities that includes 50 percent or more children without disabilities.

Do service settings for preschoolers differ by racial/ethnic group?

Figure 1-13. Preschool Service Setting by Racial/Ethnic Group: 2000-01



^{a/} Other includes residential facilities, separate schools, itinerant services outside the home, and reverse mainstream preschool environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- American Indian/Alaska Native preschoolers with disabilities are more likely to receive special education and related services in early childhood settings than are children from any other group (44.6 percent).
- Asian/Pacific Islander preschoolers with disabilities are most likely to receive special education and related services in early childhood special education settings than are children from any other group (46.3 percent).
- Black preschoolers with disabilities are more likely than other preschool children to receive special education and related services in a part-time early childhood/part-time early childhood special education setting (18.3 percent).
- Hispanic and white preschoolers with disabilities are more likely than other preschool children to receive special education and related services in “other” settings (14.7 percent and 15.1 percent, respectively).

Workforce

What are the characteristics of teachers who serve preschoolers with special needs?

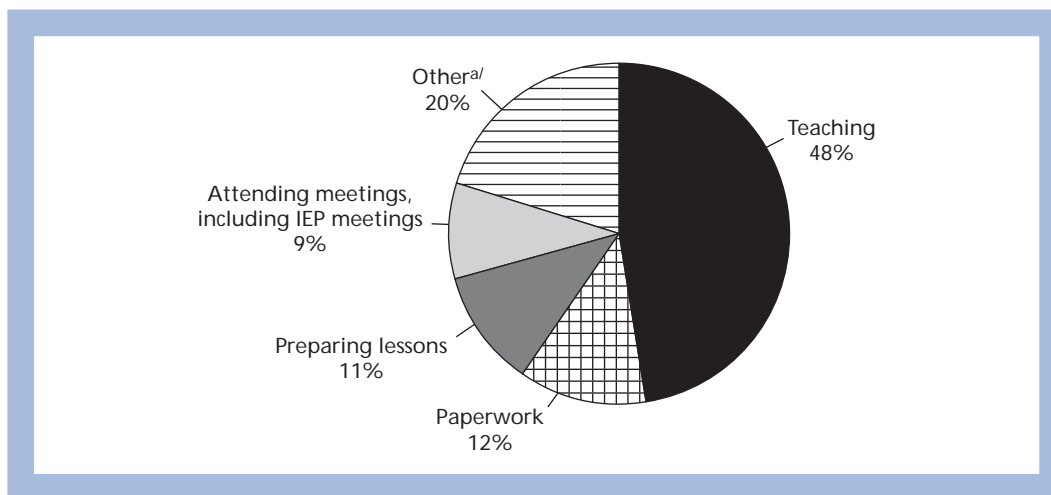
During the 2000-01 school year, there were 34,342 special education teachers serving preschoolers with disabilities in the United States and outlying areas. About 88.8 percent of them were fully certified for their positions.¹¹ According to the Study of Personnel Needs in Special Education (SPeNSE):

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

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

How do preschool special education teachers spend their time?

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



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

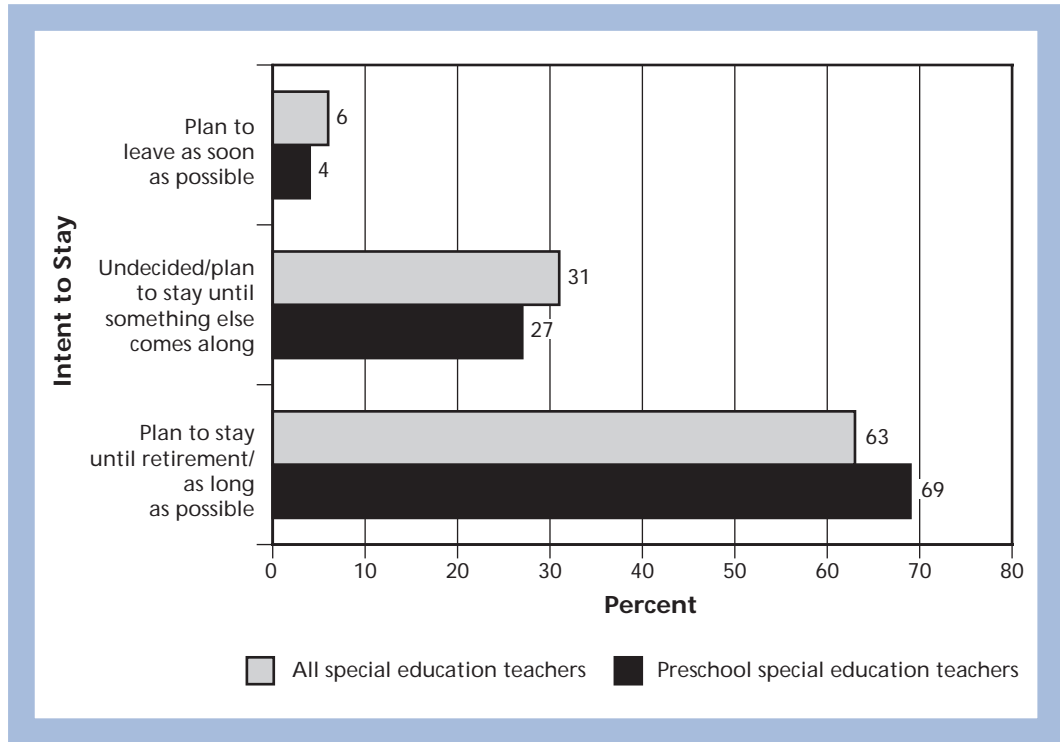
Source: SPeNSE Service Provider Survey. The percentages above are based on the mean number of hours spent per week on each activity. Preschool teachers worked 49.9 hours per week on average.

SPeNSE, another component of OSEP's National Assessment studies, described the quality of the workforce serving children and youth with disabilities and factors affecting workforce quality.

¹¹ These figures are from DANS, Table AC1 in vol. 2.; other data are from SPeNSE. See <http://ferdig.coe.ufl.edu/spense/> for more information on preschool teachers and other special education personnel.

How long do preschool special education teachers intend to stay in the field?

Figure 1-15. How Long Preschool Special Education Teachers Intend To Stay in the Field, as Compared to All Special Education Teachers: 2000



Source: SPeNSE Service Provider Survey.

- Almost 70 percent of preschool special education teachers are planning to remain in the field until they retire or as long as possible.

Students Ages 6 Through 21 Served Under IDEA, Part B

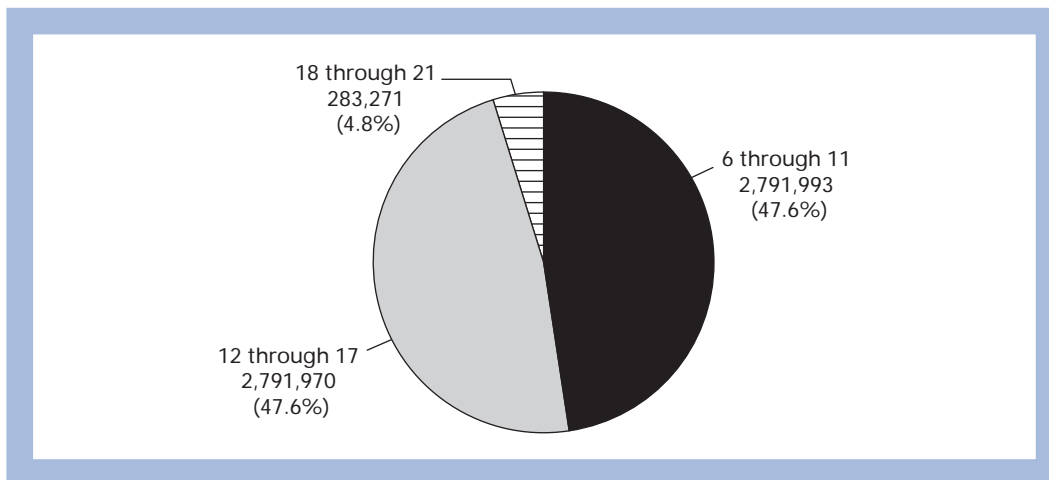
Since the 1975 passage of the Education for All Handicapped Children Act (EHA, P.L. 94-142), the Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children with disabilities served under Part B of IDEA used nine disability categories. Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13 and revised, and new data collections have been required.

In 1997, the law was reauthorized with several major revisions (IDEA Amendments of 1997; P.L. 105-17). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of reporting children ages 6 through 9 under the developmental delay category.

How many 6- through 21-year-olds are served under IDEA?¹²

- On December 1, 2001, a total of 5,867,234 students with disabilities in the 6- through-21 age group were served under IDEA. Of these 5,795,334 were served in the 50 states and the District of Columbia. This number represented 8.9 percent of the general 6- through 21-year-old population living in the United States.¹³
- Based on public school enrollment, 12.1 percent of students were receiving special education and related services in 2001.¹⁴

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



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

- Almost equal numbers of 6- through 11- and 12- through 17-year-olds received special education services in 2001.
- For the 2001-02 school year, 6- through 11-year-olds with disabilities made up 48 percent of the total served under IDEA; 12- through 17-year-olds made up 48 percent, and 18- through 21-year-olds made up the remainder.

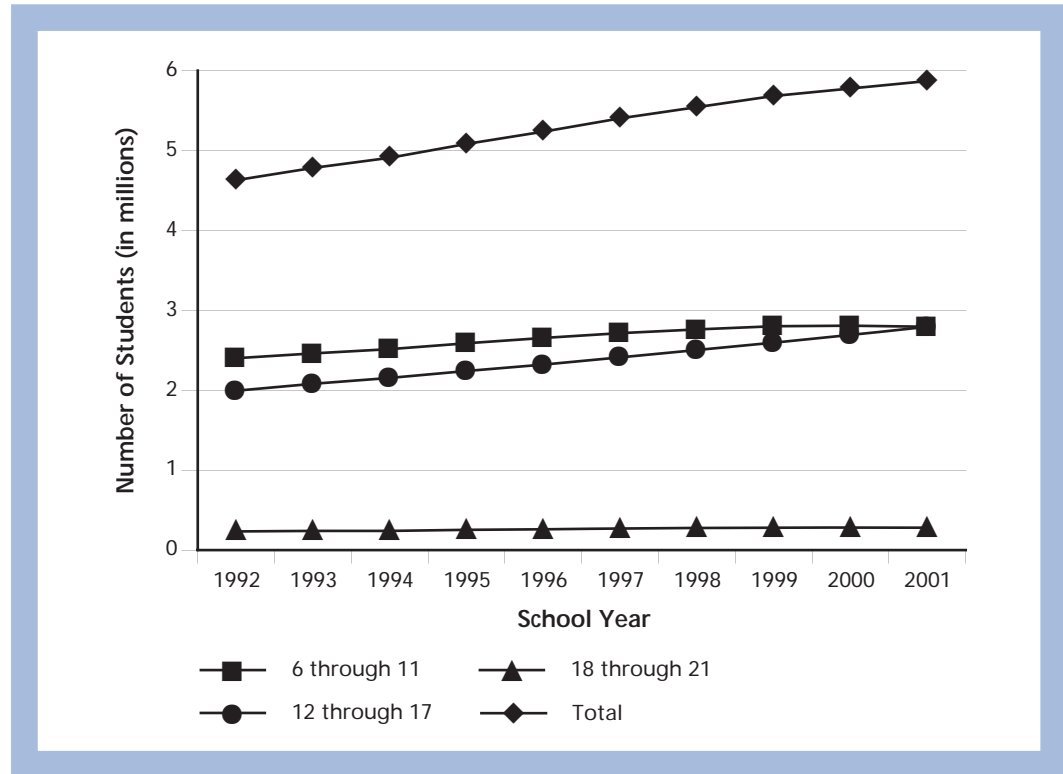
12 Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA1, AA3, and AF7 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

13 The percentage of population was calculated using the July 1 population estimates for 2001 released October 2003. The number served in the 50 states and the District of Columbia was divided by the general U.S. population estimate for this age range.

14 The percentage of public school enrollment was calculated using 2001-02 data from the Common Core of Data. The total number served was divided by the total student enrollment for the 50 states, D.C., Puerto Rico, and the outlying areas.

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

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

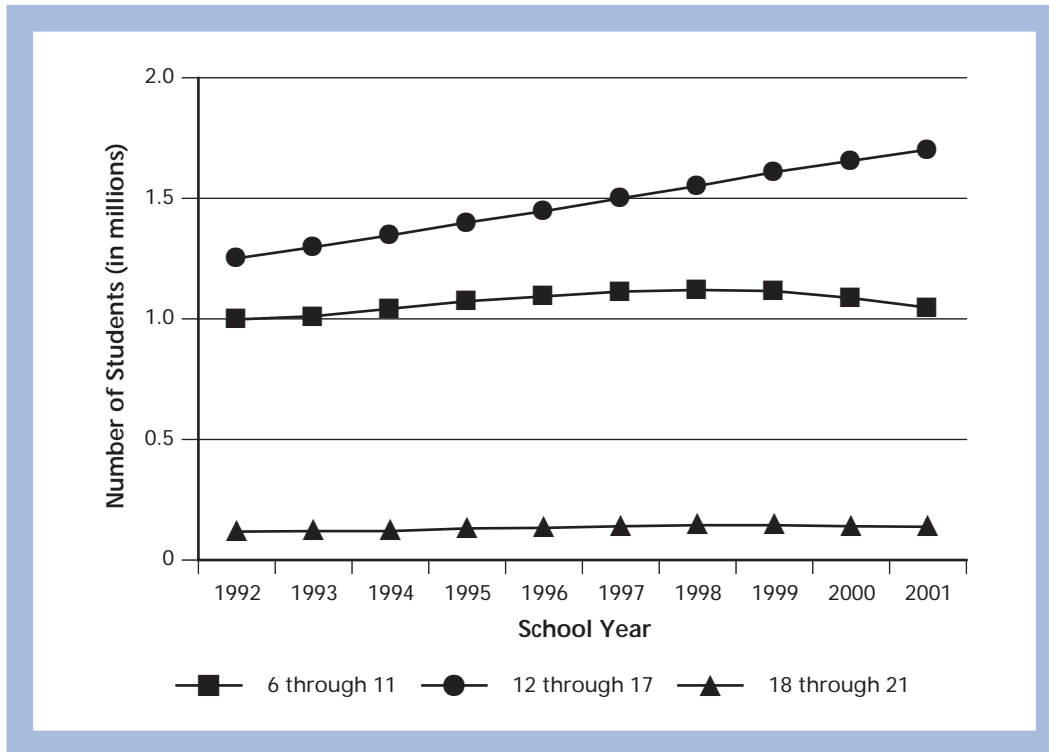


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

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

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

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

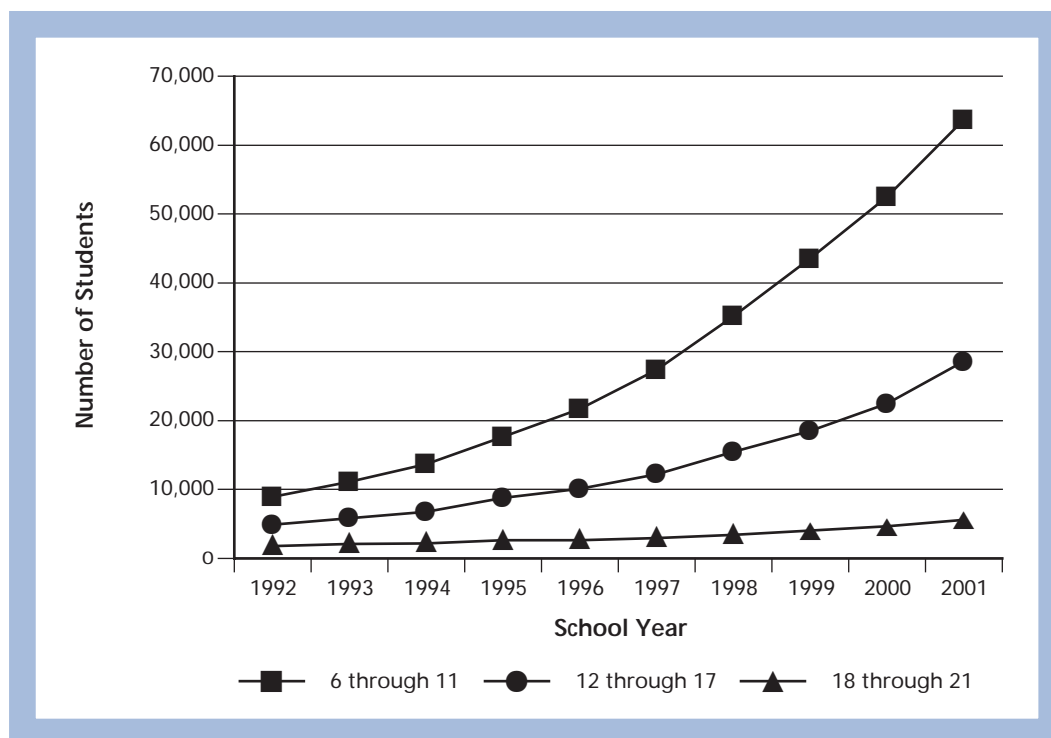


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- While the number of students receiving services for specific learning disabilities in the 12-through-17 age group has increased over the past 10 years, the number of 6- through 11-year-olds and 18- through 21-year-olds has remained steady.

These data come from National Assessment studies sponsored by OSEP. The Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2) examine the characteristics, experiences, and achievements of a nationally representative sample of elementary, middle, and secondary students receiving special education and related services.

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



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

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

How many students have co-occurring disabilities?

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

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

Sources: SEELS Parent Survey and NLTS2 Parent Survey.

- Nearly 15 percent of students with disabilities ages 6 through 12 have three or more disabilities; almost 30 percent have two disabilities; and more than half have only one disability.
- About 28 percent of students with disabilities ages 13 through 17 have three disabilities; 19 percent have two disabilities and about 43 percent have only one disability.

In which categories are students with attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD) served?

Table 1-4. Distribution of Parent-Reported Student ADD/ADHD by Primary Disability Category^{a/}: 2000-01

Primary IDEA category ^{b/}	Percentage of ADD/ADHD students served ^{c/}
Specific learning disabilities	41
Speech/language impairments	15
Mental retardation	11
Emotional disturbance	14
Hearing impairments	1
Visual impairments	0
Orthopedic impairments	1
Other health impairments	12
Autism	2
Traumatic brain injury	0
Multiple disabilities	2
Deaf-blindness	0
Total	99

a/ SEELS uses the acronym AD/HD for these students.

b/ SEELS did not sample students with developmental delay.

c/ Total does not equal 100 due to rounding.

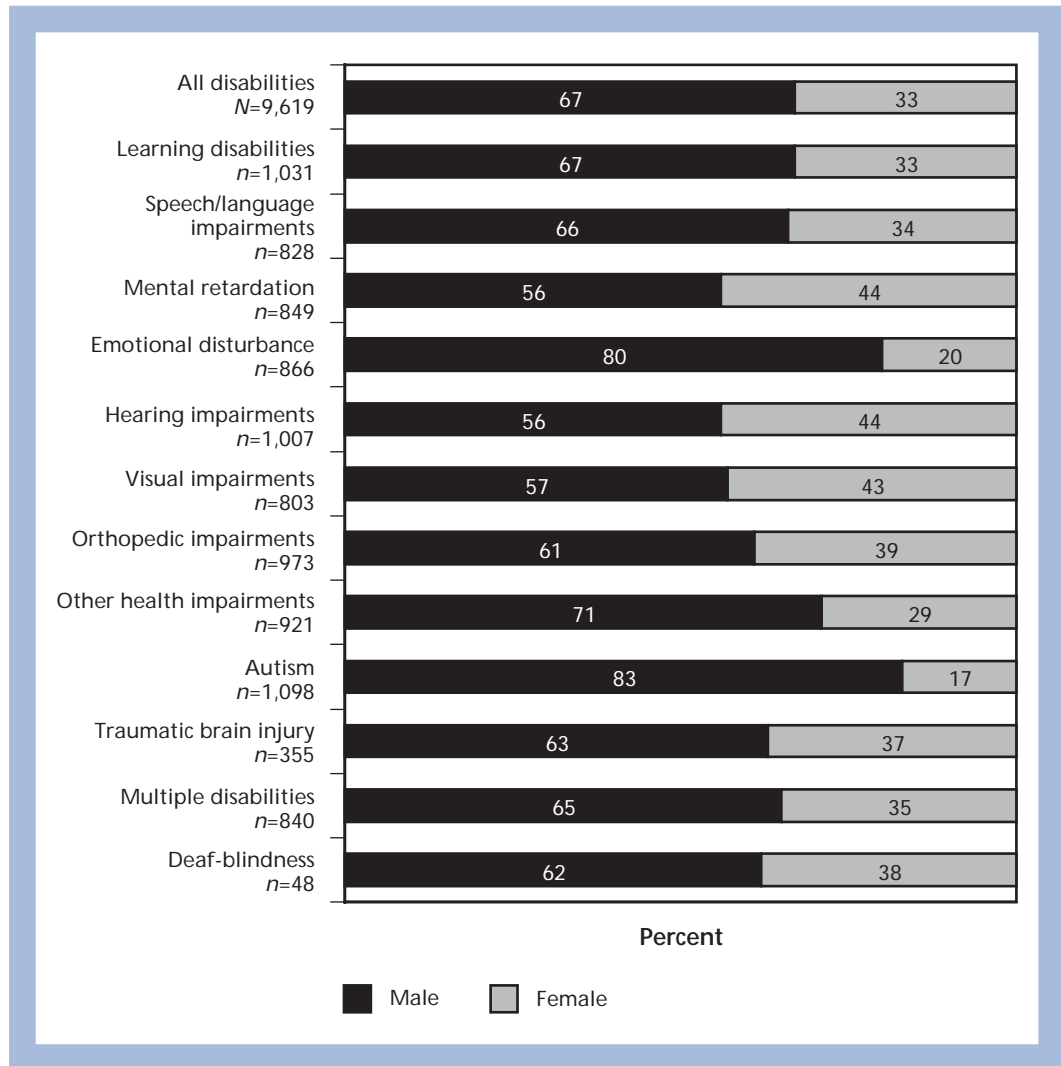
Source: SEELS Parent Survey.

- SEELS data indicate that, overall, 27 percent of students with disabilities have ADD/ADHD, according to parent reports.
- Although students with ADD/ADHD are served under IDEA, it is not a discrete disability category. Forty-one percent of all elementary and middle school-aged students with disabilities whose parents report that their children have ADD/ADHD are served under the specific learning disabilities category, while each of four other disability categories contains more than 10 percent of these students.

Gender

What is the gender distribution for students ages 6 through 12 with disabilities?

Figure 1-20. Disability Category^{a/} by Gender for Students Ages 6 Through 12: 2000-01

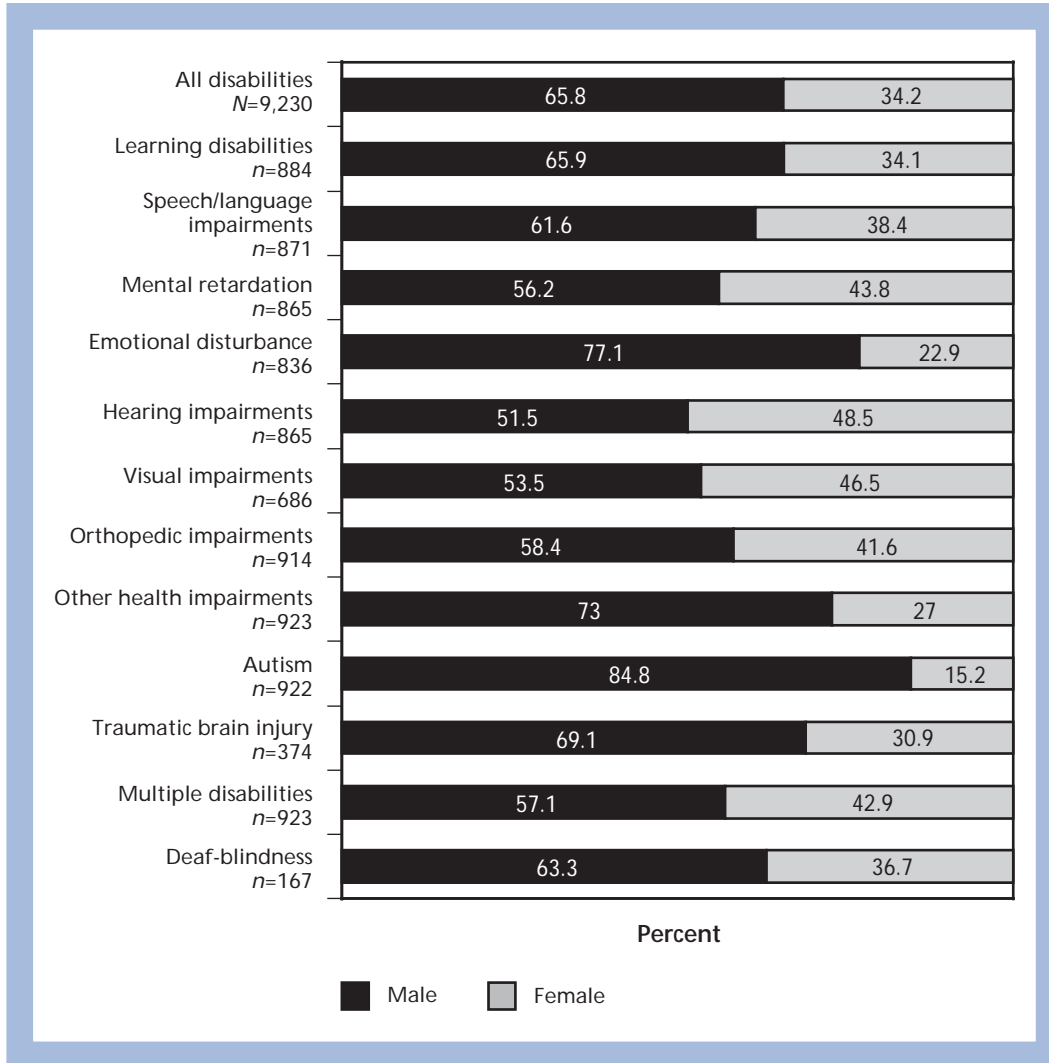


^{a/} SEELS did not sample students classified as developmentally delayed.

Source: SEELS Parent Survey.

What is the gender distribution for students ages 13 through 17 with disabilities?

Figure 1-21. Disability Category by Gender for Students Ages 13 Through 17: 2000



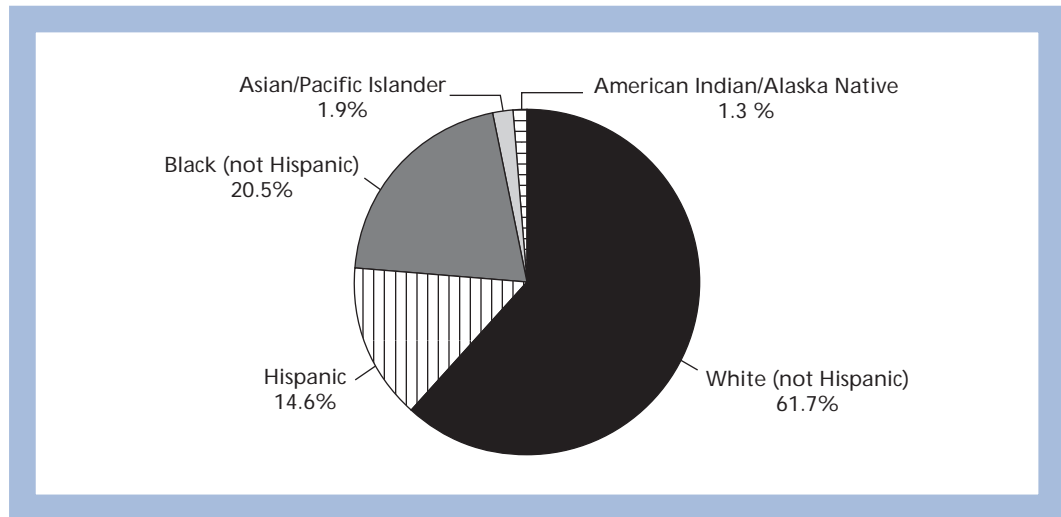
Source: NLTS2 Parent Survey.

- According to SEELS and NLTS2, males account for almost two-thirds of students ages 6 through 17 served under IDEA. In children ages 6 through 12, males represent 80 percent of students with emotional disturbance and 83 percent of students with autism. In those ages 13 through 17, they represent 77 percent of students with emotional disturbance and 85 percent of students with autism.

Race/Ethnicity¹⁵

What is the racial/ethnic composition of the 6- through 21-year-old IDEA population?

Figure 1-22. Racial/Ethnic Composition of Students Ages 6 Through 21 Served Under IDEA, Part B: 2001^{a/}



^{a/} Data are for 50 states and District of Columbia.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA15 in vol. 2.

- While 16.6 percent of children between the ages of 6 and 21 in the general population are Hispanic and 15.1 percent are black, according to 2001 population estimates, black students make up a larger proportion of students served under IDEA than do Hispanic students.¹⁶

15 The race/ethnicity categories presented here are those used by the Office of Special Education Programs to collect the IDEA, Section 618 data. Other racial/ethnic categories or combinations of racial/ethnic categories are used in other data included in this report.

16 Population data are July 1 estimates for 2001, based on the 2000 decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

What disabilities do students ages 6 through 21 have who receive special education services?

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

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

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

- For all racial/ethnic groups, more students with specific learning disabilities were served than students with any other disability in 2001.
- The percentages of white students in most disability categories are very similar to the percentages for the IDEA student population as a whole.
- The order of the five largest disability categories is the same for four of the five race/ethnicity groups: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, and other health impairments. For black students, however, mental retardation is the second most frequently reported disability category.
- The percentages of American Indian/Alaska Native and Hispanic students with disabilities who received special education for specific learning disabilities are relatively higher when compared with the percentage for all students with disabilities (56.0 percent and 58.9 percent v. 49.2 percent). The percentage of Asian/Pacific Islander students with disabilities who have specific learning disabilities is lower than the percentage for all students with disabilities (42.1 percent v. 49.2 percent).
- The percentage of black students with specific learning disabilities is lower than the percentage of all students with specific learning disabilities served under Part B (45.4 percent v. 49.2 percent).
- The percentage of black students with disabilities who received special education services for mental retardation is substantially higher than the percentage for any other racial/ethnic group (17.4 percent compared with 8.2 percent for American Indian/Alaska

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

- The percentage of black students with disabilities who received special education services for emotional disturbance is considerably higher than the percentage for any other racial/ethnic group (11.3 percent compared with 7.7 percent for American Indian/Alaska Native students with disabilities, 5.0 percent for Asian/Pacific Islander students with disabilities, 5.0 percent for Hispanic students with disabilities, and 8.0 percent for white students with disabilities).
- The percentage of white students with disabilities who received special education services for other health impairments is nearly twice the percentage for the nearest racial/ethnic group (7.0 percent v. 4.4 percent).

What is the likelihood of students ages 6 through 21 in each racial/ethnic group being identified with a given disability as compared to that of all other students ages 6 through 21?

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. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

Table 1-6. Overall Risk Ratios^{a/} for Students Ages 6 Through 21, by Race/Ethnicity for Selected Disability Categories: 2001-02

Disability	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.50	0.39	1.31	1.07	0.88
Speech or language impairments	1.21	0.65	1.07	0.82	1.13
Mental retardation	1.09	0.44	2.99	0.58	0.63
Emotional disturbance	1.25	0.29	2.21	0.52	0.87
Multiple disabilities	1.33	0.57	1.40	0.76	1.00
Hearing impairments	1.25	1.20	1.11	1.19	0.81
Orthopedic impairments	0.89	0.70	0.96	0.90	1.15
Other health impairments	1.07	0.36	0.99	0.44	1.69
Visual impairments	1.19	0.94	1.21	0.89	0.96
Autism	0.64	1.22	1.17	0.52	1.22
Deaf-blindness	1.94	0.93	0.90	0.96	1.05
Traumatic brain injury	1.25	0.56	1.27	0.62	1.18
Developmental delay	1.98	0.64	1.65	0.44	1.06
All Disabilities	1.33	0.47	1.45	0.86	0.93

a/ Overall risk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other students. Risk indexes were calculated by dividing the number of children with disabilities in the racial/ethnic group by the total number of children in the racial/ethnic group.

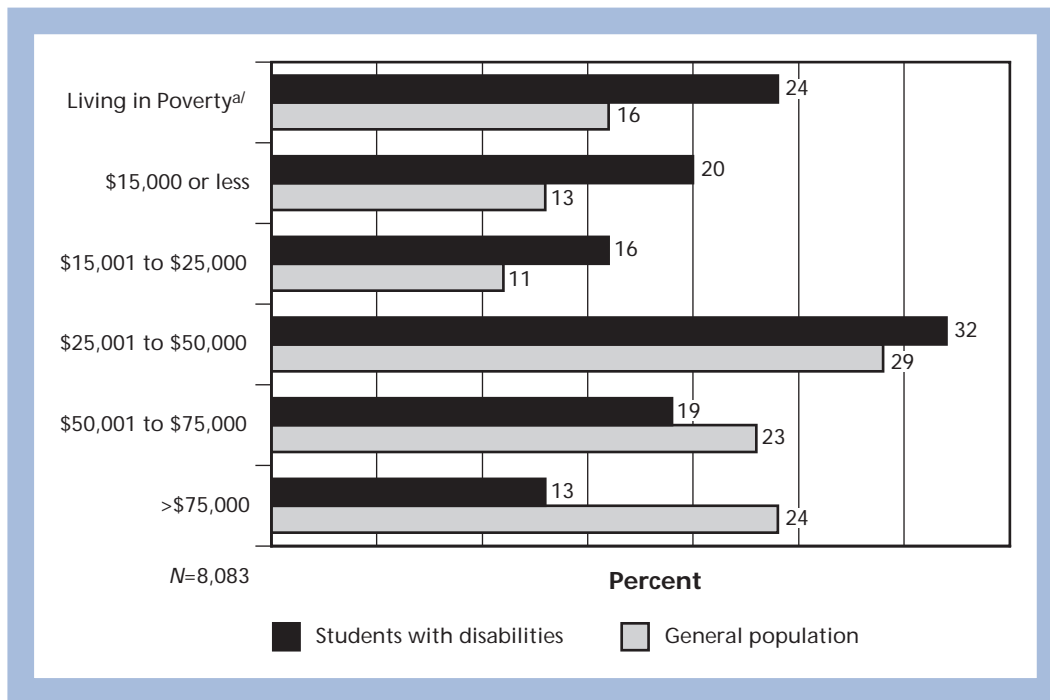
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA15 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas. Population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. The estimates are based on the 2000 decennial Census and come from the Population Estimates Program, Census Bureau, Population Division.

- Black students are 2.99 times more likely to be classified as having mental retardation and 2.21 times more likely to be classified as having emotional disturbance than all other groups combined.
- American Indian/Alaska Native students are 1.50 times more likely to be served for specific learning disabilities than all other groups combined.
- Asian/Pacific Islander students are less than half as likely to be served for specific learning disabilities, mental retardation, emotional disturbance, or other health impairments than all other groups combined.
- Hispanic students are less than half as likely to be served for other health impairments and developmental delay than all other groups combined.

Household Income

What is the household income of families with students ages 6 through 17 who receive special education?

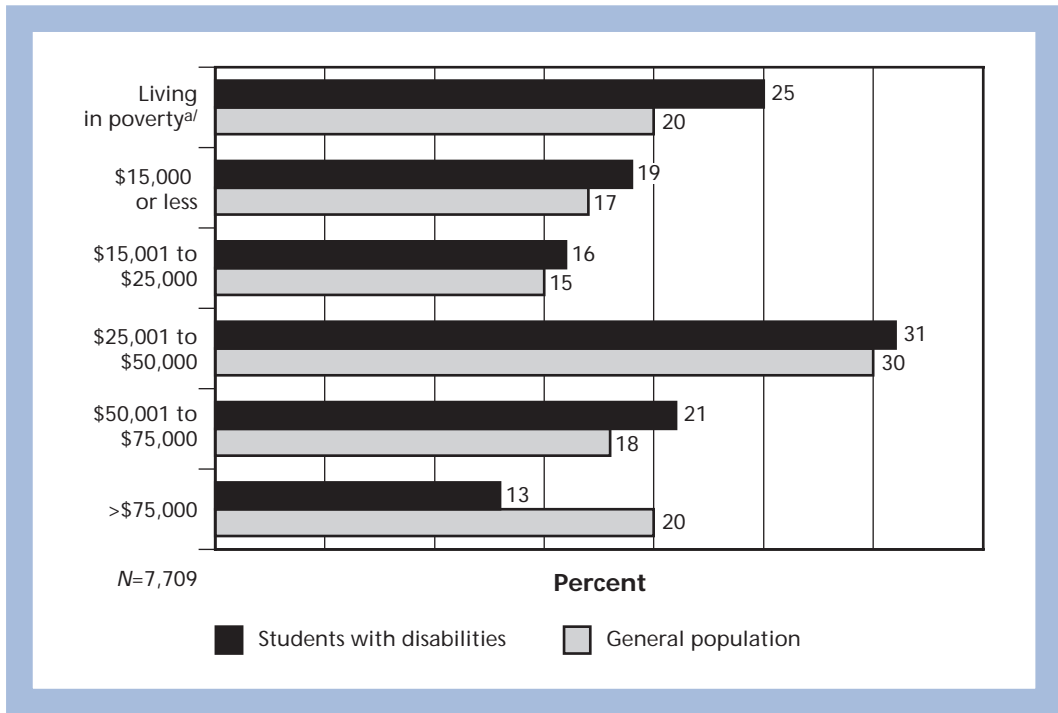
Figure 1-23. Families of Students Ages 6 Through 12, by Household Income Level and by Disability Status: 2000-01



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

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

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



a/ A dichotomous variable indicating that a student's household was in poverty was constructed using parents' reports of household income and household size and federal poverty thresholds for 2000. These thresholds indicate the income level; however, NLTS2 respondents reported household income in categories (e.g., \$25,501 to \$30,000) rather than a specific dollar amount. Estimates of poverty status were calculated by assigning each household to the mean value of the category of income reported by the parent and comparing that value to the household's size to determine poverty status.

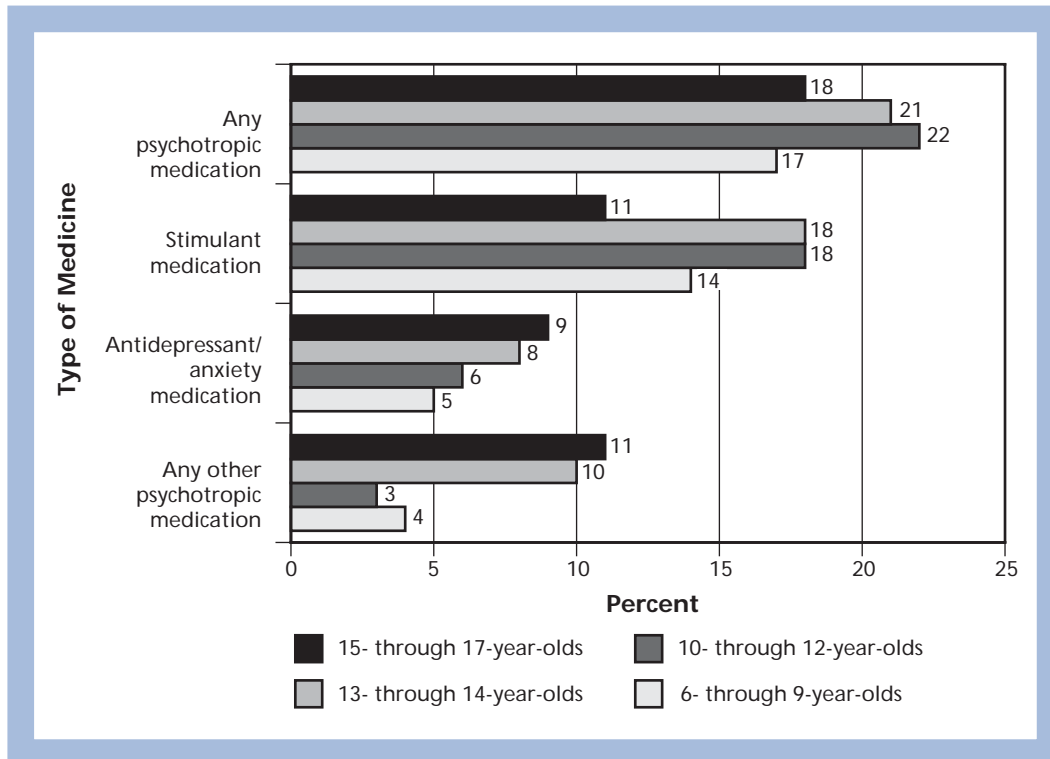
Sources: NLTS2 Parent Survey. Population income data are from the National Household Education Survey (NHES), 1999.

- As reported by parents, students with disabilities are more likely to be poor than students in the general population. According to SEELS and NLTS2 data, almost one-fourth (24 percent) of elementary and middle school students and 25 percent of high school students with disabilities live in poverty compared with 20 percent of the general population. In 1987, 38 percent of high school students with disabilities lived in poverty.

Use of Medications

How many school-age children with disabilities are taking medications?

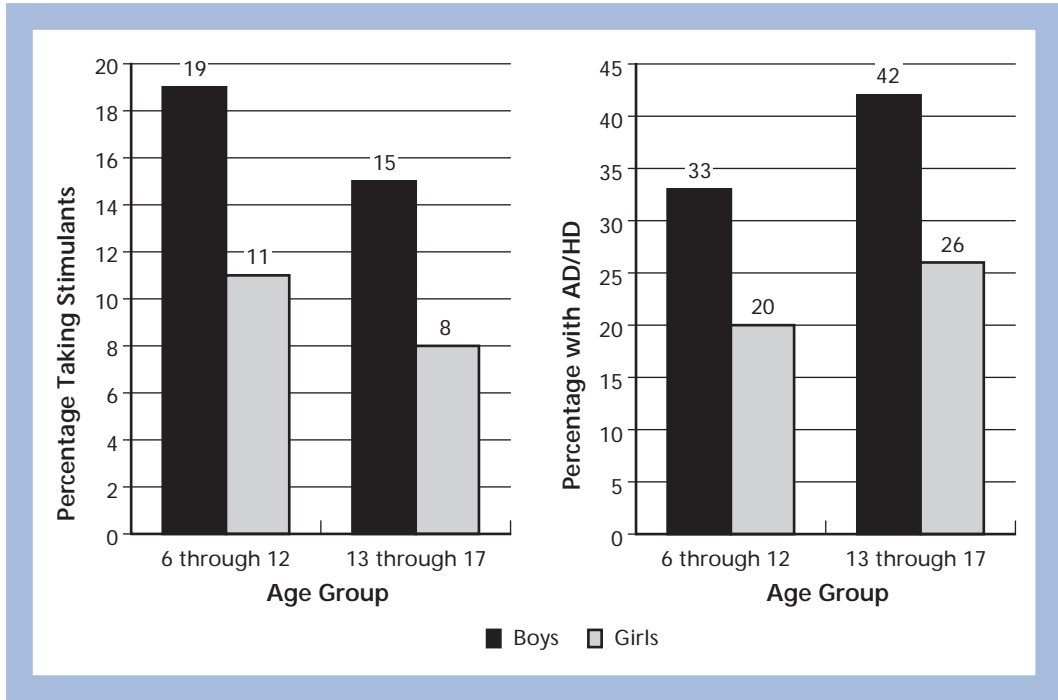
Figure 1-25. Medication Use of Children with Disabilities, by Age Group and Type of Medicine: 2000-01



Sources: SEELS Parent Survey; NLTS2 Parent Survey.

- The use of psychotropic medications is highest among middle-school-age students. Parents report that 17 percent of 6- through 9-year-olds take these medications compared with 22 percent of those who were 10- through 12-years-old and 21 percent of 13- through 14-year-olds. The rate declines to 18 percent among older high school students.
- Stimulants are the most commonly reported psychotropic medications; 14 percent of early elementary students take them. The rate of use rises to 18 percent for middle schoolers and declines to 11 percent of youth ages 15 through 17.

Figure 1-26. Percentage of Students with Disabilities Ages 6 Through 17 Taking Stimulant Medication and Classified as ADD/ADHD, by Gender: 2000-01



Sources: SEELS Parent Survey; NLTSS2 Parent Survey.

- Boys are much more likely than girls to take stimulants. Among boys, 19 percent of 6- through 12-year-olds and 15 percent of 13- through 17-year-olds take stimulants. This compares with 11 percent and 8 percent of girls in the two age groups.
- The high rate of taking stimulant medications among boys is consistent with the high rate of parent-reported ADD/ADHD among boys. Almost one-third of 6- through 12-year-old boys and 42 percent of 13- through 17-year-old boys are reported by parents to have ADD/ADHD. Rates for girls are 20 percent and 26 percent for the two age groups.

Table 1-7. Percentage of Students with Disabilities Using Medications, by Disability Category and Age: 2000-01

Disability	Any psychotropic medication		Antidepressant or anti-anxiety medication		Antipsychotic medication		Any other psychotropic medication	
	Ages 6-12	Ages 13-17	Ages 6-12	Ages 13-17	Ages 6-12	Ages 13-17	Ages 6-12	Ages 13-17
Learning disability	8%	13%	15%	9%	4%	5%	2%	6%
Speech/language impairment	8	10	7	6	2	5	1	5
Mental retardation	24	19	18	12	7	8	6	12
Emotional disturbance	52	42	40	29	24	29	16	34
Hearing impairment	13	10	11	6	4	5	1	6
Visual impairment	12	13	6	4	5	7	4	9
Orthopedic impairment	24	16	19	11	6	7	4	9
Other health impairment	52	44	47	38	13	21	7	25
Autism	3	43	20	22	19	32	14	38
Traumatic brain Injury	25	23	15	12	11	15	10	19
Multiple disabilities	27	25	19	15	8	14	8	20
Deaf-blindness	17	20	4	8	7	12	12	15

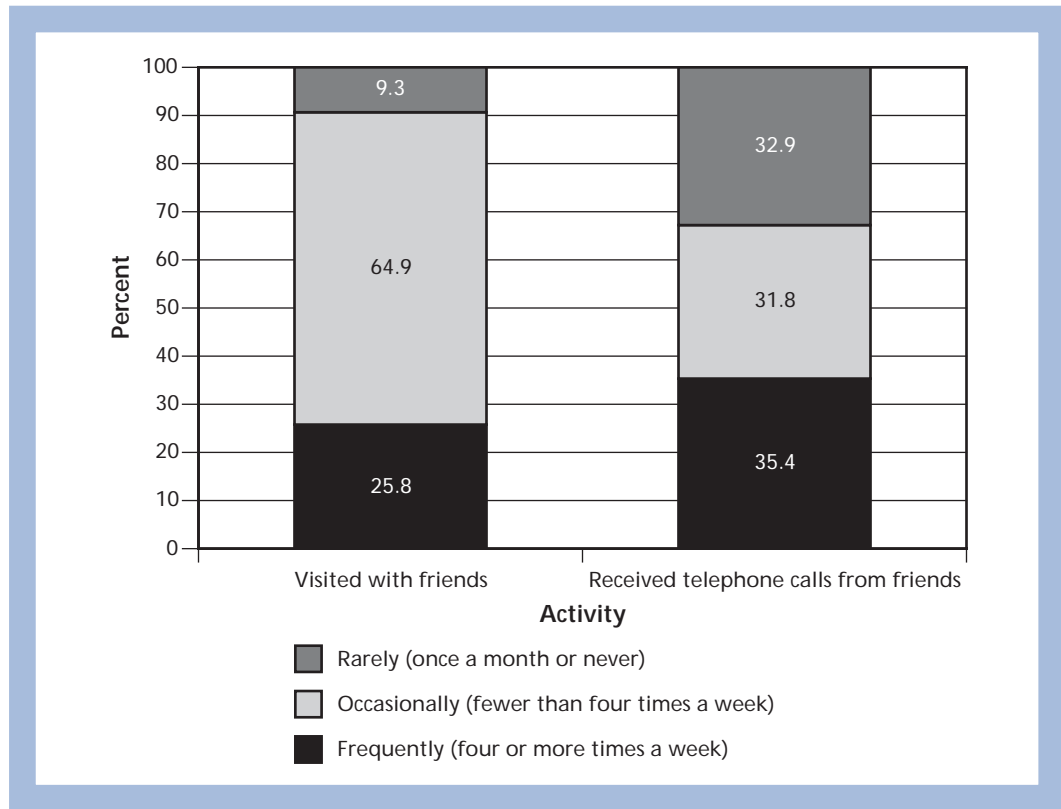
Sources: SEELS Parent Survey; NLTS2 Parent Survey.

- Some students in each disability category take psychotropic medication. This is due, in part, to some students in each disability category also having ADD/ADHD and emotional disturbance, according to parental reports.
- The number of students with disabilities taking psychotropic medications ranges from 10 percent or fewer of those with speech impairments to about half of children and youth with emotional disturbance or other health impairments. According to SEELS and NLTS2, among elementary and middle school students whose parents report they have ADD/ADHD, 65 percent take some kind of psychotropic medication, with 55 percent taking stimulants specifically.
- Taking stimulants is highest among those with emotional disturbance or other health impairments, according to SEELS and NLTS2.
- Use of other kinds of psychotropic medications increases with age for all disability categories.

Social Activities and Outcomes

How often do children with disabilities socialize outside the classroom?

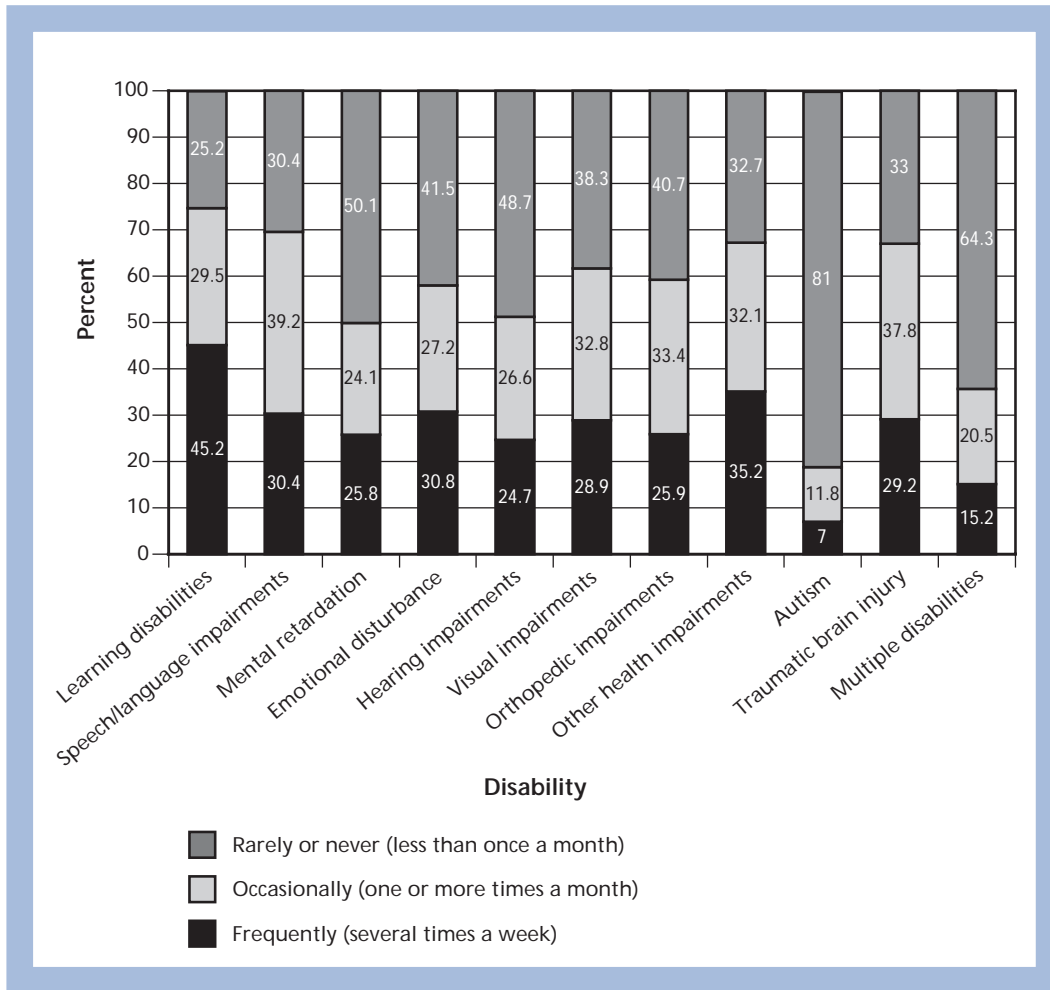
Figure 1-27. How Often Children with Disabilities Ages 6 Through 12 Either Visit with or Receive Telephone Calls From Friends: 2000-01



Source: SEELS Parent Survey.

- According to parent reports, more than 90 percent of students with disabilities ages 6 through 12 visit with friends outside of school occasionally or frequently.
- According to the SEELS Parent Survey, the correlations between children with disabilities who received phone calls and visits from friends and other social interactions ranged from .27 to .32 ($p < .001$ and $p < .001$ across the relationships).

Figure 1-28. How Often Children with Disabilities Ages 6 Through 12 Received Calls From Friends, by Disability Category^{a/b/}: 2000-01



a/ SEELS did not sample students with developmental delay.

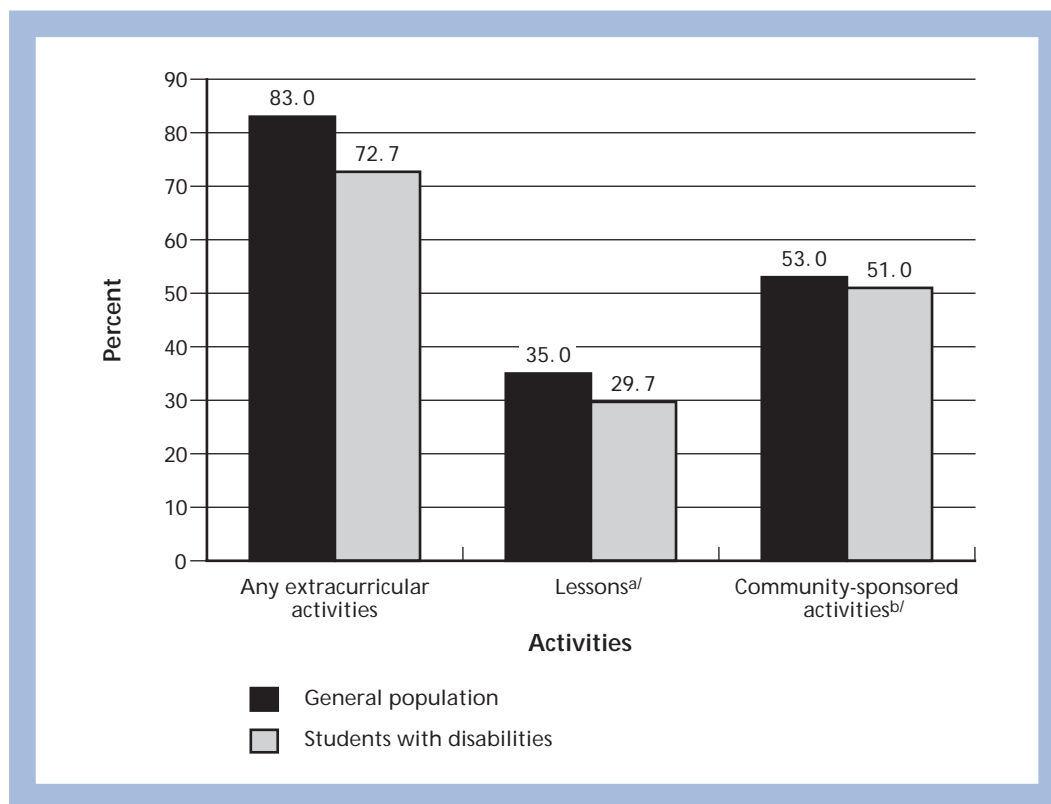
b/ There were too few students with deaf/blindness to report.

Source: SEELS Parent Survey.

- As reported by parents, students with autism, multiple disabilities, mental retardation, or hearing impairments are less likely to receive telephone calls from friends.
- Students with learning disabilities receive calls from friends most frequently.

How many elementary and middle school students with disabilities participate in extracurricular activities, compared to students without disabilities?

Figure 1-29. Participation in Extracurricular Activities, by Disability Status and Activity: 2000-01



a/ Lessons include art, music, dance, foreign language, and computer skills.

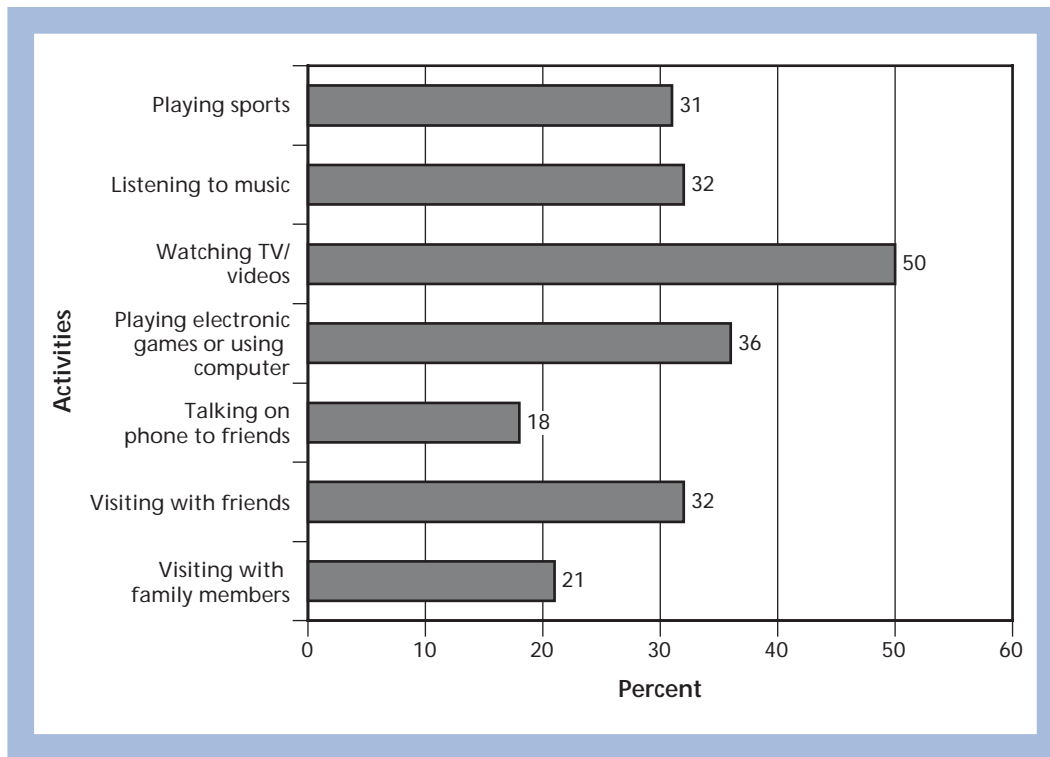
b/ Community-sponsored activities includes participation in sports groups, 4-H, scouting, religious and special interest group activities, and YMCA- and YWCA-sponsored activities.

Sources: SEELS Parent Survey; National Survey of America's Families (1999).

- Almost three-fourths of elementary and middle school children with disabilities are reported by their parents to have participated in extracurricular activities during the 1999-2000 school year. This is slightly less than the general population, according to the National Survey of America's Families.
- Slightly over 50 percent of elementary and middle school children with disabilities, according to their parents, participate in community-sponsored activities. This appears to be about as often as their counterparts in the general population.

How do secondary school-age students with disabilities spend their time outside of school?

Figure 1-30. Activities Reported by Parents as Most Common for Students with Disabilities Ages 13 Through 17: 2001



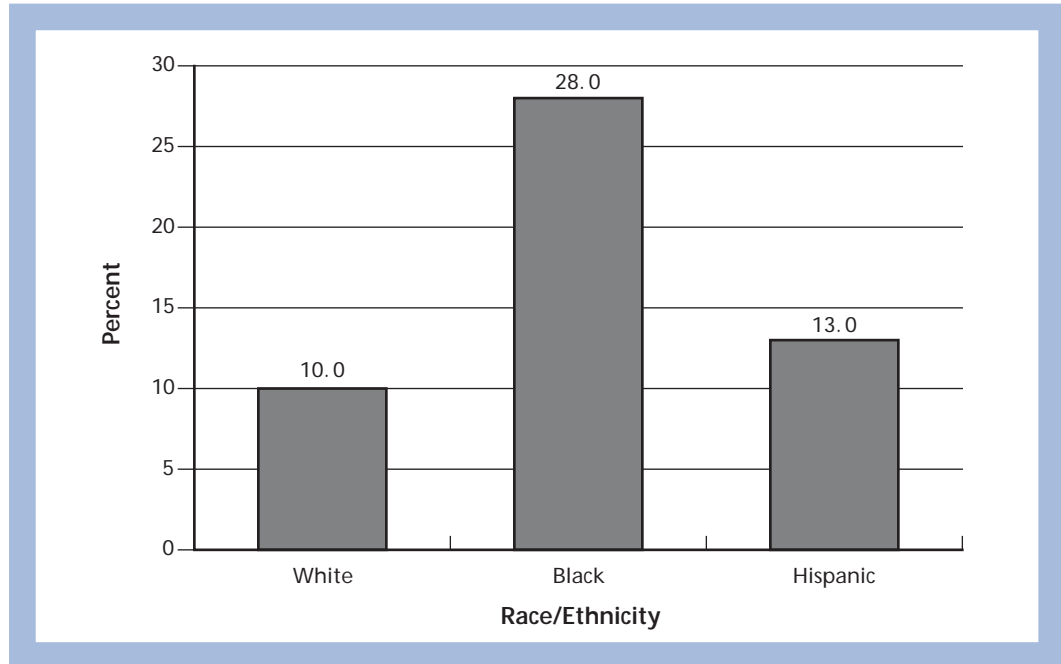
Source: NLT2 Parent Survey.

- Television and video watching is the activity most commonly reported by parents.
- According to the NLT2 Parent Survey, parents report that youth with disabilities spend an average of almost 16 hours per week watching TV and videos. About 25 percent of youth with disabilities are relatively infrequent TV and video watchers, spending 6 hours or fewer per week watching them. A similar percentage spend more than 20 hours a week in front of the television set.
- The survey also showed that girls are significantly more likely than boys to spend time with family members (girls: 26.0 percent, boys: 17.7 percent) and on the phone with friends (girls: 22.7 percent; boys: 15.0 percent). They also are more likely than boys to spend time listening to music (girls: 37.2 percent; boys: 28.8 percent). In contrast, boys are more likely than girls to spend time playing sports or in other physical or outdoor activities (boys: 48.0 percent; girls: 29.2 percent), and more boys than girls spend most of their time using the computer for electronic games, communication, or other purposes (boys: 38.6 percent; girls: 30.6 percent).

Discipline and Social Problems at School

Do suspension and expulsion rates differ by race/ethnicity?

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



^{a/} SEELS data yielded too few observations for other races/ethnicities to report.

Source: SEELS Parent Survey.

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

How often are secondary school-age students with disabilities suspended or expelled?

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

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

Source: NLT2 Parent Survey.

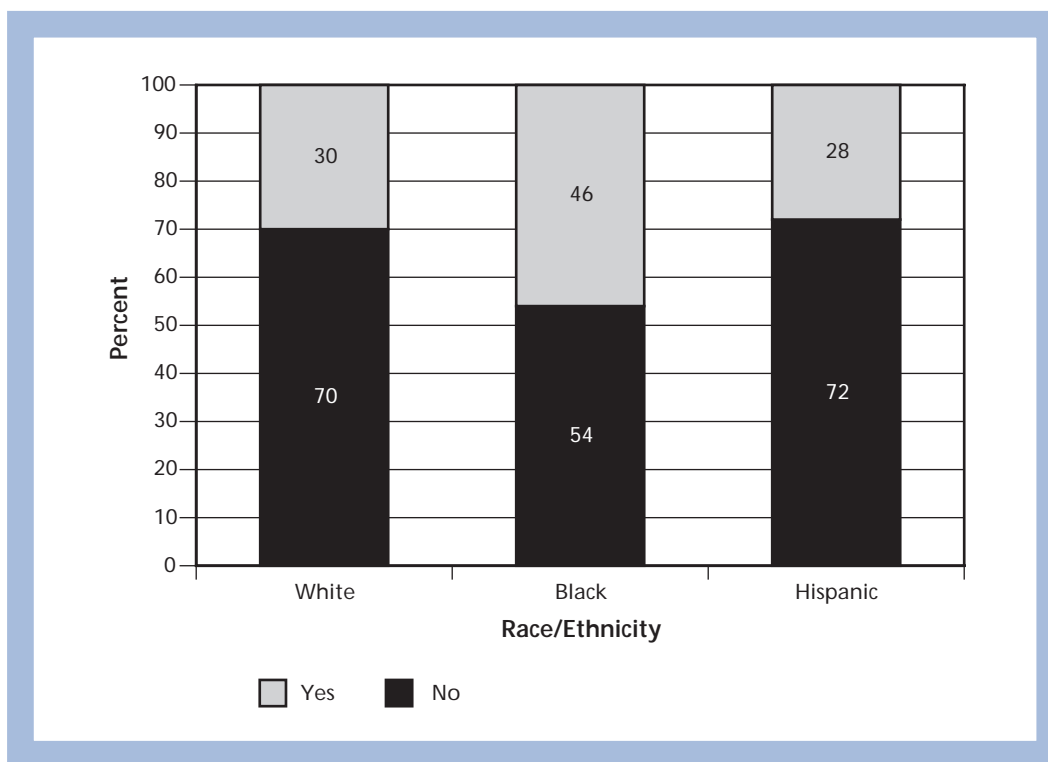
- About one-third of all students ages 13 through 17 with disabilities have been suspended or expelled.
- More older students with disabilities were expelled than were 13- through 14-year-olds.

What is the percentage of 6- through 12-year-old students with disabilities who have been suspended or expelled?

- According to 2000-01 SEELS data, parents reported that 8.7 percent of 6- through 9-year-olds have been suspended or expelled. For 10- through 12-year-olds, the percentage is 18.9 percent.¹⁷

Do suspensions and expulsions for secondary school-age students differ by race/ethnicity?

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



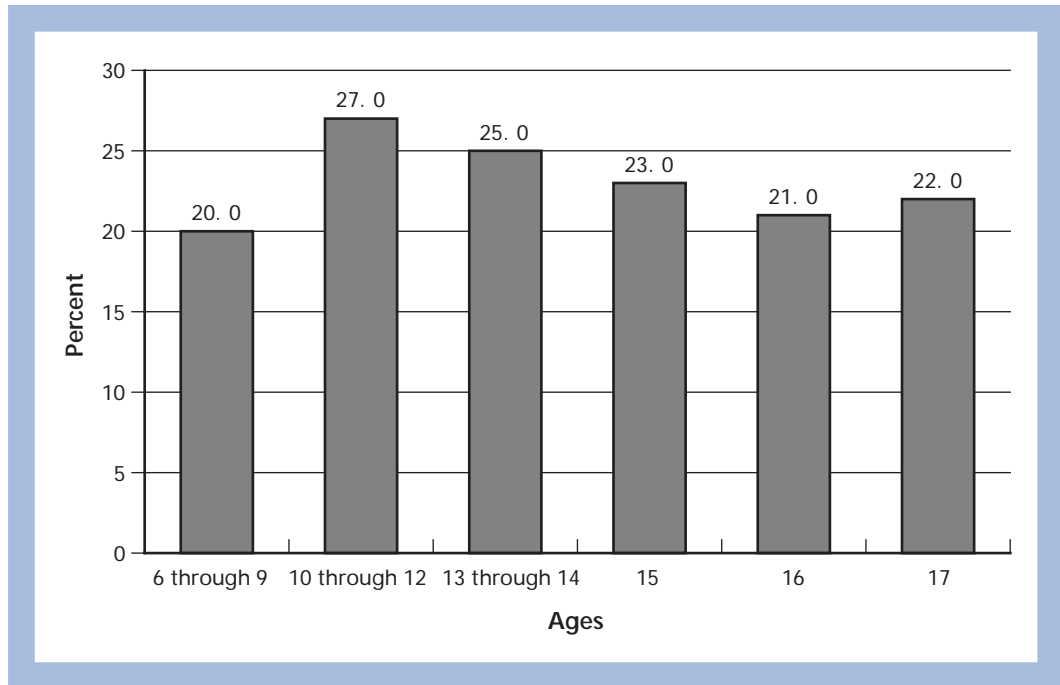
Source: NLT2 Parent Survey.

- When asked whether their child had ever been suspended or expelled, 46 percent of parents of black students responded “Yes.” White and Hispanic parents responded to this question in the affirmative less often; 30 percent and 28 percent, respectively, indicating that their child had ever been suspended or expelled (NLT2 Parent Survey).

¹⁷ These data differ from the data reported by states on discipline actions because NLT2 and SEELS data are based on parent reports of whether a student with a disability was ever suspended or expelled. States report counts of students with disabilities who were suspended or expelled for more than 10 days during a given school year only, and the source of these data is school administrative records.

What percentage of students with disabilities experience other social problems at school?

Figure 1-33. Percentage of Students with Disabilities Who Have Been Physically Attacked or Involved in Fights at School, by Age: 2000-01



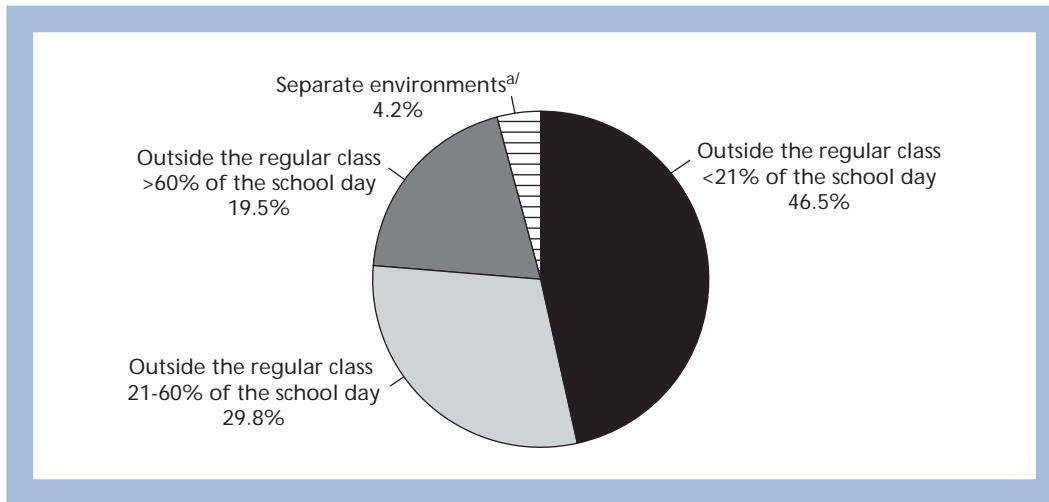
Sources: SEELS Parent Survey, NLTS2 Parent Survey.

- According to parental reports in the SEELS study, 20 percent of students ages 6 through 9 with disabilities have been physically attacked or involved in fights at school, and more than a quarter of 10- through 12-year-olds with disabilities have been physically attacked or involved in fights at school (27 percent).
- Approximately one-quarter of students ages 13 through 17 were physically attacked or involved in fights at school.

Educational Environments

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

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



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

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

- Most students (about 96 percent) with disabilities are being educated in regular school buildings.
- Almost half of all students with disabilities (46.5 percent) are being educated in the regular classroom for most of the school day. That is, they are outside the regular classroom for less than 21 percent of the school day .

Are students with different disabilities served in different educational environments?

Table 1-9. Percentage of Students Ages 6 Through 21 with Disabilities Receiving Services in Different Educational Environments: December 1, 2000

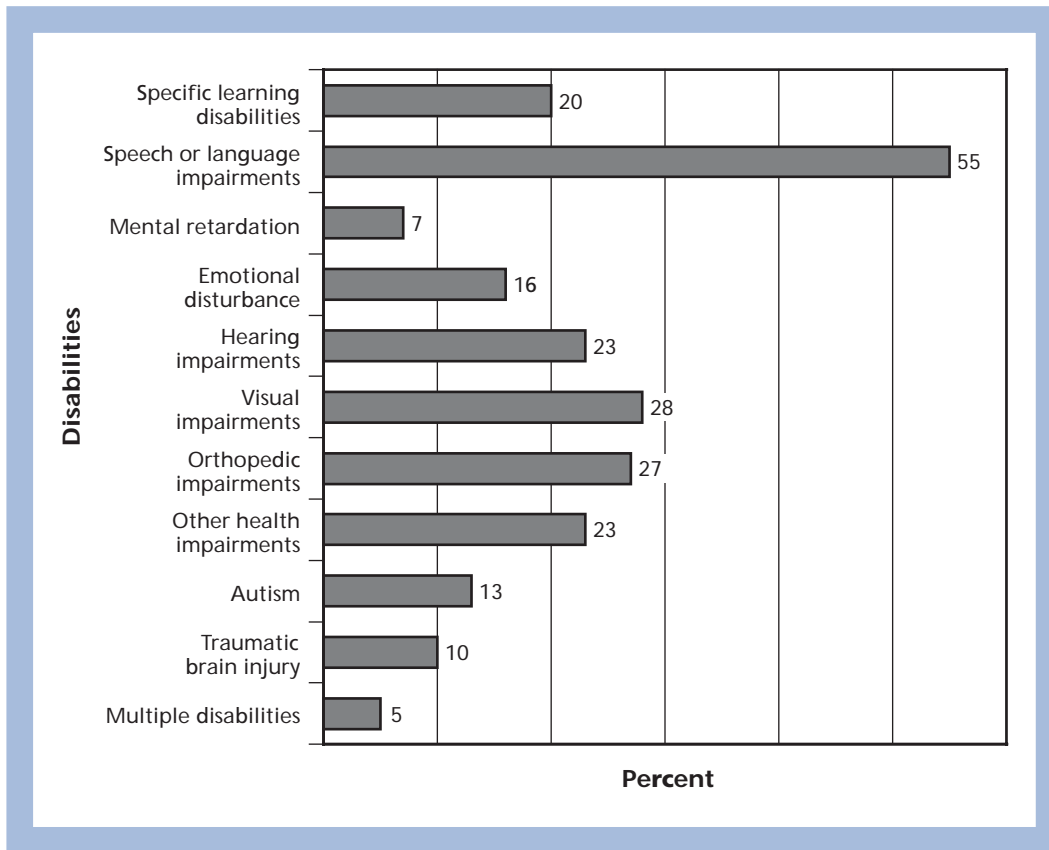
Disabilities	Served outside the regular class			Separate environments ^{a/}
	<21% of the day	21-60% of the day	>60% of the day	
Specific learning disabilities	44.3%	40.3%	14.4%	1.0%
Speech or language impairments	85.6	8.4	5.1	0.9
Mental retardation	13.2	29.1	51.7	6.1
Emotional disturbance	26.8	23.4	31.8	18.1
Multiple disabilities	12.1	16.0	45.5	26.4
Hearing impairments	42.3	20.0	22.5	15.3
Orthopedic impairments	46.4	23.4	24.3	6.0
Other health impairments	45.1	33.9	16.7	4.4
Visual impairments	50.5	20.1	16.0	13.4
Autism	24.3	15.3	46.4	14.0
Deaf-blindness	18.1	9.9	34.2	37.8
Traumatic brain injury	32.3	27.9	29.4	10.4
Developmental delay	46.4	29.9	22.3	1.3

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

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

- The percentage of students in each educational environment varies by disability category:
 - Students with speech or language impairments are most likely to be educated with their nondisabled peers. They are also the least likely to be educated in the most restrictive, separate environments.
 - Students with multiple disabilities, mental retardation, or deaf-blindness are the least likely to be educated in the most inclusive environments, that is, outside the regular classroom less than 21 percent of the day.
 - Students with deaf-blindness or multiple disabilities are most likely to be educated in separate environments.

Figure 1-35. Percentage of Students Ages 6 Through 12 Included in the Regular Classroom 100 Percent of the Time, by Disability Category^{a/,b/}: 2001



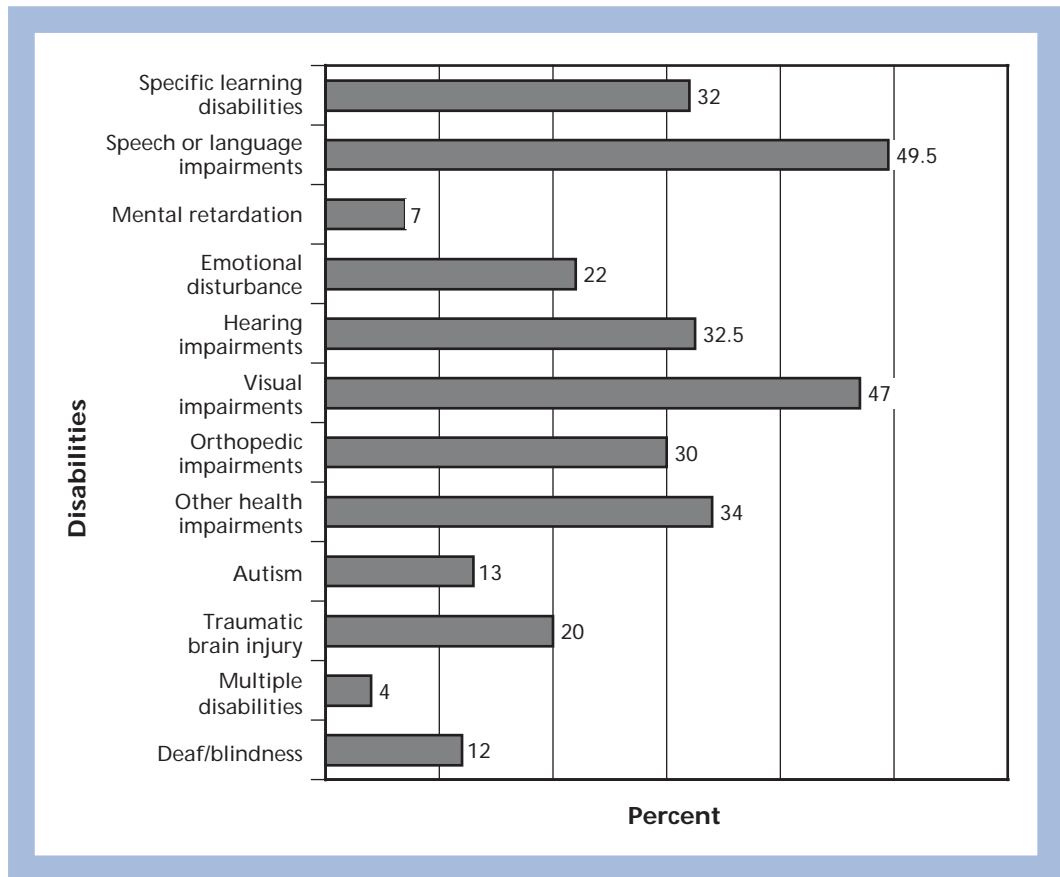
a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf-blindness to report.

Source: SEELS School Survey.

- Overall, 28 percent of students with disabilities ages 6 through 12 are served in the regular education classroom 100 percent of the time (SEELS School Survey).
- Students with speech/language impairments are most commonly served in the regular education classroom 100 percent of the time (55 percent).
- Students with mental retardation and multiple disabilities are most rarely served in the regular education classroom 100 percent of the time (7 percent and 5 percent, respectively).

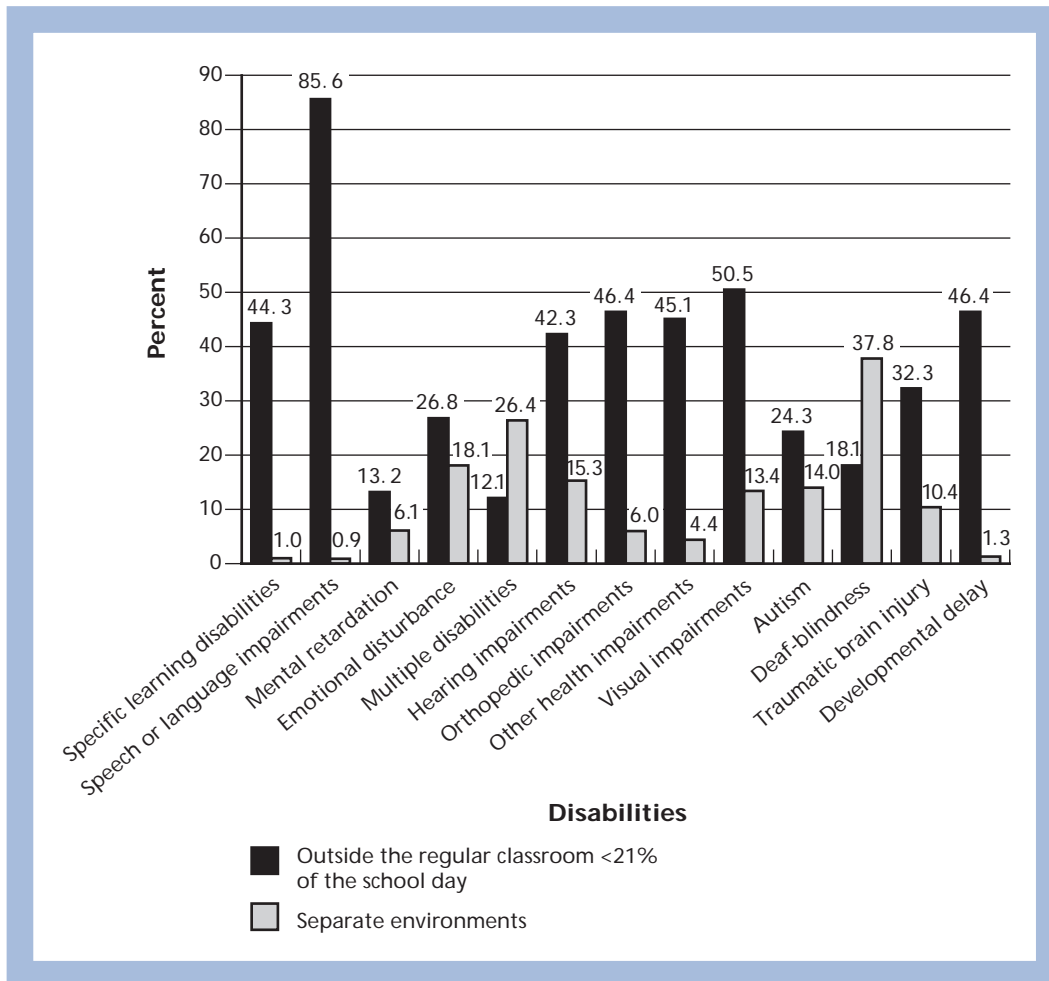
Figure 1-36. Percentage of Students with Disabilities Ages 13 Through 17 Included in the Regular Classroom 100 Percent of the Time, by Disability: 2002



Source: NLTS2 School Survey.

- Overall, 28.2 percent of students with disabilities ages 13 through 17 are served in the regular classroom 100 percent of the time (NLTS2 School Survey).
- In a comparison of school data collected in 1987 (NLTS) and 2002 (NLTS2), students ages 15 through 19 with disabilities were about equally likely to receive some instruction in general education classes (83 percent vs. 88 percent); however, they were much less likely to spend any time in a special education class (90 percent vs. 70 percent). This suggests that a larger proportion of the school day was spent in general education in 1987 than in 2002.
- In 2002, students with disabilities were more likely to be attending regular public schools (94 percent in NLTS2 vs. 90 percent in NLTS) than in 1987.
- Students with disabilities were much more likely in 2002 than in 1987 to be taking courses that prepared them for postsecondary education, including mathematics (92 percent vs. 72 percent), science (83 percent vs. 50 percent), social studies (88 percent vs. 74 percent), and foreign language (21 percent vs. 5 percent). They were less likely to take vocational education (61 percent vs. 76 percent) (2002 data are from the NLTS2 School Survey; 1987 data are from NLTS).
- According to the NLTS2 School Survey and the SEELS School Survey, students in seven disability categories ages 13 through 17 were included in the regular classroom 100 percent of the time more often than students in those categories ages 6 through 12 (see Figure 1-35). The largest percentage difference was for those with visual impairment at 19 percent.

Figure 1-37. Percentage of Students with Disabilities Ages 6 Through 21 Educated Outside the Regular Classroom Less Than 21 Percent of the School Day and in Separate Environments: 2000

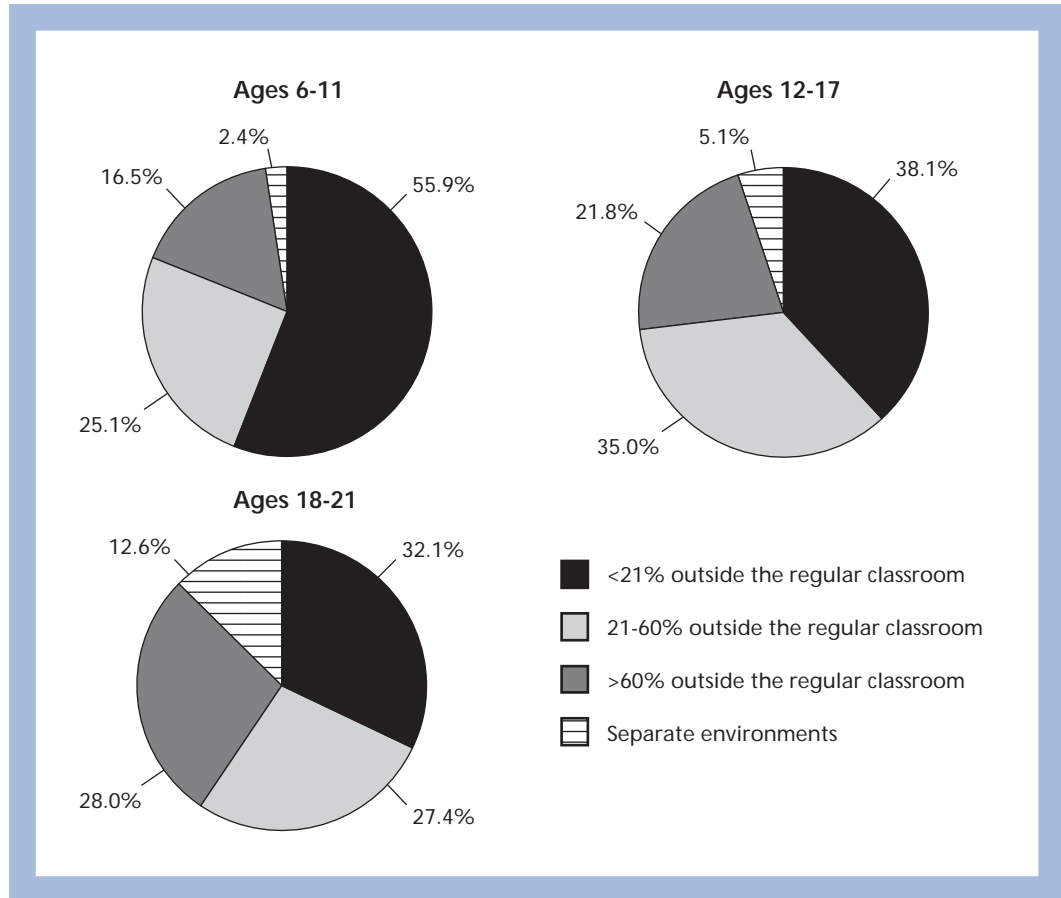


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB2 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- As might be expected, students with severe disabilities are more likely to be educated outside the regular classroom for longer periods of the day. Less than one-quarter of students with mental retardation, multiple disabilities, autism, or deaf-blindness spend less than 21 percent of the school day being educated outside the regular classroom.
- Students with speech or language impairments are most likely to be educated in the regular classroom for longer periods of the day. A total of 85.6 percent of students with this type of disability spend less than 21 percent of the school day being educated outside the regular classroom.
- Students with the most severe types of disabilities are more likely to be educated in separate environments. A total of 37.8 percent of students with deaf-blindness, 26.4 percent of students with multiple disabilities, and 18.1 percent of students with emotional disturbance are educated principally in separate environments.
- Very small percentages of students with specific learning disabilities, speech or language impairments, or developmental delay are educated in separate environments (approximately 1.0 percent of students within each of these disabilities).

Where are students of different ages served?

Figure 1-38. Percentage of Students with Disabilities Educated in Various Environments, by Age Group: 2000



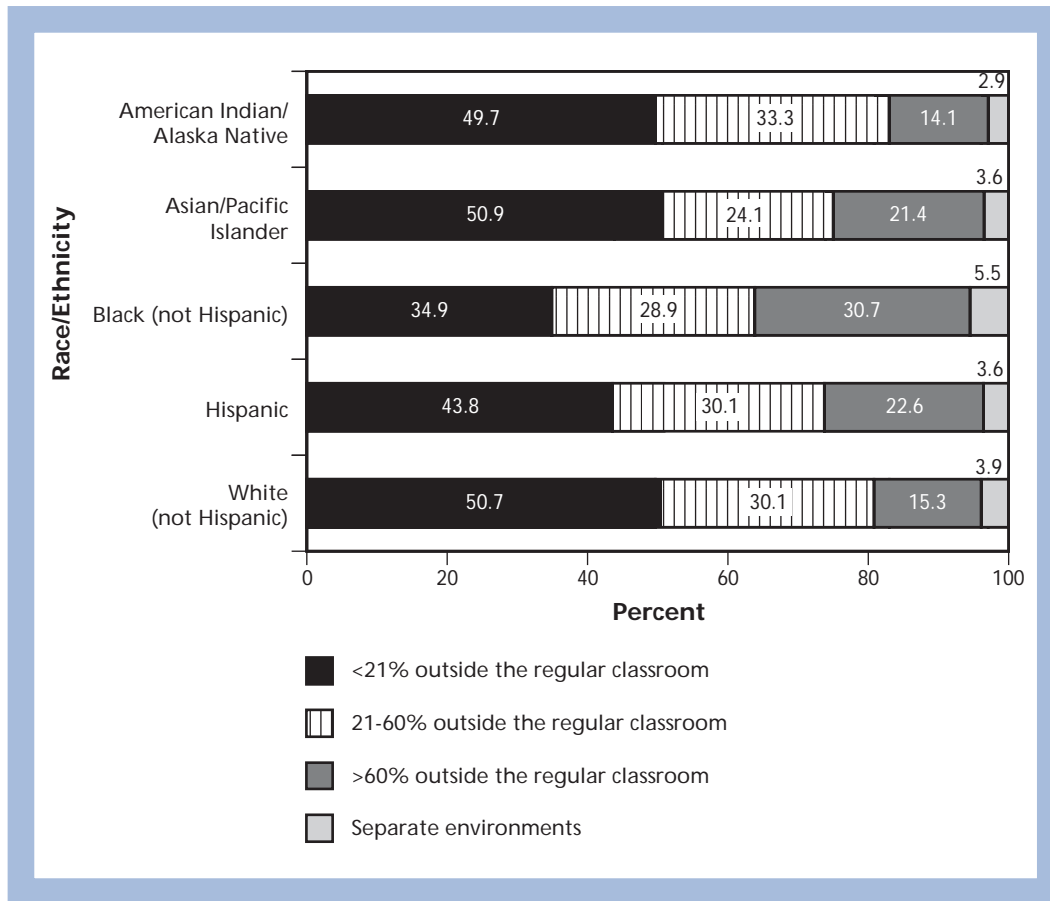
a/ Separate environments include public and private residential facilities, public and private separate facilities, and homebound/hospital environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Tables AB3, AB4, AB5 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Younger students with disabilities are more likely to be educated for more of the school day in the regular classroom. Fifty-six percent of students ages 6 through 11 with disabilities are educated less than 21 percent of the time outside the regular classroom, while 38 percent of those ages 12 through 17 and 32 percent of those ages 18 through 21 are educated less than 21 percent of the time outside the regular classroom.
- A much higher percentage of older students with disabilities are being educated in separate environments (13 percent of those in the 18-through-21 age groups as opposed to 2 percent of those in the 6-through-11 age group and 5 percent of those in the 12-through-17 age group).

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

Figure 1-39. Percentage of Students with Disabilities Ages 6 Through 21 Being Educated in Different Educational Environments, by Race/Ethnicity: 2000-01

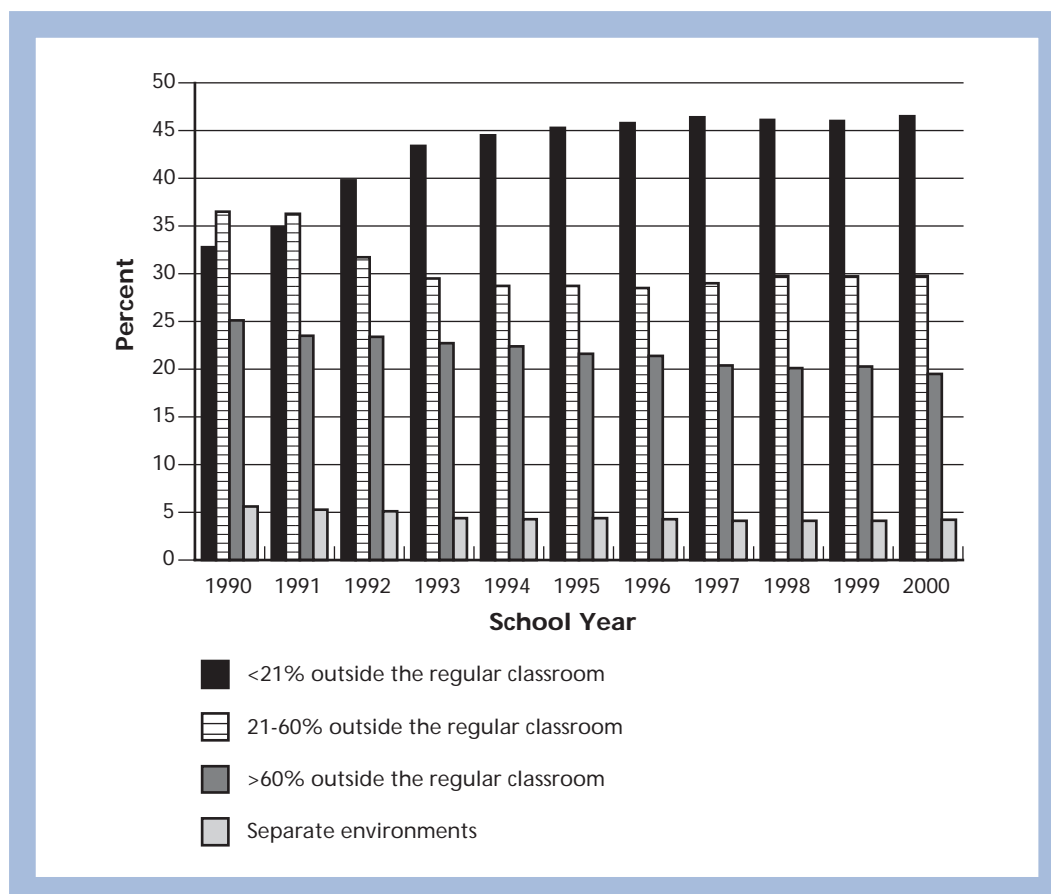


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB10 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Educational environments differ by race/ethnicity. Black students with disabilities are the least likely of any racial/ethnic group to be educated inside the regular classroom. Fifty one percent of Asian/Pacific Islander and white students with disabilities are educated outside the regular class less than 21 percent of the day compared to 35 percent of black students with disabilities.
- Black students with disabilities are more likely than American Indian/Alaska Native or white students to be educated outside the regular classroom more than 60 percent of the school day. Thirty one percent of black students with disabilities are educated outside the regular classroom more than 60 percent of the day compared to 14 percent of American Indian/Alaska Native students with disabilities and 15 percent of white students with disabilities.
- Less than one-half of Hispanic students and approximately one-third of black students with disabilities are being educated less than 21 percent outside the regular classroom.

Have educational environments for students with disabilities changed in the past 10 years?

Figure 1-40. Educational Environments for Students with Disabilities From 1990 to 2000



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB7 I in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

The trend over the past 10 years has been to serve more children in less restrictive environments. From 1990 to 2000:

- The percentage of students being educated outside the regular class less than 21 percent of the day increased from 33 percent to 46 percent.
- In comparison, the percentage of students being educated in all other environments decreased. The percentage served outside the regular classroom 21 percent to 60 percent of the school day decreased from 36 percent to 30 percent, the percentage served outside the classroom more than 60 percent of the school day decreased from 25 percent to 20 percent, and the percentage of students educated in separate environments decreased from 6 percent to 4 percent.

What supports are available to students with disabilities so they can access the general education curriculum?

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

Strategies	Large extent	Moderate extent	Small extent	Not at all
Curriculum modification	51	34	13	3
Instructional modification and adaptation	51	38	11	1
Alternative grouping strategy	30	39	23	8
Cooperative learning	28	46	20	6
Peer tutoring	21	36	38	5
Multiage classrooms	9	14	19	56
Student(s) followed for multiple years	8	10	20	62
Cross-grade grouping	8	16	32	44

Source: SLIIDEA School Survey.

- According to principals, teachers in their school use a variety of teaching strategies to support special education students' access to the general curriculum. More than 80 percent of all schools use modification and adaptation of curriculum and instruction to a moderate or large extent.
- Teachers may also modify the structure of the class to support special education students' access to the general education curriculum. About 70 percent of schools use alternative grouping and cooperative learning strategies, and 57 percent use peer tutoring strategies to a moderate or large extent. Less than 25 percent of schools use multiage classrooms, curriculum looping, or cross-grade grouping to facilitate access to the general education curriculum.

Table 1-11. Percentage of Schools Reporting Use of Support Services by One or More Students with Disabilities: 1999–2000

Support system	One or more students with disabilities used service
Speech or language therapy	89
Occupational therapy	71
Family training, counseling and other support	56
Nursing service/health service	52
Psychological service	51
Physical therapy	51
Special transportation	50
Social work services	49
One-to-one paraeducator/assistant	49
Assistive technology service/device	45
Tutoring	43
Adaptive physical education	42
Service coordination/case management	41
Audiology/hearing service	37
Vision services	26
Communication service	17

Source: SLIIDEA School Survey.

- Schools use a variety of related services and accommodations to support students with disabilities' access to the general education curriculum. The most commonly reported supports are speech or language therapy (89 percent) and occupational therapy (71 percent).
- A little over half of the schools provided family training and counseling services (56 percent), nursing services (52 percent), psychological services (51 percent), physical therapy (51 percent), and special transportation services (50 percent) to support students with disabilities.

Educational Outcomes for Students with Disabilities

How often are students with disabilities retained in grade?

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

Grade	Age								
	6	7	8	9	10	11	12	13	14
Ungraded	12	3	3	2	2	2	1	1	
1st	88	86	32	2					
2nd		10	60	31	2				
3rd			4	61	35	5	1		
4th				4	58	38	6		
5th					2	50	34	4	1
6th						5	53	45	14
7th							5	45	83
8th								4	3
Multigrade		1							
Total	100	100	100	100	100	100	100	100	100

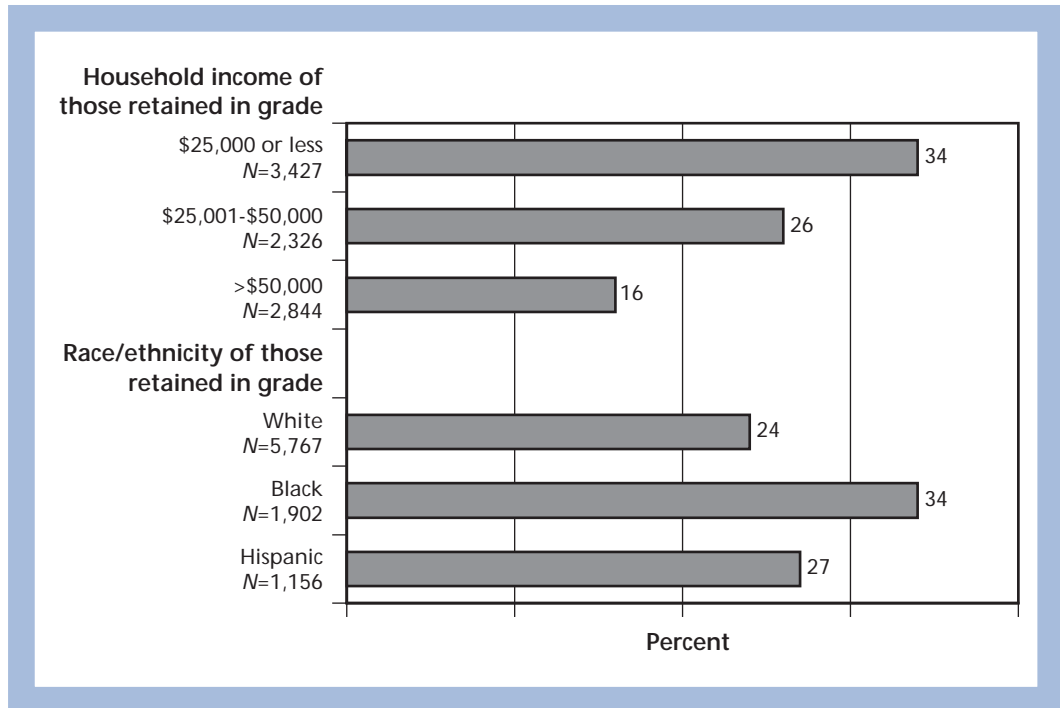
Source: SEELS School Survey.

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

- Elementary and middle school students with disabilities often do not move from grade level to grade level with their nondisabled peers; that is, they are held back a grade at least once or start school later than nondisabled students. For example, the average 9-year-old is in the fourth grade; however, only about 4 percent of 9-year-old students with disabilities are in the fourth grade.
- Especially in their early elementary careers, students with disabilities tend to be classified as “ungraded.”
- Parents report that 26 percent of elementary and middle school students with disabilities have been retained in grade (SEELS School Survey).

What are the household income and race/ethnicity of students with disabilities retained in grade by percentage?

Figure 1-41. Parents' Reports of Students Ever Being Retained in Grade, by Household Income and Race/Ethnicity: 2000-01



Source: SEELS Parent Survey.

- Thirty-four percent of students with disabilities with a household income of \$25,000 or less had ever been retained in grade, while only 16 percent of students with disabilities with a household income of more than \$50,000 ever had been retained in grade.
- A lower percentage of white and Hispanic students had ever been retained in grade (24 percent and 27 percent, respectively), while 34 percent of black students with disabilities had been retained in grade.

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

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

Source: NLTS2 School Survey.

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

- According to NLTS2, secondary students with disabilities are frequently retained in grade at least once. While the typical 15-year-old is in 10th grade, only 14.1 percent of 15-year-old students with disabilities are in 10th grade.
- Parents of secondary students with disabilities report that 36 percent of these students have repeated a grade some time in their school enrollment (NLTS2 Parent Survey).
- In 1987, 32 percent of high school students with disabilities were at the typical grade level for their age (NLTS), while in 2001 this proportion was 53 percent (NLTS2 School Survey).

How do students with disabilities perform academically?

Figure 1-42. Performance of Students with Disabilities Ages 6 to 12 on Standardized Assessments of Letter-Word Identification Skills (Percentage in Each Percentile Rank Range), by Gender, Age, Income, and Race/Ethnicity^{a/,b/}: 2001



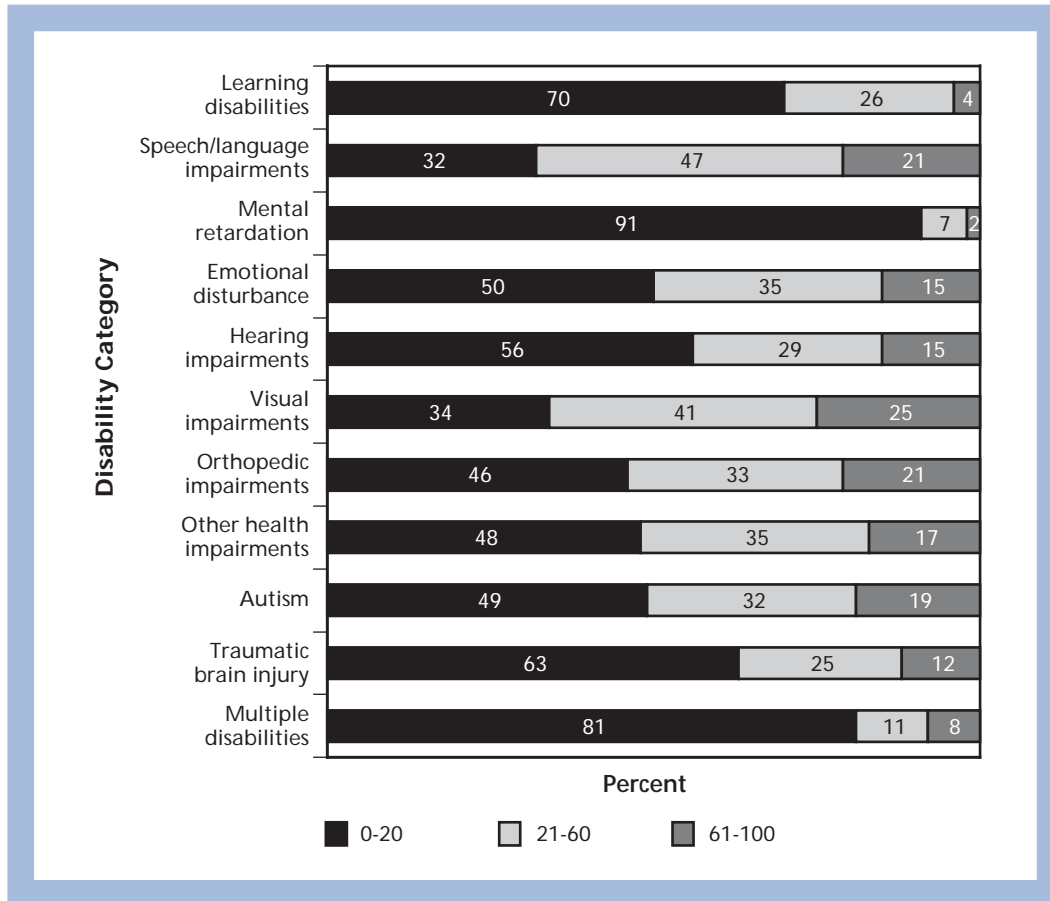
a/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

b/ Letter-Word Identification – Measures the student's reading skills in identifying isolated letters and words. It is not necessary that the student knows the meaning of any words correctly identified.

Source: SEELS Direct Assessment.

How do students with disabilities perform academically?

Figure 1-43. Letter-Word Identification (Percentage in Each Percentile Rank Range), by Disability Category ^{a/b/} for Elementary and Middle School Students with Disabilities, Ages 6 Through 12^{c/d/}: 2001



a/ SEELS did not sample students with developmental delay.

b/ There were too few cases of deaf/blindness to report.

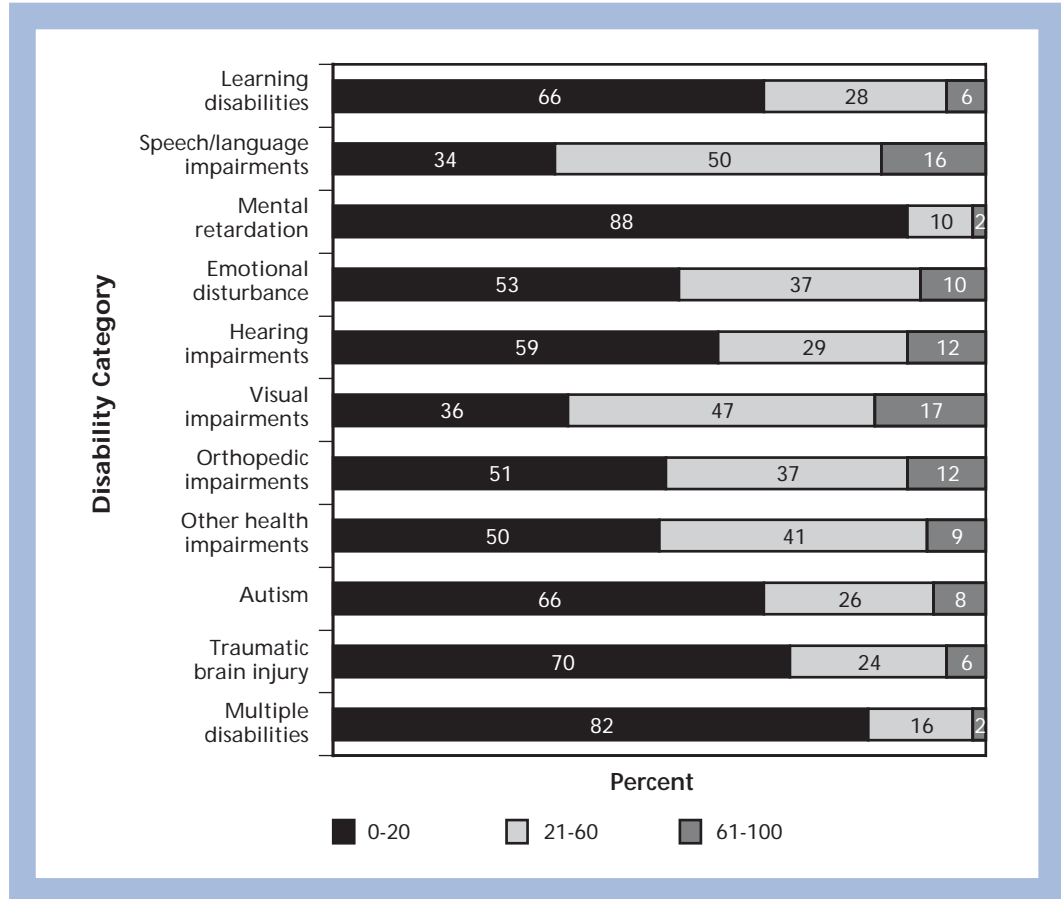
c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Letter-Word Identification – Measures the student's reading skills in identifying isolated letters and words. It is not necessary that the student knows the meaning of any words correctly identified.

Source: SEELS Direct Assessment.

How do students with disabilities perform academically?

Figure 1-44. Passage Comprehension (Percentage in Each Percentile Rank Range), by Disability Category^{a/,b/} for Elementary and Middle School Students with Disabilities, Ages 6 Through 12^{c/,d/}: 2001



a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf/blindness to report.

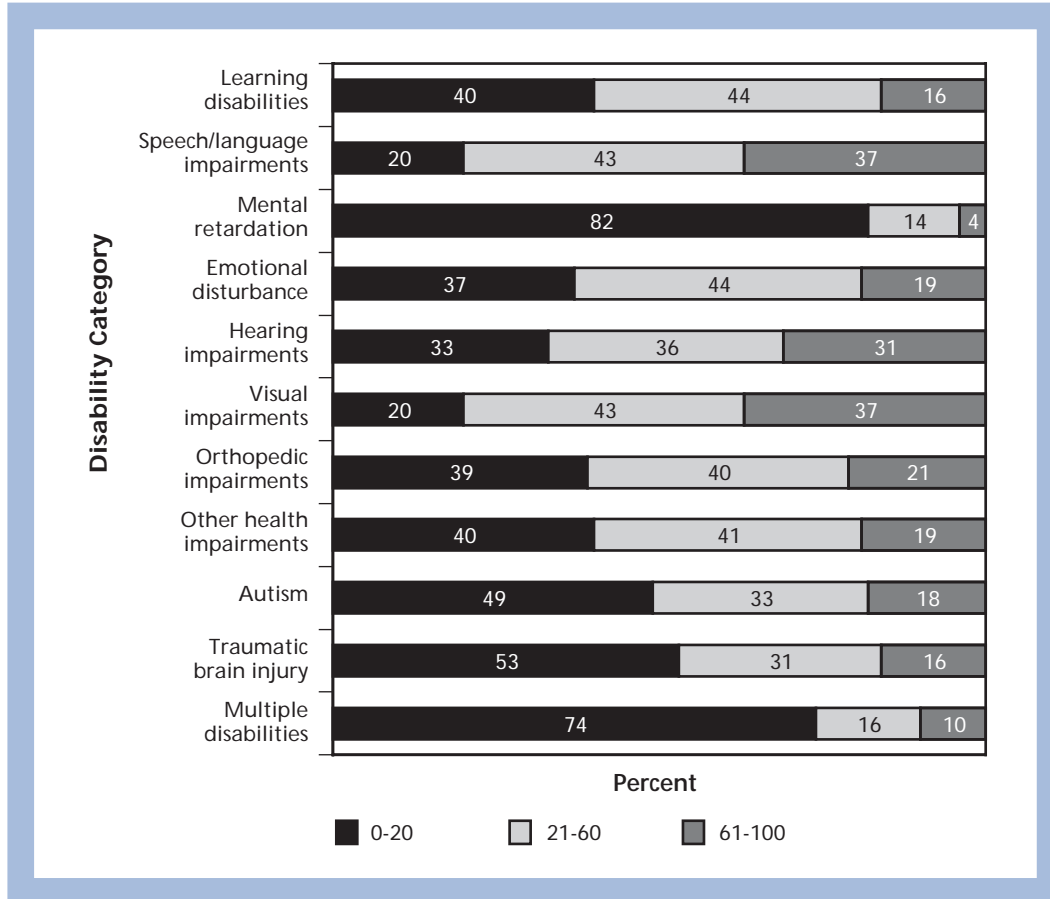
c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Passage Comprehension – Measures the student's skill in reading a short passage and identifying a missing key word (i.e., a fill in the blank procedure); student must exercise a variety of comprehension and vocabulary skills.

Source: SEELS Direct Assessment.

How do students with disabilities perform academically?

Figure 1-45. Calculation (Percentage in Each Percentile Rank Range), by Disability Category^{a/,b/} for Elementary and Middle School Students with Disabilities, Ages 6 Through 12^{c/,d/}: 2001



a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf/blindness to report.

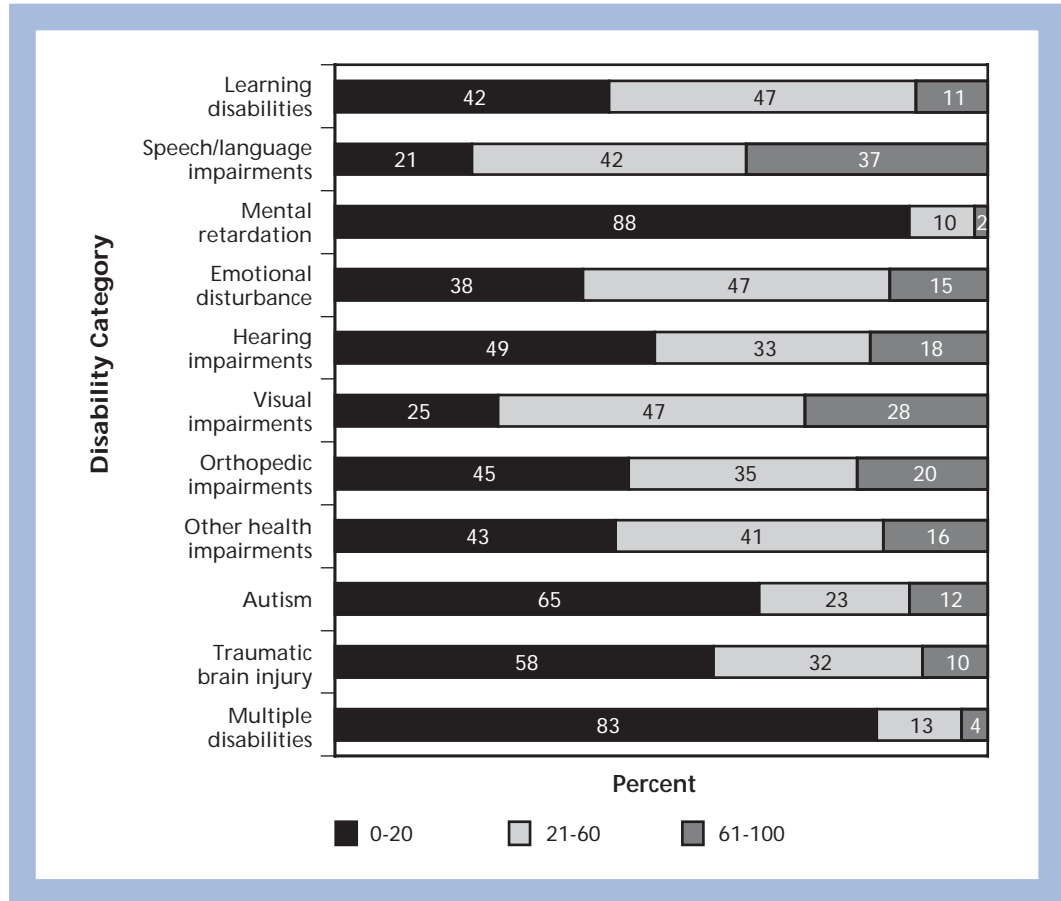
c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Calculation – Measures the student's ability to perform mathematical calculations ranging from simple addition to calculus; student is not required to make any decisions about what operations to use or what data to include.

Source: SEELS Direct Assessment.

How do students with disabilities perform academically?

Figure 1-46. Applied Problems (Percentage in Each Percentile Rank Range), by Disability Category^{a/,b/} for Elementary and Middle School Students with Disabilities, Ages 6 Through 12^{c/,d/}: 2001



a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf/blindness to report.

c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Problem Solving – Measures the ability to analyze and solve problems in mathematics; student must decide not only the appropriate mathematical operations to use but also which of the data to include in the calculation.

Source: SEELS Direct Assessment.

- According to SEELS, among students ages 6 through 12 from the various disability categories, there is great diversity in standardized scores for both reading and mathematics. Some students in each disability category achieve reading and/or math scores at, or close to, those of their same-age peers without disabilities. However, many have not yet become proficient. With the exception of the speech/language impairments and visual impairment

categories, nearly 50 percent or more of students in the other disability categories scored at or below the 20th percentile on measures of reading (decoding and comprehension). Overall, students with disabilities receive higher scores on standardized tests of mathematics than reading skills.

- Sixty seven percent of students with disabilities from low-income households (\$25,000 or less) had scores at or below the 20th percentile for letter/word identification. Thirty eight percent of the students from households with over \$50,000 income had scores at or below the 20th percentile.
- Nearly three-fourths or more of students in the mental retardation or multiple disabilities categories scored in the lowest performance range (below the 21st percentile) on the passage comprehension, letter/word identification, mathematical calculation, and applied problem assessments.

Table 1-14. Average Scores and Performance Levels of Fourth- and Eighth-Grade Students on NAEP 2000 and 2002 Reading Assessments, by Disability Status

2000 and 2002 Grade 4 Average Scale Scores and Percent At or Above Basic and At or Above Proficient ^{a/}								
	N		Mean		% at or above basic ^{b/}		% at or above proficient	
	2000	2002	2000	2002	2000	2002	2000	2002
Students with disabilities	317	11,984	167	187	22%	30%	8%	9%
Students without disabilities	7,757	128,593	217	221	62%	67%	31%	33%

2002 ^{c/} Grade 8 Average Scale Scores and Percent At or Above Basic and At or Above Proficient ^{a/}				
	N	Mean	% at or above basic ^{b/}	% at or above proficient
Students with disabilities	10,220	228	36%	6%
Students without disabilities	104,956	268	79%	35%

a/ Results for the sample of students with IEPs cannot be generalized to the total population of students with IEPs.

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

c/ The NAEP reading assessment was not administered to eighth-grade students in 2000.

d/ NCES defines students with disabilities as those who have IEPs.

Source: NAEP, June 2003 (<http://nces.ed.gov/nationsreportcard>).

- Students with IEPs appear to have scored lower than did students without IEPs on the NAEP fourth-grade reading assessment in both 2000 and 2002.
- The scores of IEP students on the NAEP fourth-grade reading assessment appear to have improved between 2000 and 2002; that is, it appears that more students with IEPs scored at or above basic and at or above proficient.
- On the eighth-grade NAEP reading assessment, the proportion of students with IEPs who scored at or above basic appears to be less than half of the proportion of students without IEPs who scored at or above basic. When the proportions of both groups scoring at or above proficient are compared, the differences are greater with only 6 percent of students with IEPs scoring at this level compared to 35 percent of students without IEPs.

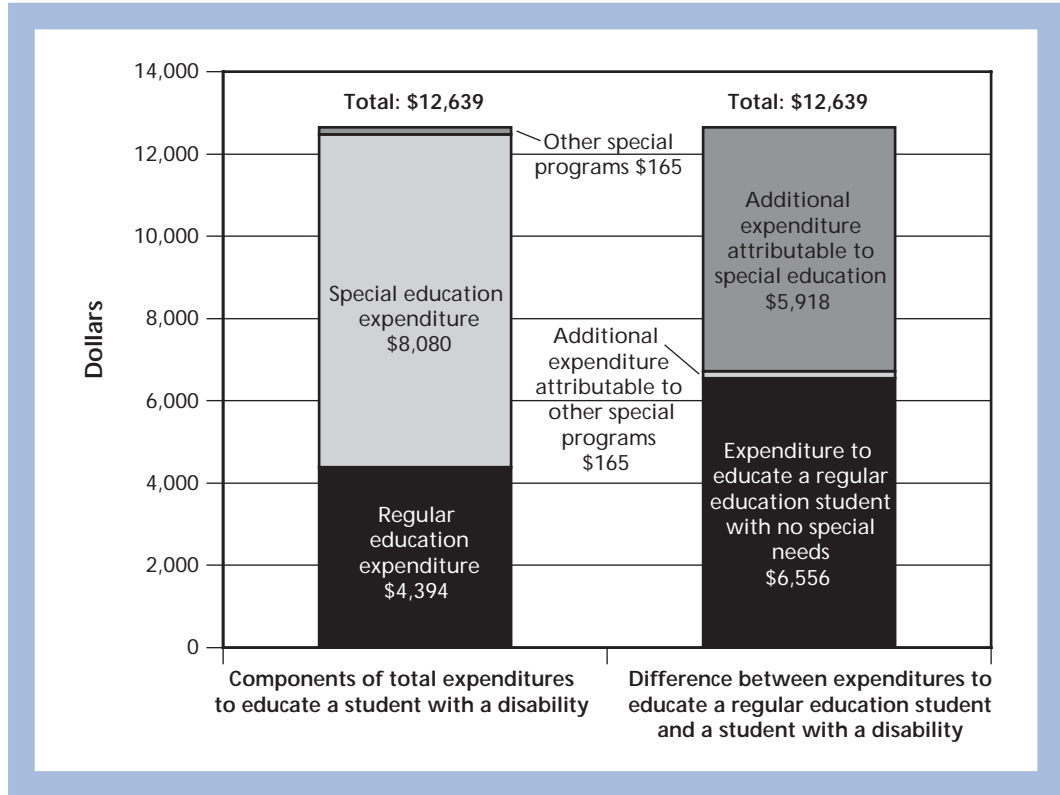
The National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics,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

During the 1999-2000 school year, the United States spent about \$50 billion on special education services. Another \$27.3 billion was expended on regular education services for students with disabilities eligible for special education, and an additional \$1 billion was spent on other special needs programs (e.g., Title I, English language learners, or gifted and talented education). Thus, total spending to educate all students with disabilities found eligible for special education programs was \$78.3 billion.

Expenditures for Special Education

What are the total expenditures to provide services to students with disabilities ages 6 through 21?

Figure 1-47. Calculation of Additional Expenditures for a Student with a Disability: 1999-2000

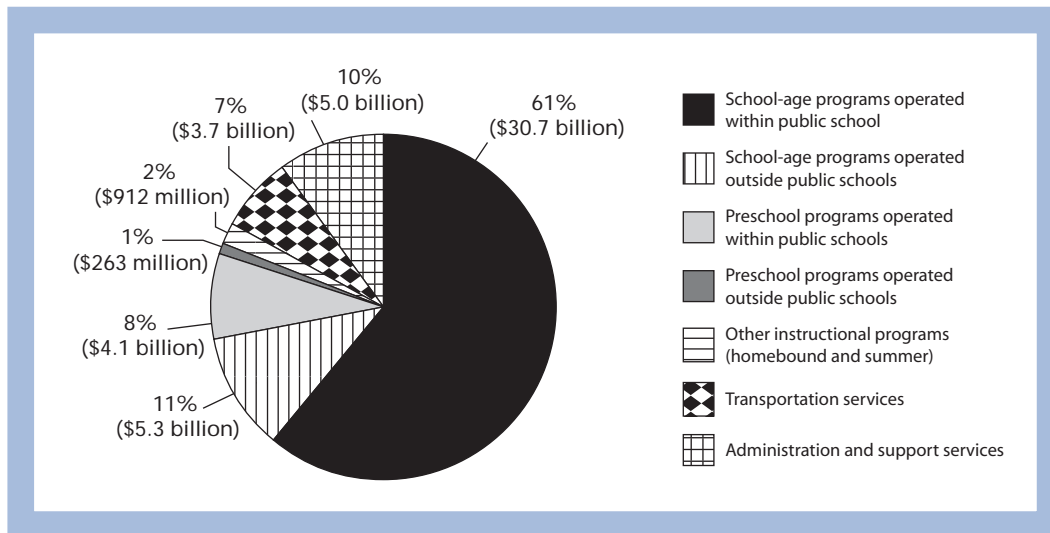


Sources: SEEP District and School Surveys.

- In per pupil terms, the total spending used to educate the average student with a disability is \$12,639. This amount includes \$8,080 per pupil on special education services, \$4,394 per pupil on regular education services, and \$165 per pupil on services from other special needs programs (e.g., Title I, English language learners, or gifted and talented education).
- The data derived from SEEP indicate that the base expenditure on a regular education student is \$6,556 per pupil. Comparing this figure to the average expenditure for a student eligible to receive special education services, the additional expenditure attributable to special education is to \$5,918 per pupil.

How are special education expenditures allocated?

Figure 1-48. Allocation of Special Education Expenditures: 1999-2000



Sources: SEEP District and School Surveys.

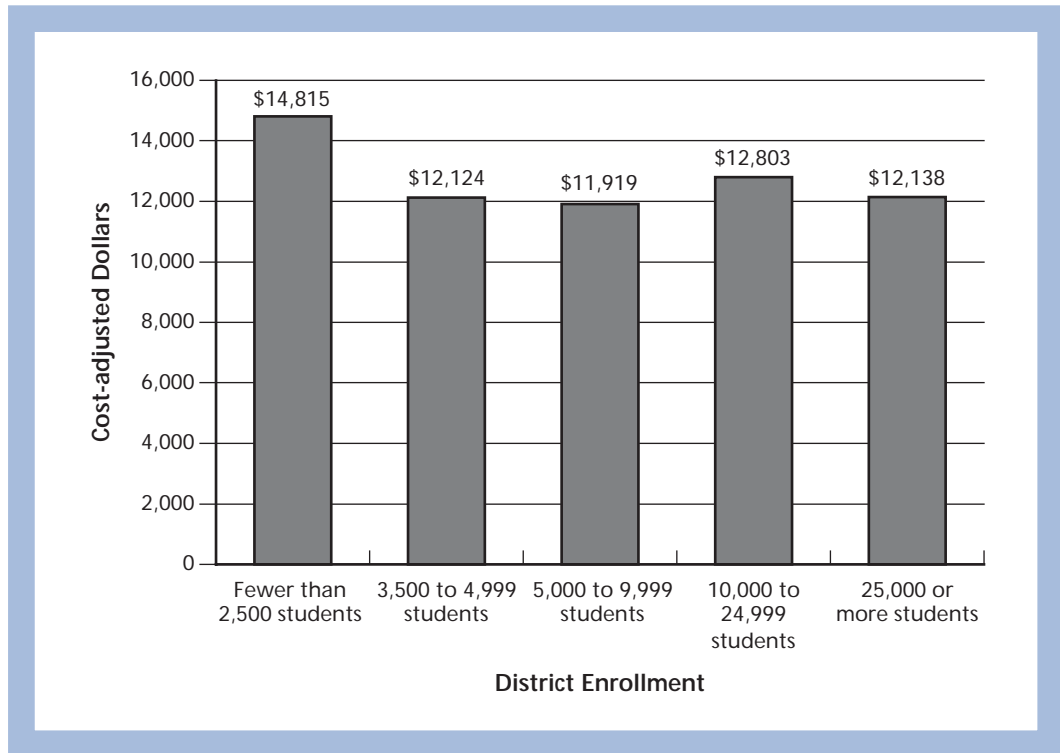
- Focusing on the \$50 billion of special education spending, it is useful to see how funds are allocated among different spending components. Special education spending includes central office administration and support of the program, direct instruction and related services for preschool (ages 3 through 5) and school-aged (ages 6 through 21) students, special education summer school, programs for students who are homebound or hospitalized, and special transportation services. The above figure shows the percentage and dollar amount of special education spending on each of these components.

How does spending on special education students vary across districts?

- According to the SEEP District Survey, the smallest districts reported a level of actual expenditure that is 14 percent higher than the actual expenditure in the districts with enrollment of 25,000 or more students (\$14,062 vs. \$12,309), and a cost-adjusted¹⁸ level of expenditure that is 22 percent higher (\$14,815 vs. \$12,138). While the differences based on actual expenditures are not statistically significant, the differences based on cost-adjusted expenditures are both economically and statistically significantly different from each other (economic significance indicates a difference large enough to have an effect on the levels of services being offered).

18 This adjustment compensates for differences in the prices paid for comparable resources used in providing special education services in different geographic locations throughout the United States.

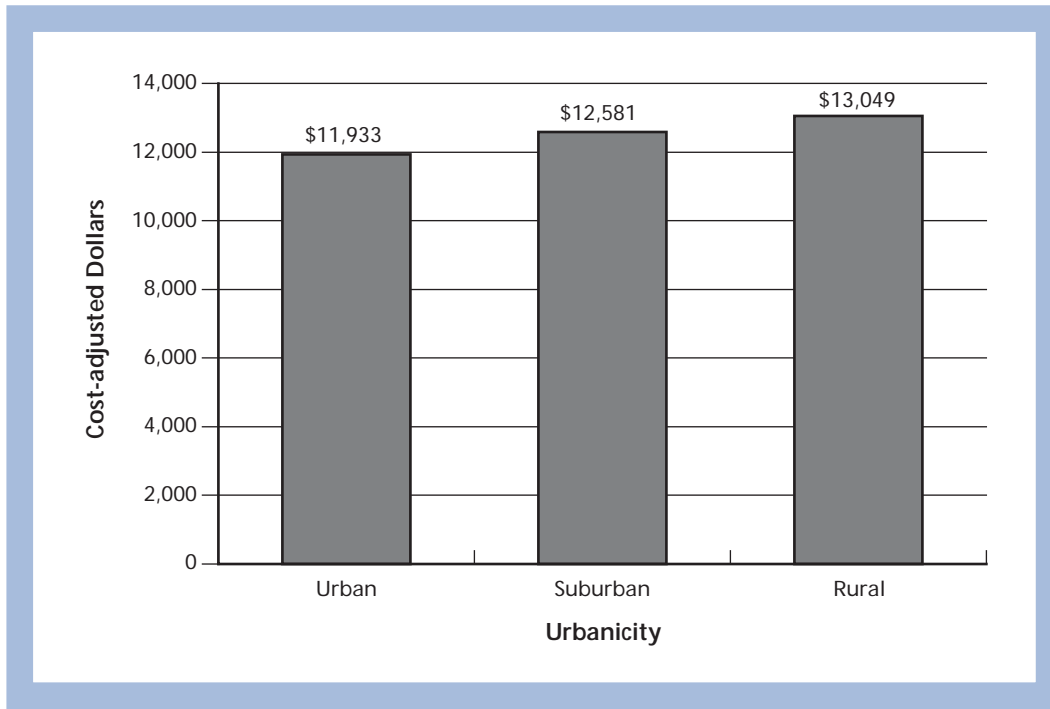
Figure 1-49. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Size of District Enrollment: 1999-2000



Sources: SEEP District and School Surveys.

- The spending ratio (relative spending on a special education student vs. regular education student) for the smallest districts is estimated to be 2.19, compared to a national average spending ratio of 1.90 (See Figure 1-47) (SEEP District and School Surveys).

Figure 1-50. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Degree of Urbanicity^{a/}: 1999-2000

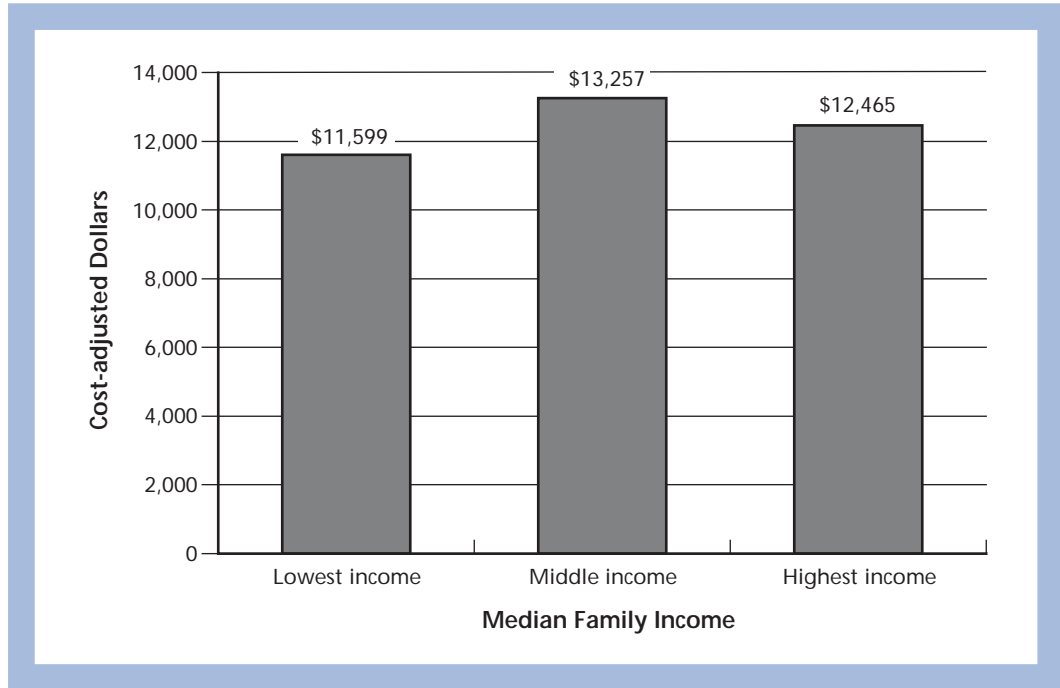


a/ The three categories represent a consolidated version for the locale type variable included with the Common Core of Data (CCD) published by NCES, 1999-2000.

Sources: SEEP District and School Surveys; CCD, NCES, 1999-2000.

- Rural districts spend the most in cost-adjusted dollars, and urban districts spend the least, with suburban districts in between .

Figure 1-51. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Median Family Income^{a/}: 1999-2000

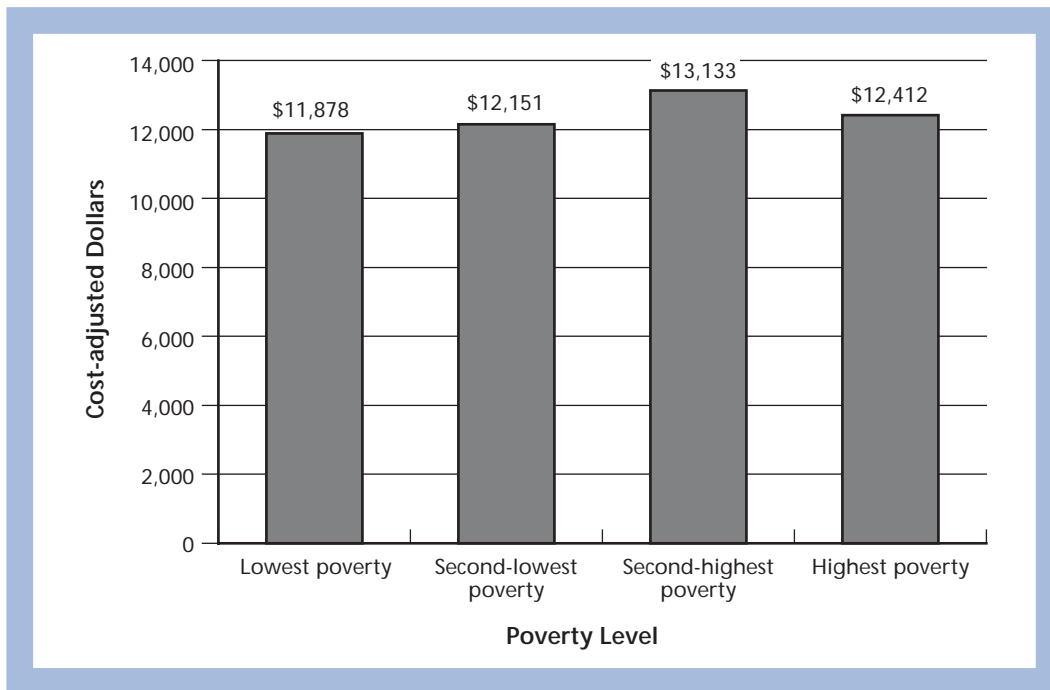


a/ This family income variable uses data from the 1990 U.S. Census organized by school district.

Sources:SEEP District and School Surveys; U.S. Census Bureau, 1990 (www.census.gov/hhes/www/income.html).

- The third of districts with the lowest median family income spend the least to educate a student with disabilities. Districts with middle-income families spend \$1,658 more per student than districts with the lowest income families .

Figure 1-52. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Student Poverty Level^{a/}: 1999-2000



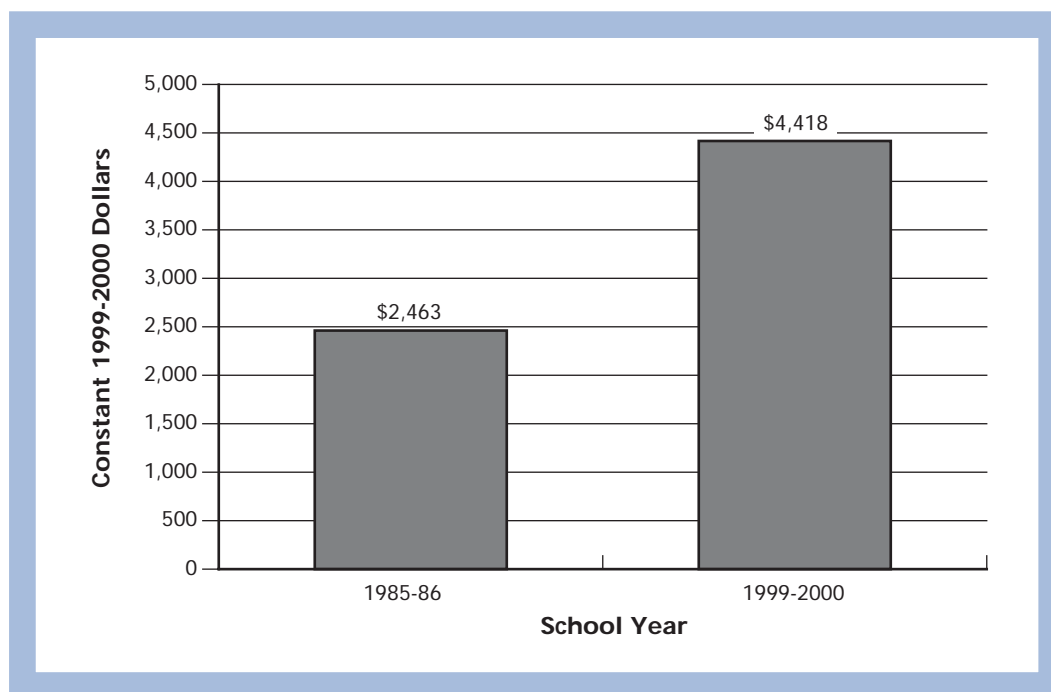
a/ Poverty is defined in terms of the percentage of students eligible for free or reduced-price lunch.

Sources:SEEP District and School Surveys.

- Low-poverty districts have the lowest spending ratios. No consistent positive or negative relationship is found for expenditures and districts' student poverty levels. However, low-poverty districts have the lowest spending ratios (relative spending on a special education student vs. regular education student): 1.72 compared to 1.86 for the second lowest quartile, and 1.97 and 1.98 for the two highest poverty quartiles (SEEP District and School Surveys).
- The spending ratio for the smallest districts is estimated to be 2.19, compared to a national average spending ratio of 1.90 (SEEP District and School Surveys).

What is being expended for special education transportation?

Figure 1-53. Changes in Expenditure Per Pupil on Special Transportation Services from 1985-86 to 1999-2000 (Expressed in Constant 1999-2000 Dollars)



Sources:SEEP District and School Surveys.

- Special education transportation expenditure per pupil in constant dollars (i.e., actual spending adjusted by the Consumer Price Index) has increased since the 1985-86 school year from \$2,463 to \$4,418 during the 1999-2000 school year, an increase of 80 percent. The per pupil spending on regular transportation rose from \$365 to \$442, an increase of 21 percent (SEEP District and School Surveys).
- Special transportation spending per pupil is nearly 10 times greater than spending on regular transportation. This represents an increase since 1985-86 when per pupil special transportation spending was around seven times more than that of regular transportation (SEEP District and School Surveys).
- During the 1999-2000 school year, the nation's school districts spent around \$13.1 billion on home-to-school and school-to-school transportation services for all K-12 students in public schools (SEEP District and School Surveys).
- The total expenditure on special transportation services is estimated to be about \$3.7 billion. This represents about 28 percent of the total school transportation expenditures in the United States and approximately 7 percent of the total spending on special education services (SEEP District and School Surveys).

Trends in School Exiting and Transition

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

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

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

a/ The percentage of students with disabilities who exit school with a regular high school diploma and the percentage who exit school by dropping out are performance indicators used by OSEP to measure progress in improving results for students with disabilities. The appropriate method for calculating graduation and dropout rates depends on the question to be answered and is limited by the data available. For reporting under the Government Performance 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. Not all states award a certificate of completion. In all years presented, Kansas, Massachusetts, New Jersey, Oklahoma, Texas, and Guam did not report any students receiving a certificate of completion. Since 1997, Minnesota has not reported any students receiving a certificate of completion. Since 1998, Arizona and Ohio have not reported any students receiving a certificate of completion. Prior to 1999, Pennsylvania did not report any students receiving a certificate of completion.

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

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

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

- In 2000-01, 47.6 percent of the students ages 14 and older with disabilities exited school with a regular high school diploma.
- From 1993-94 through 2000-01, there was little change in the relative standing of graduation rates for the various disability categories.
 - Students with visual impairments or hearing impairments consistently had the highest graduation rates.
 - Students with mental retardation or emotional disturbance consistently had the lowest graduation rates.

- From 1993-94 through 2000-01, the graduation rate improved for most disability categories.
 - The largest gains were made by students with autism and speech/language impairments. Notable gains were also made by students with deaf-blindness and multiple disabilities.
 - No meaningful change occurred in the graduation rate for students with mental retardation, orthopedic impairments, or other health impairments.

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

Table 1-16. Percentage^{a/} of Students Age 14 and Older with Disabilities Who Dropped Out of School: 1993-94 Through 2000-01

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 ^{b/}	1999-2000	2000-01
Specific learning disabilities	43.1	44.7	44.4	43.4	41.3	40.2	39.9	38.7
Speech/language impairments	49.3	51.4	50.4	48.0	44.5	40.9	39.3	39.7
Mental retardation	35.4	37.9	38.0	38.2	36.3	34.9	35.7	34.3
Emotional disturbance	67.8	69.2	69.9	69.2	67.2	65.5	65.2	65.1
Multiple disabilities	24.6	35.1	27.4	27.7	26.3	28.1	25.7	26.7
Hearing impairments	24.3	28.0	28.3	25.6	23.5	24.8	23.2	24.5
Orthopedic impairments	25.1	27.9	28.9	27.3	24.3	27.4	30.4	27.0
Other health impairments	37.4	38.1	36.8	37.8	34.9	36.3	35.2	36.2
Visual impairments	24.5	24.4	22.3	21.4	21.7	20.6	20.2	21.1
Autism	25.9	29.5	23.8	24.0	19.2	22.8	23.4	20.8
Deaf-blindness ^{c/}	24.5	25.5	12.8	27.3	11.8	25.0	25.4	22.9
Traumatic brain injury	28.2	32.9	30.7	29.6	26.1	27.2	28.8	28.9
All disabilities	45.1	47.0	46.8	45.9	43.7	42.3	42.1	41.1

a/ See note on previous table as to how percentage was calculated. The dropout rate is calculated in the same manner, but with the number of dropouts in the numerator. Students who moved and are not known to be continuing in an education program are treated as dropouts.

b/ 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.

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

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

- In 2000-01, 41.1 percent of the students ages 14 and older with disabilities exited school by dropping out.
- From 1993-94 through 2000-01, the percentage of students with disabilities dropping out decreased from 45.1 percent to 41.1 percent.
 - Students with visual impairments consistently had the lowest dropout rates.
 - Students with emotional disturbance consistently had the highest dropout rates.
 - In every year, students with emotional disturbance had a dropout rate that was substantially higher than the dropout rate for the next highest disability category.

- From 1993-94 through 2000-01, the dropout rate declined for students in most categories.
 - The improvement was most notable for students with autism and speech/language impairments. The dropout rate also notably declined for students with visual impairments and specific learning disabilities.
 - No meaningful change occurred in the dropout rate for students with hearing impairments.

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

Table 1-17. Percentage^{a/} of Students Age 14 and Older with Disabilities Who Graduated with a Standard Diploma or Dropped Out, by Race/Ethnicity: 2000-01

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

a/ 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. Not all states award a certificate of completion. In 2000-01, Arizona, Kansas, Massachusetts, Minnesota, New Jersey, Ohio, Oklahoma, Texas, and Guam did not report any students receiving a certificate of completion.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AD4 in vol. 2. These data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- The graduation rate is 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 (47.6 percent) (see Table 1-15).
- The graduation rate is lowest for black students with disabilities (36.5 percent).
- The dropout rate is lowest for Asian/Pacific Islander (28.0 percent) and white students with disabilities (33.9 percent). Both rates are below the dropout rate for all students with disabilities (41.1 percent) (see Table 1-16).
- The dropout rate is highest for American Indian/Alaska Native (52.2 percent) students with disabilities.
- Black (44.5 percent) and Hispanic (43.5 percent) students with disabilities had similar dropout rates.

What procedures are used by states, local education agencies, and schools to prevent students with disabilities from dropping out of school?

Table 1-18. Percentage of States Reporting on Individual Schools' Dropout Rates for Students with and without Disabilities: 1999-2000 School Year

Practice	Percent	
State included dropout rates in school reports and ...		71
<i>Students with disabilities were included in calculation but not separately reported</i>	51	
<i>Rates were reported separately for students with disabilities</i>	18	
<i>Students with disabilities were not included in calculations and were not separately reported</i>	2	
State did not include dropout rates in its school reports		16
State did not issue school reports		12

Source: SLIIDEA State Survey.

- Almost three-fourths of the states (71 percent) issued individual school reports that included dropout rates.
- Of the 35 states that issued dropout reports, 25 states combined the dropout rates for general education students and students with disabilities; nine states reported rates separately for students with disabilities, and one state did not report the rates of students with disabilities.

Table 1-19. Percentage of Districts That Tracked Dropout Risk Factors for Students with Disabilities: 1999–2000

Risk Factors	Percent
Tracked any of the following factors <i>Tracked the following risk factors:</i>	60
Excessive absences	58
Significant discipline problems	53
One or more suspensions from school	48
Juvenile justice involvement	35
Previously retained in grade	32
Limited English proficiency	29
Older than norm for grade	28
Family or economic problems	26

Source: SLIIDEA District Survey.

- Sixty percent of districts track dropout risk factors for students with disabilities.
- The most commonly tracked risk factors are excessive absences (58 percent), significant discipline problems (53 percent), and suspensions (48 percent).

Table 1-20. Percentage of Schools Reporting Factors Used To Select Students for Participation in the School's Dropout Prevention Program—Middle and High Schools: 1999–2000

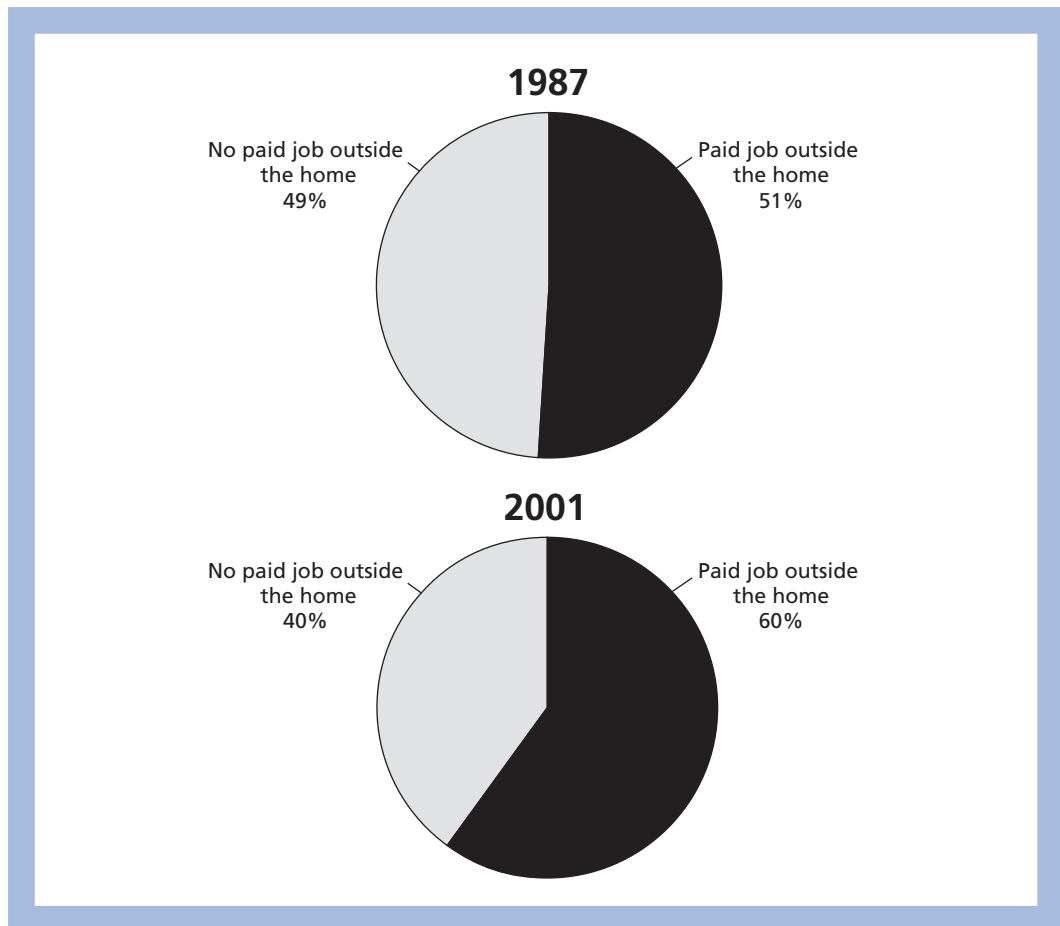
Factors	Percent
Academic performance	22
Absentee record	21
Counselor's referral	21
Teacher referral	19
Disciplinary problem	17
Student previously retained in grade	17
Parental request	16
Student older than norm for grade	16
Student request	13
Disability category	4

Source: SLIIDEA School Survey.

- Academic performance (22 percent), absentee record (21 percent), and counselor's referral (21 percent) are the most common factors used to select students for participation in a middle or high school dropout prevention program.
- A student's disability category is the least likely reported factor (4 percent) used to select students for participation in a school's dropout prevention program.

What do we know about the employment of older students with disabilities?

Figure 1-54. Employment of Students Ages 15 Through 17 with Disabilities in 1987 and 2001



Sources: NLTS Parent Survey; NLTS2 Parent Survey.

- According to NLTS2, among 15- to 17-year-olds in 2001, 60 percent had worked in 2000, a rate similar to the general population and up from 51 percent ($p < .01$) in 1987.
- The percentage of employed youth ages 15 through 17 making at least minimum wage is equal to the percentage not making minimum wage (NLTS2).
- The percentage of employed youth ages 15 through 17 making above minimum wage increased from 41 percent in 1987 to 68 percent in 2001 ($p < .001$) (NLTS2).

What transition services are available to help students with disabilities move from secondary school to adult life?

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

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

Source: SLIIDEA School Survey.

- Most districts offer a range of services to assist the transition of students with disabilities to adult life. More than 90 percent of all high schools offer a formal assessment of career skills or interests, career counseling, job readiness or prevocational training, instructions in job searching and other similar services, as well as counseling and support regarding postsecondary institutions.
- Between 80 percent and 90 percent of high schools offer community work experience, community work exploration, referrals to potential employers, and specific job skills training.
- Fewer than 80 percent of high schools provide job coaches who work with employers, job coaches who monitor performance, or a self-advocacy curriculum.

Workforce

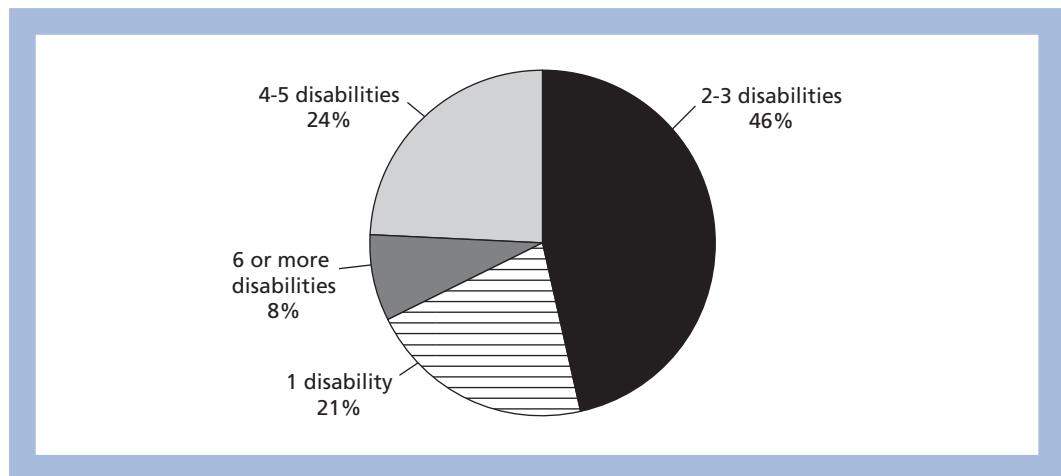
Who provides services to 6- through-21-year-olds with disabilities?

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

Demographics	Special Education Teacher	General Education Teacher	Paraprofessional	Speech-Language Pathologist
Sex: Female	85%	76%	94%	96%
Race/ethnicity: White	86%	88%	78%	94%
Identifying themselves as having a disability	14%	6%	5%	5%
Mean age	43	43	44	43

Source: SPeNSE Service Provider Survey.

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



Source: SPeNSE Service Provider Survey.

- Today's special educators must be innovative, adaptive, and prepared to use an array of instructional approaches that suit students with a wide variety of needs.
- Almost 80 percent of special education teachers serve students with two or more primary disabilities, and 32 percent teach students with four or more different primary disabilities.
- On average, almost one-fourth of their students are from a cultural or linguistic group different from their own, and 7 percent of their students are English language learners (SPeNSE Provider Survey).

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