

Kansas Special Education Expenditure Project (SEEP)

Final Report

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Executive Summary

Background

The Kansas Special Education Expenditure Project provides special education expenditure information that is representative for the state of Kansas. The study, which began in January 2000, was conducted in tandem with the national Special Education Expenditure Project (SEEP), commissioned by the U.S. Department of Education, and with eight other state SEEP studies. The Kansas SEEP shares a common core of research questions and methods with the national and state studies, although many aspects of the study are specific to Kansas' interests and policy concerns.

Objective of the Study

The objective of the Kansas SEEP is to obtain special education spending estimates for the state, and to provide this information in light of various special education funding formulas that are currently in place across the nation. To these ends, this report presents both per student and total expenditure information, along with breakdowns of these costs by key variables such as age group, service or resource, category of disability, district type, educational environment, and "Abilities Index" score. This report also compares overall spending in Kansas with spending in other SEEP states and the nation so that Kansas may assess expenditure estimates in relation to other jurisdictions.

General Approach

Comprehensive in nature, the Kansas SEEP involves both self-administered surveys and the examination of existing documents and databases, at the state, district, and school levels. In order to ensure representation of the state as a whole, 34 districts and 100 schools were randomly selected across the state. District special education administrators, school administrators, staff knowledgeable about special education programs and services, general education teachers who interacted with special education students, special education teachers and related service providers, and special education aides were surveyed about how they spent their time and about the resources available in their classrooms. In addition, special education teachers and related service providers filled out surveys about special education students for whom they provided services. Documents and databases requested include budgets, salary reports, enrollment reports, personnel listings, rosters, and schedules.

Summary of Findings

Special education expenditures in Kansas tend to be slightly lower than the national average, as well as slightly lower than the other SEEP states. Across all students in the state, ages 3-22, the per student special education expenditure is \$7,511 and the per student general education expenditure for special education students is \$3,856, totaling \$11,367 per special education student. In contrast, the total national special education expenditure per student is \$12,474. The special education expenditure per school-aged student in Kansas is \$11,213 and per preschool student is \$12,476. Special education expenditures in Kansas tend to be low to average when compared to the other eight SEEP states.

The ratio of special education spending to general education spending for school-aged students in Kansas is approximately 1.89—almost identical to the national ratio of 1.90.

Total special education expenditures in the state (for all ages 3-22) amount to approximately \$450.7 million, with \$373.8 million spent on school-aged (ages 6-22) students and \$76.8 million for preschool (ages 3-5) students.

The disability category associated with the highest per student expenditure is autism, at \$20,740 per student. The disability category associated with the next highest cost is mental retardation, at \$11,736 per student.

The Kansas SEEP also provides special education expenditure information in light of various funding formulas that are currently in place across the nation. Using a resource-based special education funding formula, Kansas expenditures tend to be average among the states using this type of formula. The state's expenditures are lower than the average expenditures of states using the other three types of formulas (flat grant, pupil weight, and percent reimbursement).

I. Introduction

Overview of Study

In January 2000, the Kansas Department of Education, Office of Student Support Services, contracted with the Center for Special Education Finance at the American Institutes for Research (AIR) to conduct the Special Education Expenditure Project (SEEP). The purpose of this study is to obtain special education expenditure data representative of the state.

This study is being conducted in tandem with a national study of special education expenditures. The national study, of which Kansas is a participant, shares a common core of research questions with the Kansas study. Benefits of this parallel participation include the simultaneous production of comparable data from other states, school districts, and the nation as a whole. These data allow comparisons between Kansas and eight other states that contracted for similar SEEP studies, and between Kansas and the nation, using the same methodology across similar jurisdictions.¹ In addition to the eight other states that contracted for SEEP studies at the time of Kansas, two additional states and one major urban school district have since contracted with AIR to conduct such analyses.²

Kansas SEEP Research Questions

In contracting for this study, Kansas sought to examine a variety of issues associated with special education finance and spending. More specifically, state legislators and education administrators desired a straightforward accounting of what is actually spent on special education in the state in relation to funding, and how this spending is affecting general education. To these ends, the study addresses the following research questions:

1. What are the detailed average special education, general education, and total (special and general combined) education expenditures per special education student, and how do they vary by type of disability, age, or educational environment in Kansas?
2. What are the identification rates for students with specific types of disabilities?
3. What are the total and per student expenditures on the assessment of special education students, as provided by supplemental special education personnel?³
4. What are the total and per student expenditures for direct instruction and related service personnel?
5. What are the total and per student expenditures for indirect costs, such as administration and office support?

¹ The other eight states contracting for comparable SEEP studies are Alabama, Delaware, Indiana, Missouri, New Jersey, New York, Ohio, and Rhode Island.

² These are Maryland, Wyoming, and the Milwaukee Public School District.

³ This research question addresses the expenditures on assessment services provided by special education consulting teachers, psychologists, counselors, and social workers assigned to schools. Expenditures for assessment services provided by other personnel (i.e., district central office staff and general and special education teachers) are included in the expenditure data for district central office administration and support and for direct instruction and related service personnel. Thus, any data on assessment services in this report represent partial, not total, expenditures on assessment.

6. What are the total and per student expenditures on transportation for special education students?
7. What are the total and per student expenditures on programs and services for preschool special education students?
8. What are the total and per student general education expenditures for special education students? To what extent are general education resources used to serve special education students?
9. What is the ratio of spending on a special education student versus a general education student?
10. What is the total expenditure for special education services?

Context for the Study: The National SEEP

Interest and concern about special education finance policy are not unique to Kansas or the eight other SEEP states. Indeed, such concerns have increased across the states, as well as at the federal level, in recent years. According to *State Special Education Finance Systems and Expenditures, 1999-00* (Parrish and Anthony, 2001), “over one-half of the reporting states (29 of 46) have reformed the way they fund special education over the past six years. In addition, 46% of the reporting states (21 of 46) are considering future formula changes, and 12 of these are states that have already made changes in the past six years.” In addition, the reauthorized *Individuals with Disabilities Education Act* (IDEA-97) changed special education funding provisions at the federal level.

Special education expenditure data, however, have been generally lacking. Prior to the current national SEEP, the most recent national study on special education expenditures and their relationship to general education was conducted by Decision Resources Corporation for the 1985-86 school year (Moore et al., 1988). Reflecting the need for updated, comprehensive, and accurate information regarding special education expenditures and their relationship to general education, IDEA-97 required studies to measure and evaluate the impact of the IDEA and the effectiveness of state efforts to provide a free, appropriate public education to all children with disabilities (per Sections 618 of Part B and 674). Under this authorization, the Office of Special Education Programs (OSEP), U.S. Department of Education, funded the National Special Education Expenditure Project (SEEP)--the first national study of special education expenditures in 15 years.

The national SEEP will report per student and total special education expenditures, and will provide breakdowns by type of state, district, school, and student. It will also examine the relationship between student poverty and the level of spending for students with disabilities; expenditures relating to inclusion, assessment, and the provision of services to preschool children; as well as detailed analyses regarding the relationship between general and special education spending. Appendix A includes an in-depth list of the research questions addressed by the national SEEP.

Study Approach

The AIR research team utilized the data collection methods of the national SEEP, extending the Kansas sample size from 2 to 34 districts and from 3 to 100 schools. This sample, which was chosen randomly and stratified according to district size, ensured representation of the state as a whole. A brief description of the methods used in the Kansas SEEP follows.⁴ Appendix B provides the national SEEP sampling plan upon which the Kansas SEEP sampling plan is based, Appendix C describes the data collection methods in greater detail, and Appendix D provides detailed survey response rates by sample district and school.

Data Collection Procedures

The SEEP data collection included surveys and the examination of existing documents and databases collected from states, districts, and schools. The written surveys gathered information from staff most knowledgeable about special education programs and from general education staff who interacted with special education students. In addition, surveys for teachers, teacher assistants, and related service providers solicited information on how they spent their time, about their participation in professional development, and about the resources available in their classrooms.

AIR also requested documents and materials from states, districts, and schools in order to obtain information related to the use of special education resources. These materials included budgets, enrollment reports, personnel listings, rosters, and schedules.

In February of 2000, initial calls were made to directors of special education in the sample school districts to inform them of the study and provide further information, to obtain their approval and support, and to establish them as contacts for the district-level data collection. Surveys were then sent to the directors and district office staff, and the Kansas SEEP data collection officially began.

After the sample districts approved the study, AIR data collectors called the principals of the sample schools to request their participation. Following their approval, surveys were sent to the participating schools.

Data collectors used follow-up telephone calls, e-mails, and faxes to ensure that all survey items were clear and understandable. This strategy was crucial to the accuracy of the survey data obtained. Data collectors made follow-up calls to districts and schools through approximately August 2000, at which time the data collection officially ended.

The research team also used state fiscal, personnel, student, and transportation databases to complete information gaps in the survey data and to provide statewide numbers to inform and provide a context for the study.

⁴ These methods are described in more detail in the *Data Collection Report*, the *Preliminary Data Report*, and the original contract package previously submitted to the Kansas Department of Education.

The Resource Cost Model, or “Ingredients,” Approach⁵

The methods used in this project to measure special education spending are referred to as the “ingredients” approach, or the *Resource Cost Model* (RCM). The RCM represents a “bottom-up” approach to the collection of data on educational service delivery systems. It organizes information on resources according to the resulting services. These resources include the teachers or paraprofessionals providing these services, the class size or number of students receiving these services at the same time, special equipment, and supplies and materials. Services include classroom instruction, professional development, consultation of resource teachers with regular classroom teachers, pullout programs in resource rooms, integrated services provided in regular classrooms to students with special needs, and overall administration and support.

Role of the Kansas State Department of Education

AIR kept the Kansas Department of Education continually abreast of issues of concern during the data collection, primarily through the former Student Support Services Team Leader, Dr. Alexa Pochowski. AIR provided her with up-to-date response rates by district and school. When any of the sample districts hesitated to participate, she was notified and asked to step in as a liaison. Dr. Pochowski made many calls and sent letters of encouragement to the sample districts, and acted as a liaison between the AIR data analysis team and the Kansas Department of Education in our attempts to obtain state databases.

Organization of Report

This final report is a revised and expanded version of the Draft Final Report, submitted to the Kansas Department of Education on December 14, 2001.⁶ In addition to this introductory chapter, the report presents:

- Key findings of the study, presented in a series of descriptive data tables and text (Section II)
- Appendices, including research questions for the national SEEP and response rates for the Kansas data collection

⁵ For more detailed descriptions of the resource cost model applications, see Parrish (1994) and Chambers & Parrish (1994).

⁶ Earlier submissions to the Kansas Department of Education include the *Data Collection Plan*, submitted on April 30, 2000, and the *Preliminary Data Tabulation Report*, submitted on April 30, 2001.

II. Findings

Introduction

This section of the report presents empirical results of the Kansas SEEP data collection, and is divided into the following six sub-sections: summary results, personnel, transportation, the “Abilities Index,” total expenditures, and the Kansas customized report. Twenty-one tables are presented in this section, for which a brief introduction follows.

Exhibit I is a crosswalk between the research questions specified for this report and the tables that address them. As the crosswalk indicates, some of the research questions are addressed through more than one table, and several tables address more than one question.

Exhibit I.
Crosswalk between Research Questions and Tables

Research Questions	Table Number																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19a	19b	20	21	
1. What are the detailed average special education, general education, and total (special and general combined) education expenditures per student for special education students? How do these expenditures vary by type of disability, age group, or educational environment in Kansas?		X	X		X		X	X							X	X	X	X	X	X	X	X	X
2. What are the identification rates for students with specific types of disabilities?	X																X						
3. What are the total and per student expenditure on the assessment of special education students, as provided by supplemental special education personnel?																			X				
4. What are the total and per student expenditures for direct instruction and related service personnel?			X						X	*	*		X						X	X			
5. What are the per student expenditures for indirect costs such as administration and office support?																			X	X			
6. What are the total and per student expenditures on transportation for special education students?			X									X							X	X			
7. What are the expenditures on programs and services for preschool special education students?		X	X				X		X				X	X		X		X		X			
8. What are the total and per student general education expenditures for special education students? To what extent are general education resources used to serve special education students?		X			X		X	X	X							X	X					X	X
9. What is the ratio of spending on a special education student versus a general education student?				X	X	**																	
10. What is the total expenditure for special education services?		X																	X	X			

* Informs Table 9.

** Informs Table 4.

In preface to the tables, a few guiding principles and definitions require clarification:

- All tables pertain to the 1999-2000 school year, and data for both school-aged and preschool students are provided throughout the tables unless otherwise specified.
- For this report and in accordance with the IDEA, school-aged students are between the ages of 6-22 and preschool students are 3-5 years old. Unless otherwise noted, expenditures for school-aged and preschool students are combined.
- Two categories of school programs are shown. The majority of students are enrolled in programs in schools operated by the public school district in which they reside. When deriving expenditure estimates for this group of students, the SEEP includes state special education schools. The second category of school programs includes students who are placed in non-public institutions and agencies for which the home district pays tuition and fees or transfers funds. This category includes a small number of students who are placed in public school districts outside their district of residency, for whom the home district pays tuition or fees or transfers funds. Expenditure information for students in non-public institutions or agencies or for those placed in public school districts outside their district of residency are based upon survey responses as completed by the district of residency. (For example, the home district reports the total amount of tuition paid or amount of funds transferred per year for the student's placement.)
- Estimated average expenditures are based on rounded numbers and are not exact.
- Most special education students receive special and general education services. The expenditure estimates for these two categories of service are provided separately. The total expenditure for educating a student with a disability is also provided, which is the combined special and general education expenditures for a special education student.
- Expenditure data do not include costs for programs such as Title 1, English as a Second Language (ESL), or Gifted and Talented Education (GATE). These programs have been subtracted from spending estimates to provide more straightforward comparisons between general and special education spending.
- Five tables in this report compare data across the SEEP states, 2 of which also provide national data. National data available for the public at the time of this report are for all ages (3-22) only, and cannot be broken out by school-aged and preschool age ranges.

Summary Results

Counts of Kansas Special Education Students

Table 1 shows the number of school-aged and preschool special education students in Kansas for the school year 1999-2000, as well as the count of special education students for whom we had survey responses. These data are broken out by primary disability category or by school program. Preschool students are listed separately because they are not counted by primary category of disability.⁷ Homebound students and those in schools not operated by the public school district in which they reside are not disaggregated by disability because of the limited sample size for these

⁷ According to the U.S. Department of Education, Office of Special Education Programs. Web site: www.IDEAdata.org.

categories of students. Table 1 shows 60,010 special education students in the state, with 420 of these students included in the study sample.

As shown, the population of special education students with a specific learning disability is larger than all other disability categories. These students also comprise the largest portion of the SEEP sample, at 28.1%. Speech or language impairment is the next largest disability category in the state, although it comprises only a small portion of the sample (3.1%). Teachers were asked to oversample students in low-incidence categories (e.g., autism, multiple disabilities) to ensure an adequate number of these students in the study sample, which likely resulted in a smaller than expected number of students with speech or language impairment being selected for the sample.

Table 1
Number and Percentage of Special Education Students
by Primary Disability Category in Kansas, 1999-00

Disability Category ⁸	Number of Districts Reporting	Total Number and % of Special Education Students in this Category ⁹	Number and % of Students in Sample
School-aged students in schools operated by home district ¹⁰	22	51,279 (85.4%)	1,377 (89.7%)
Autism	14	461 (0.8%)	34 (8.1%)
Deaf-blindness	1	10 (0.0%)	2 (0.5%)
Developmental delay	3	230 (0.4%)	3 (0.7%)
Emotional disturbance	8	3,658 (6.1%)	33 (7.9%)
Hearing impairment/deafness	6	444 (0.7%)	11 (2.6%)
Mental retardation	14	5,055 (8.4%)	64 (15.2%)
Multiple disabilities	8	1,958 (3.3%)	12 (2.9%)
Orthopedic impairment	2	466 (0.8%)	4 (1.0%)
Other health impairment	12	4,252 (7.1%)	72 (17.1%)
Specific learning disability	20	23,218 (38.7%)	118 (28.1%)
Speech or language impairment	7	11,046 (18.4%)	13 (3.1%)
Traumatic brain injury	3	146 (0.2%)	4 (1.0%)
Visual impairment/blindness	2	182 (0.3%)	7 (1.7%)
All preschool students in schools operated by home district ¹¹	11	7,303 (12.2%)	31 (7.4%)
All school-aged students in non-public institutions or agencies ¹²	8	1,428 (2.4%)	12 (2.9%)
Total ¹³	34	60,010	420

⁸ Counts by disability are available only for school-aged students in programs operated by the public school district in which they reside.

⁹ Source: U.S. Department of Education, Office of Special Education Programs. Web site: www.IDEAdata.org. The sample weights attached to our expenditure estimates were adjusted to reflect the actual numbers of students in the population. However, because of the way students were sampled for SEEP, these population estimates require us to know not only counts of students by disability, but also the counts by certain types of placements. Since placement data are not available for 1999-2000, estimates were calculated by multiplying the 1998-1999 percentages of school-aged students in schools operated by home district, school-aged students in schools not operated by home district, and homebound/hospital students with 1999-2000 total enrollment. This may result in some slight variation from actual counts. Similarly, preschool 1998-1999 placement data were categorized in such a way that distinctions between these placements could not be made, so 1997-1998 percentages were used to estimate the 1999-2000 placements.

¹⁰ Schools operated by the home district refer to any public school operated by the public school district in which the student resides, including state schools. 22 of the 34 sample districts provided survey data.

¹¹ All disability categories were collapsed for preschool students, as there was an insufficient sample size for individual disability categories to be detailed.

¹² Includes school-aged students enrolled in schools outside the home district, or non-public schools or agencies not operated by the district, for which the home district pays tuition and fees. All disability categories were collapsed, as there was an insufficient sample size for individual categories to be detailed.

Total Special Education Spending in Kansas

Tables 2 and 3 present total spending for special education students in Kansas for the school year 1999-2000. This information is obtained from the Student Information, Teacher, and District Surveys, as well as from school databases.

Table 2 includes both general and special education expenditures for special education students. General education expenditures include central office administration, school administration, general education teachers and other general education personnel, non-personnel items such as materials and supplies, and transportation. Special education expenditures include the same general categories, except that the focus is on special education. For example, for central office costs, only expenditures for the office of the district's special education director are presented. Special education personnel for direct instruction and related services include special education teachers, related service providers, paraprofessionals, and aides. Special education expenditures are also provided for special transportation and incremental assessment activities conducted by special education consulting teachers, psychologists, counselors, and social workers.¹⁴ In addition, special education expenditures include services for students placed in public or non-public institutions not operated by the public school district in which the student resides and for whom the home district pays tuition and fees, as well as services for homebound students and summer school.

As shown in Table 2, the expenditure per *preschool* special education student for special education services, without capital and transportation, is \$6,392, and the estimated average general education expenditure per preschool special education student, without capital and transportation, is \$1,322, for a total of \$7,714. The statewide preschool special education expenditure (not including capital or transportation) is approximately \$46.7 million, with total (general and special) education spending on preschool special education students approximating \$56.3 million.

When capital and transportation is included, the expenditure per *preschool* special education student for special education services is \$10,523, and the average general education expenditure per preschool special education student is \$1,953, for a total of \$12,476. Including capital and transportation, the statewide special education expenditure for preschool special education students is \$76.9 million, with total (general and special) education spending on preschool special education students approximating \$91 million.

Excluding capital and transportation, the average expenditure per *school-aged* special education student for special education services, is \$6,477, and the average general education expenditure per special education student is \$3,354, for a total of \$9,831. The statewide special education expenditure (excluding capital or transportation) is more than \$341 million, with total (general and special) education spending on *school-aged* special education students approximating \$518 million.

¹³ Total number of special education students in the state includes 154 homebound/hospital students. This total does not include 21 preschool students in non-public institutions or agencies because there were no such students in our sample.

¹⁴ Expenditures for assessment services provided by general and special education teachers and related service providers are included in personnel expenditures. Incremental expenditures for assessment services only include personnel not covered by direct instruction and related service personnel, as well as district/school administration and support personnel.

When capital and transportation are included, the average expenditure per *school-aged* special education student for special education services is \$7,093, and the average general education expenditure per *school-aged* special education student is \$4,120, for a total of \$11,213. Including capital and transportation, the statewide special education expenditure for *school-aged* special education students is almost \$374 million, with total (general and special) education spending on *school-aged* special education students approximating \$591 million.

Across all special education students in the state (ages 3-22), the average expenditure per student for special education services, without capital and transportation, is \$6,467, and the average general education expenditure per special education student, without capital and transportation, is \$3,107, for a total of \$9,574. The statewide special education expenditure (not including capital or transportation) for all special education students is approximately \$388 million, with total (general and special) education spending on all special education students approximating \$574.5 million. Again, this latter figure does not include any Title I or bilingual services the state's special education children may be receiving. When capital and transportation is included, the average expenditure per special education student for special education services is \$7,511, and the average general education expenditure per special education student is \$3,856, for a total of \$11,367. Including capital and transportation, the statewide special education expenditure is more than \$450 million, with total (general and special) education spending on special education students approximating \$682 million.

Table 3 further delineates the total (general and special) education expenditure data for school-aged and preschool special education students shown in Table 2, presenting the breakdown of expenditures by personnel, operating, capital and transportation. For *preschool* special education students, of the \$12,476 average total (general and special) education expenditure, \$4,723 is spent on personnel, \$2,991 on operating costs, \$1,145 on capital, and \$3,616 on transportation. For *school-aged* special education students, of the \$11,213 average total (general and special) education expenditure, \$6,479 is spent on personnel, \$3,352 on operating costs, \$980 on capital, and \$401 on transportation. For all special education students (preschool and school-aged combined), of the \$11,367 average total (general and special) education expenditure, \$6,265 is spent on personnel, \$3,308 is spent on operating costs, \$1,001 is spent on capital, and \$793 is spent on transportation. Note that these breakdowns are averages across all special education students in each age group, regardless of whether all students in the state receive each of these services. For example, Table 19a shows that the average total (general and special) expenditure for transportation per school-aged special education student is \$1,897. This is the average across only the students who receive some form of transportation, special or general, and is not an average across all school-aged students, as Table 3 reflects in the expenditure of \$401 per student.

Table 2
Estimated Special Education Spending in Kansas, 1999-00¹⁵

		Total Count Special Education Students in the State ¹⁶	Total Number of Students in the Sample	<i>Special Education</i> Expenditure per Special Education Student	<i>General Education</i> Expenditure per Special Education Student	<i>Total (General and Special) Education</i> Expenditure per Special Education Student	<i>Total Special Education</i> Expenditure	<i>Total General Education</i> Expenditure for Special Education Students	<i>Total (General and Special) Education</i> Expenditure on Special Education Students
Preschool (Ages 3-5)	Without capital and Transportation	7,303	31	\$6,392	\$1,322	\$7,714	\$46,681,385	\$9,657,294	\$56,338,679
	With capital and transportation	7,303	31	\$10,523	\$1,953	\$12,476	\$76,851,652	\$14,260,055	\$91,111,707
School-Aged (Ages 6-22)	Without capital and Transportation	52,707	389	\$6,477	\$3,354	\$9,831	\$341,391,720	\$176,765,024	\$518,156,744
	With capital and transportation	52,707	389	\$7,093	\$4,120	\$11,213	\$373,852,931	\$217,136,131	\$590,989,062
All (Ages 3-22)	Without capital and transportation ¹⁷	60,010	420	\$6,467	\$3,107	\$9,574	\$388,087,137	\$186,422,328	\$574,509,465
	With capital and transportation ¹⁸	60,010	420	\$7,511	\$3,856	\$11,367	\$450,719,716	\$231,395,096	\$682,114,812

¹⁵ Estimated expenditure per student has been rounded to the nearest whole number.

¹⁶ The total number of special education students in the state (6-22) includes 154 homebound and hospital students. The data do not allow the school-aged and preschool homebound and hospital program expenditures to be disaggregated. However, we assume that the homebound and hospital program expenditures apply primarily to school-aged students; therefore, the school-aged count (6-22) includes 154 homebound and hospital students.

¹⁷ The approximate standard error for special education expenditure per student is \$1,099; the standard error for general education expenditure per student is \$332; and the standard error for total education expenditure per student is \$747. Standard errors are not available for separate age groups.

¹⁸ The approximate standard error for special education expenditure per student is \$1,274; the standard error for general education expenditure per student is \$414; and the standard error for total education expenditure per student is \$884. Standard errors are not available for separate age groups.

Table 3

Estimated Average Personnel, Operating, Capital, and Transportation Expenditures per Special Education Student in Kansas, 1999-00

	Total Number of Students in State	Total Number of Students in Sample	Total Education Expenditures (Special and General)	Personnel Expenditures	Operating Expenditures ¹⁹	Capital Expenditures	Transportation Expenditures
Preschool (Ages 3-5)	7,303	31	\$12,476	\$4,723	\$2,991	\$1,145	\$3,616
School-aged (Ages 6-22)	52,707	389	\$11,213	\$6,479	\$3,352	\$980	\$401
All (Ages 3-22)	60,010	420	\$11,367	\$6,265	\$3,308	\$1,001	\$793

¹⁹ Operating expenditures in this table exclude personnel expenditures, and include central office administration and support, school administration and support, assessment (school-aged only), non-personnel, fees and tuition for students placed in non-public institutions, homebound/hospital programs (school-aged only), and summer school.

Table 4 compares average spending on a *school-aged* special education student and a general education student in the state. As shown, the estimated education expenditure per school-aged special education student is \$11,213, compared to \$5,933 for a general education student. The ratio of special education spending to general education spending for school-aged students in Kansas is estimated to be 1.89. That is, the total expenditure to educate the average school-aged student with disabilities is an estimated *1.89 times* that expended to educate the typical school-aged general education student with no special needs.

Table 4
Comparison of Special Education to General Education Spending in Kansas for School-aged Students, 1999-00²⁰

Total (Special and General) Education Expenditure per Special Education Student	\$11,213
Total Education Expenditure per General Education Student	\$5,933
Ratio of Spending on a Special Education Student vs. a General Education Student	1.89

Table 5, below, compares special education to general education spending for school-aged students across all nine SEEP states and the nation. As shown, the lowest spending ratio across these SEEP states and the nation is 1.57 and the largest is 2.73; at 1.89, Kansas is about average when compared to the other states. Also of note, Kansas is almost identical to the 1.90 national ratio. That is, across the United States, the total cost per special education student is about 1.90 times greater than the cost to educate a general education student who receives no supplemental services such as Title I, ESL, or GATE. As shown, the total per student expenditure in Kansas is lower than average when compared to the other states, at \$11,213. The highest per student total expenditure across the states is \$19,976, and the lowest expenditure is \$10,114.

²⁰ Expenditure data for general education preschool students are not available.

Table 5

Comparison of Special Education to General Education Spending for School-aged Students Across all SEEP States and the Nation, 1999-00²¹

	State A	State B	State C	State D	Kansas	State E	State F	State G	State H	U.S. ²²
<i>Special Education</i> Expenditure per Special Education Student	\$5,633	\$5,333	\$6,157	\$6,316	\$7,093	\$9,380	\$11,432	\$12,507	\$16,860	See Footnote
<i>General Education</i> Expenditure per Special Education Student	\$4,481	\$5,096	\$4,690	\$4,810	\$4,120	\$5,670	\$5,661	\$5,223	\$3,116	See Footnote
<i>Total (Special and General) Education</i> Expenditure per School-aged Special Education Student	\$10,114	\$10,429	\$10,848	\$11,126	\$11,213	\$15,050	\$17,094	\$17,740	\$19,976	\$12,474
Total Education Expenditure per School-aged <i>General Education Student</i>	\$6,303	\$6,660	\$6,351	\$6,940	\$5,933	\$7,410	\$9,229	\$7,869	\$7,311	\$6,556
<i>Ratio of Spending on a School-aged Special Education Student vs. a School-aged General Education Student</i>	1.60	1.57	1.71	1.60	1.89	2.03	1.85	2.23	2.73	1.90

²¹ Includes the following services: Personnel, central office administration and support, school administration and support, assessment, non-personnel, fees and tuition for students placed in non-public institutions, homebound/hospital programs, summer school, capital, and transportation.

²² Source: Chambers, J., Parrish, T., and Harr, J. (2002). National data applies to all special education students (ages 3-22); national data for school-aged (ages 6-22) students are not yet available to the public.

Table 6 further delineates the education expenditure per general education student in Kansas. Note that expenditures for services are only averaged across students who receive them, not necessarily every general education student in the state. For example, the \$486 per student for transportation is an average across the 181,509 students in the state who receive this service, not across all 406,658 general education students in the state. The largest component of expenditures for the general education student is general education teachers, at approximately \$3,197 per student. The second largest component is central office administration and support, at \$594 per student. The total expenditure for general education students in the state is approximately \$2.4 billion.

Table 6
General Education Expenditures per School-aged General Education Student in Kansas, 1999-00

Education Spending Components	Expenditure per Student Served	Total Population of General Students in this Category	Total Expenditures
Total general central office administration and support	\$594	406,658	\$241,480,899
Non class capitalization costs generated by general district administration	\$33	406,658	\$13,593,844
General school administration professional staff	\$386	406,658	\$157,101,840
General school administration non-certified staff	\$218	406,658	\$88,835,834
General school administration non-personnel expenditures	\$68	406,658	\$27,738,570
Non class capitalization cost generated by general school administration	\$544	406,658	\$221,033,102
School-aged – general education teachers	\$3,197	406,658	\$1,300,125,193
School-aged – general education paraprofessionals and aides	\$180	187,409	\$33,652,350
School-aged general education non-personnel expenditures	\$315	406,658	\$128,049,879
Class capitalization cost generated by general education teachers	\$278	406,658	\$112,915,838
General transportation	\$486	181,509	\$88,213,758
TOTAL	\$5,933	406,658	\$2,412,741,107

Table 7 provides per student expenditures for preschool special education students across Kansas and the other SEEP states. As shown, the range of total per student expenditures is large, from \$10,309 in the lowest spending state to \$31,114 in the highest. Kansas is on the lower end of the range, spending a total of \$12,476 per preschool special education student.

Table 7

Preschool Special Education Expenditure Estimates Across SEEP States, Ages 3-5, 1999–00²³

	State A	Kansas	State B	State C	State D	State E	State F	State G
<i>Special Education</i> Expenditure per Special Education Student	\$7,122	\$10,523	\$10,462	\$9,423	\$10,806	\$18,602	\$17,029	\$29,230
<i>General Education</i> Expenditure per Special Education Student	\$3,187	\$1,953	\$2,820	\$4,096	\$5,058	\$2,741	\$5,100	\$1,881
<i>Total (Special and General) Education</i> Expenditure per Special Education Student	\$10,309	\$12,476	\$13,282	\$13,519	\$15,864	\$21,343	\$22,129	\$31,111

²³ Data across the U.S. are not yet available to the public. Due to an insufficient sample size, preschool data for one state is not reported. Expenditures in this table include the following services: personnel, central office administration and support, school administration and support, non-personnel, fees and tuition for students placed in non-public institutions, summer school, capital, and transportation.

Table 8 provides expenditures for all special education students (ages 3-22) across the SEEP states and the nation. The highest total per student expenditure is \$21099 and the lowest is \$10,366. The total expenditure per student in Kansas (\$11,367) is low to average when compared to the other SEEP states, and is slightly lower than the national average (\$12,474).

Table 8
Special Education Expenditure Estimates Across SEEP States and the Nation, Ages 3-22, 1999–00²⁴

	State A	State B	State C	State D	Kansas	State E	State F	State G	State H	U.S. ²⁵
<i>Special Education</i> Expenditure per Special Education Student	\$6,015	\$5,459	\$6,466	\$6,540	\$7,511	\$10,198	\$11,839	\$12,311	\$18,105	\$8,080
<i>General Education</i> Expenditure per Special Education Student,	\$4,351	\$4,962	\$4,635	\$4,706	\$3,856	\$5,410	\$5,637	\$5, 215	\$2,994	\$4,394
<i>Total</i> (Special and General) Education Expenditure per Special Education Student	\$10,366	\$10,421	\$11,101	\$11,246	\$11,367	\$15,608	\$17,476	\$17,526	\$21,099	\$12,474

²⁴ Includes the following services: Personnel, central office administration and support, school administration and support, assessment (school-aged only), non-personnel, fees and tuition for students placed in non-public institutions, homebound/hospital programs (school-aged only), summer school, capital, and transportation.

²⁵ Source: Chambers, J., Parrish, T., and Harr, J. (2002).

Personnel

Average Personnel Expenditures by Category of Disability

Table 9 shows the per student personnel expenditures for special education students and demonstrates how these expenditures vary by category of disability. These spending estimates are based on personnel spending only for staff providing direct instructional or related services, and include salaries and benefits for general and special education teachers, related service staff, paraprofessionals, and aides. These analyses do not include administration and support personnel or non-personnel expenditure such as supplies, materials, and assistive equipment.

The data include school-aged students in schools operated by the public school district in which they reside, including state schools, as well as preschool students. Personnel expenditure data are not provided for school-aged students placed in non-public institutions or agencies, as the SEEP surveys did not provide this information.

Furthermore, because of the small sample size of students, eight disability categories—deaf-blindness, developmental delay, hearing-impairment/deafness, multiple disabilities, orthopedic impairment, speech or language impairment, traumatic brain injury, and visual impairment/blindness—were collapsed into the “other disabilities” category.

The analysis of personnel expenditures is derived from the Student Information Survey and the *Student Resource Cost Database*, which is comprised of a combination of data from a variety of surveys and other information received from the districts such as fiscal data. The student samples were weighted to achieve a state count for each disability category; these counts also match the actual number of students in each disability category in the state.

Table 9 shows that the highest level of spending on personnel is for special education students with autism. This category of disability has a total personnel expenditure of \$14,782. The second highest level of spending is \$7,564 for a student with mental retardation. The total personnel expenditure for a preschool special education student is \$4,723, and the overall average among special education students ages 3-22 is \$6,435.

Table 9**Personnel Expenditures per Special Education Student, by Disability, in Kansas
1999-00²⁶**

	Total (General and Special) Personnel Expenditure Per Special Education Student
School-aged Students in Schools Operated by the Public School District in which the Student Resides	
Autism	\$14,782
Emotional Disturbance	\$6,312
Mental Retardation	\$7,564
Other Health Impairment	\$6,198
Specific Learning Disability	\$6,108
Other Disabilities	\$7,262
Preschool	\$4,723
Overall Average, Including Preschool	\$6,435

Table 10, below, provides the average number of hours per year that special education students spend in various service settings and with various resources, by disability. This table is intended to inform the expenditure information in Table 9 (see footnote to Table 9 for an explanation of how personnel expenditures are derived according to service and resources). Table 10 lists five service settings: general elementary class, general secondary class, special education class, resource specialist, and related services. The bottom row of the table provides “overall average” hours spent in each setting. Note that, except for the general elementary and general secondary settings, the service categories are not mutually exclusive; that is, a student may receive services from more than one of the categories listed. (See Table 1 in this report for the counts of students by disability category.)

As shown, special education students spend most of their time either in a general education class, elementary or secondary, or a special education class. Students with traumatic brain injury spend more hours with a resource specialist (875 per year) than do students with any other disability. Students with deaf-blindness receive more hours of related services (308 hours per year) than do students with any other

²⁶ Personnel expenditures account for the salaries and benefits of staff necessary to provide direct instruction and education services to students, such as general and special education teachers, related service staff, paraprofessionals, and aides. This component does not include administrative and office support personnel or non-personnel expenditures, such as supplies, materials, and assistive equipment. The calculation for personnel expenditures is as follows: the number of hours a student is provided services (such as a general education class, special education class, etc.) is multiplied by the hourly wage of the resource (e.g., teacher, aide, related service provider, resource specialist), then divided by class size to derive the expenditure for direct instruction and related service personnel per special education student. The numbers in this table are weighted averages based on the estimated total population of students in each disability category.

disability. On average, students spend 1,082 hours in an elementary general education class or 970 hours in a secondary general education class, 670 hours in a special education class, 434 hours with a resource teacher, and 80 hours with a related service provider.

Table 10
Hours per Year Special Education Students Spend in Each Type of Service, by Disability, in Kansas, 1999-00²⁷

	General Education Class		Special Education Class (3)	Resource Specialist (4)	Related Services (5)
	Elementary (1)	Secondary (2)			
Autism	1,090	748	1,111	398	164
Deaf-blindness	-	-	1,421	-	308
Development Delay	1,348	-	1,315	248	124
Emotional Disturbance	1,085	1,091	781	523	66
Hearing Impairment/Deafness	1,110	350	757	773	85
Mental Retardation	903	748	800	543	60
Multiple Disabilities	339	875	1,107	572	109
Orthopedic Impairment	-	1,196	701	671	53
Other Health Impairment	-	-	-	-	-
Specific Learning Disability	1,080	980	541	403	58
Speech or Language Impairment	-	-	-	-	-
Traumatic Brain Injury	1,170	-	1,160	875	135
Visual Impairment/Blindness	-	1,439	1,363	835	53
Preschool	352	-	459	160	89
Overall Average	1,082	970	670	434	80

Table 11, below, provides the number of special education students to teachers in Kansas for the school year 1999-2000. Four categories of teachers are presented: special education aide, special education teacher, special education related service provider, and general education teacher. Only general education teachers who provide services for special education students are included in the respective ratios. As shown, there are approximately 17.7 special education students to every special education aide, approximately 21 special education students to every special education teacher, and approximately 14.2 special education students to every general education teacher. The overall ratio for teachers and aides providing services to special education students is 15.7 special education students to every teacher or aide.

²⁷ Dashes in cells indicate insufficient number of cases to report data.

Table 11**Number of Special Education Students per Teacher in Kansas, 1999-00²⁸**

	Number of Special Education Students per Teacher	Number of Teachers in Sample
Special Education Teachers ²⁹	20.7	171
General Education Teachers ³⁰	14.2	281
Special Education Related Service Providers ³¹	21.3	27
Special Education Aides ³²	17.7	157
Overall Average	15.7	636

Transportation***Transportation Services and Expenditures***

Information from the District and Student Information Surveys was used to determine per student and total expenditures on transportation services for special education students. Because it was not always possible to determine whether the transportation received by a special education student was a special transportation accommodation or whether it was a general transportation service (as received by all students), we made several assumptions. We defined transportation to be a general education service when it was provided to the general education student population and when no special accommodations were made, while we defined special education transportation services to include only those services specifically designed for students with disabilities. Such services may include a special bus, a modified school bus, special transportation routes, the use of an aide or attendant to assist the student (on either the special bus or the regular bus), or reimbursement for transportation expenses. Students with more severe disabilities are likely to require such services, while students with less severe disabilities are frequently transported from home to school on regular buses along with general education students. These students usually do not require the assistance of aides or other special accommodations. We assumed that, in most cases, these students were receiving transportation similar to that provided for general education students, and therefore that these were general education transportation services. The resulting expenditures per student were then weighted to produce statewide estimates.

²⁸ The SEEP surveys do not provide sufficient information to obtain ratios for administrators working in special education programs.

²⁹ Special education teachers consist of the following job titles: consulting teacher, early childhood special education classroom teacher, itinerant teacher, other teacher, regular early childhood education teacher, resource specialist/teacher, and special class teacher.

³⁰ General education teachers consist of the following job titles: classroom teacher, team teacher, bilingual teacher, and other teacher.

³¹ Special education related service providers consist of the following job titles: adaptive P.E. teacher, occupational therapist, other related service provider, physical therapist, psychologist, school-counselor/social worker, and speech therapist.

³² Special education aides consist of the following job titles: administrative aide, other assistant, personal or health care aide, speech therapist assistant, bilingual teacher's assistant, teaching assistant for resource specialist, teaching assistant for general education teacher, teaching assistant for special classroom, and teaching assistant for vocational education.

From the student surveys, we considered transportation to be a special education service if one of the following was true:

1. The student was transported to a special school or to multiple schools including vocational schools.
2. The student was transported from home to a general education school and required a wheelchair lift or other special arrangements, or was accompanied by an aide. (If the student was transported to a general education school and did not require any special accommodations, the student was assigned to the category of general transportation.)
3. The student was transported to a general education school and had an “Abilities Index” score over 34.³³
4. The student’s family received reimbursement for transportation expenses.

Table 12, below, shows general and special transportation expenditures for special education students and the percentage of special education students receiving transportation services. The data show that 29% of special education students receive some form of transportation services. We estimate that approximately 13% of students with disabilities ride regular buses without special accommodations, and that about 16% receive special transportation services or reimbursement.

Total transportation expenditures for special education students are approximately \$47.6 million for the 1999-2000 school year, of which \$44 million are for special transportation services. The average expenditure for a special education student receiving general transportation services is approximately \$469. For a special education student receiving special transportation services, it is more than ten times that amount (\$4,841).

³³ The “Abilities Index” was developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. We selected a mean score of 34 as the cut-off for assigning students to special transportation services because this was the mean score of students who were transported to special education schools in our sample. We assumed that those with higher than this mean score would *likely* require special transportation services.

Table 12
Transportation Expenditures for Special Education Students in Kansas,
1999-00³⁴

Type of Transportation	Number of Special Education Students Receiving Transportation Services	Percent of Special Education Students Receiving Services	Transportation Expenditure per Special Education Student Transported	Total Transportation Expenditures for Special Education Students
General Transportation Services Funded by General Education	7,525	13%	\$469	\$3,529,271
Special Transportation Services Funded by Special Education	9,096	16%	\$4,841	\$44,035,279
Total		29%		\$47,564,550

The “Abilities Index”

Tables 13 through 15 shed light on the relationship between the severity of a student’s disability as measured by a functional abilities assessment, the “Abilities Index,” and the expenditure required to serve that student. The “Abilities Index” information contained in this report is exploratory in nature, and should be reviewed in conjunction with the other expenditure data provided.

The “Abilities Index” was developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill.³⁵ It is a functional assessment where the focus of the measures is the different functional abilities of the student in 9 domains: audition, behavior, intellectual functioning, limbs, intentional communication, tonicity, integrity of health, eyes, and structural status.

This Abilities Index is an acronym for a measure covering the nine areas of functioning mentioned above. (See Appendix F for a copy of the Index directly extracted from the SEEP student survey.) The teacher or person most knowledgeable about the student that filled out the form rated each domain or area of functioning based upon the student’s characteristics. The maximum rating value on each domain is 5 (implying profound or severe disability) and the minimum is 0 (implying normal functioning in that domain). In order to facilitate comparisons between different students, an Index score was developed for each student. To calculate the total score, a specific weight³⁶ was assigned to each domain in order to reflect the *relative importance* of that specific domain in the overall measure of functionality (or total Index score) of the student. For example, the domain of intellectual functioning has a weight of 2, and the

³⁴ Includes data for both school-aged and preschool special education students.

³⁵ See Simeonsson, R., et. al (1995).

³⁶ Rune Simeonsson developed these weights.

domain of intentional communication has a weight of 1. The total Index score was calculated as a weighted average, taking into account all the ratings in the different areas. The highest total score a student can obtain is 145, meaning that the student has a severe, profound disability in all the areas measured.

In Tables 13-15, students were classified into four quartiles based on their Abilities Index score. The score range for Quartile I (25th percentile of the population and below) is 0-3, the score range for Quartile II (26th to 50th percentile) is 3.0-10, for Quartile III (51st to 75th percentile) it is 10-21.2, and for Quartile IV (76th to 99th percentile) it is 21.3 or above.

Table 13 provides information for both school-aged and preschool students who are enrolled in schools operated by the public school district in which they reside. Personnel expenditure data is not provided for school-aged students who are placed in non-public institutions or agencies, as this information was not provided in the SEEP surveys. Note that expenditures by quartile are provided for school-aged students only; data for preschool students are only available in aggregate form. Special and total (regular and special) education expenditure data by ability score range and the number of sample students for whom we have data for each score range are presented.

Table 13 provides expenditure information by “Abilities Index” quartile for personnel expenditures only, for students aged 3-22. The lowest total personnel expenditure is for students in Quartile I, with \$5417 spent per student, increasing with every quartile. Quartile IV has the largest total personnel expenditure per student with \$9,269. The average total expenditure across all quartiles plus preschool is \$6,435. When compared to the total per student expenditures presented in Table 14, Table 13 shows that, on average, personnel constitutes over half of the total per student education expenditure.

Table 13**Personnel Expenditure per Special Education Student by “Abilities Index” Score in Kansas, Ages 3-22, 1999-00**

Abilities Index Quartile	Total Number of Students in Sample	Total (General and Special) Education Expenditure per Student
Quartile I	37	\$5,417
Quartile II	91	\$5,307
Quartile III	125	\$6,420
Quartile IV	124	\$9,269
Preschool	31	\$4,723
Overall Average, Including Preschool	408	\$6,435

Table 14, below, provides per student expenditures by "Abilities Index" score for ages 3-22. As in Table 13, expenditures by Quartile are only presented for school-aged students who attend schools in the public school district in which they reside. Expenditures for students in non-public institutions or agencies and preschool students are only available in aggregate form. As expected, expenditures increase between Quartile I and Quartile IV. Quartile I shows a per student expenditure of \$8,790 and Quartile IV shows a per student expenditure of \$13,647. Preschool students have a total per student expenditure of \$12,476. Overall, the special education expenditure per student for ages 3-22 is \$7,511, and the total expenditure per student is \$11,367.

Table 14

Expenditure per Special Education Student by “Abilities Index” Score in Kansas, 1999-00

Abilities Index Quartile	Total Number of Students in Sample	Special Education Expenditure per Student	Total (General and Special) Education Expenditure per Student
Quartile I	37	\$3,758	\$8,790
Quartile II	91	\$3,746	\$8,637
Quartile III	125	\$5,665	\$10,119
Quartile IV	124	\$10,917	\$13,647
Preschool	31	\$10,523	\$12,476
Overall Average ³⁷	420	\$7,511	\$11,367

Table 15, below, presents expenditures for special education students ages 3-22, by "Abilities Index" Quartile and educational environment. The educational environments in this table are placement categories, as defined by the Office of Special Education Programs (OSEP), U.S. Department of Education.³⁸ The method of classifying students into these educational environments is as follows: (Appendix E describes these environments in greater detail.)

- (1) *General Education Class*: A regular class includes students receiving special education and related services outside the general education classroom for less than 21 percent of the school day. Therefore, these students spend a majority of their education program with non-disabled peers inside the general education classroom.
- (2) *Resource Room*: A resource room includes students receiving special education and related services outside the general education classroom for at least 21 percent but no more than 60 percent of the school day. This may include children and youth placed in: (a) resource rooms with special education/related services provided within the resource room, or (b) resource rooms with part-time instruction in a general education class.
- (3) *Separate Special Education Class*: A separate special education class includes students receiving special education and related services for more than 60 percent of the school day in a separate class. This may include children and youth placed in: (a) self-contained special classrooms with part-time instruction in a general education class, or (b) self-contained special classrooms full-time on a regular school campus.
- (4) *Public Separate Facility*: Public separate facilities include students receiving special education and related services for greater than 50 percent of the school day in a separate special education

³⁷ Overall average includes 12 school-aged students placed in non-public institutions or agencies for whom the home district pays tuition or fees. The sample of these students is insufficient in size to report separately.

³⁸ Source: “OSEP IDEA, Part B Data Collection History” (September 2001).

day school in a public school district, or in a state special education school. This may include children and youth placed in: (a) public day schools for students with disabilities, or (b) public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general education school buildings for the remainder of the school day.

(5) *Private separate facility*: Private separate facilities include students with disabilities receiving special education and related services in these facilities, at public expense for greater than 50 percent of the school day. This may include children and youth placed in private day schools for students with disabilities or private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.

(6) *Home/hospital*: Homebound/hospital placement includes students receiving education programs in hospital programs or homebound programs.

Private separate facility and *home/hospital* environments are not shown in this table, due to an insufficient sample size to report separately. The remaining placements provided by OSEP in the Report to Congress (i.e., public residential facility, private residential facility, and correctional facility) are not included in these analyses due to the nature of the SEEP surveys.

As shown in Table 15, the per student expenditures in the *General Education Class* environment increase by quartile, from \$7,073 in Quartile I to \$13,830 in Quartile IV. The expenditure for this educational environment for Quartile II is \$8,740, and for Quartile III it is \$10,065. The overall average for this educational environment is \$10,361. The overall averages for the other educational environments are as follows: *Separate Special Education Class*, \$10,167, *Resource Room*, \$10,971, and *Public Separate Facility*, \$51,850. As in the other tables, a dash in a cell indicates insufficient sample size to report separately.

Table 15
Expenditures per Special Education Student
by Educational Environment³⁹ and Abilities Index Quartile, ages 3-22, 1999-00

	Quartile I	Quartile II	Quartile III	Quartile IV	Overall Average
General Education Class	\$7,073	\$8,740	\$10,065	\$13,830	\$10,361
Separate Special Education Class	-	\$14,166	-	-	\$10,167
Resource Room	-	\$8,307	\$11,144	\$14,018	\$10,971
Public Separate Facility	-	-	-	-	\$51,850

³⁹ Source: 22nd Annual Report to Congress, U.S. Department of Education (2000).

Total Expenditures

Expenditures by Disability

Table 16 provides average yearly expenditures, both general and special, by disability category in Kansas for 1999-2000. General education expenditures include central office administration; school administration; general education teachers and other general education personnel; non-personnel items such as materials and supplies; and transportation. Special education expenditures include the same general categories, except that the focus is on special education. For example, for central office costs, only expenditures for the office of the district's special education director are presented. Special education personnel for direct instruction and related services include special education teachers, related service providers, paraprofessionals, and aides. Special education expenditures are also provided for special transportation and incremental assessment activities conducted by special education consulting teachers, psychologists, counselors, and social workers.

Data by disability include only school-aged students in schools operated by the public school district in which they reside, as well as state schools. Due to insufficient sample sizes, data for preschool students and for school-aged students in non-public institutions or agencies are not disaggregated by disability. This latter group of students in non-public institutions or agencies is also only included in the overall average. Also, eight disability categories—deaf-blindness, developmental delay, hearing-impairment/deafness, multiple disabilities, orthopedic impairment, speech or language impairment, traumatic brain injury, and visual impairment/blindness—are collapsed into the “other disabilities” category.

Table 16 below, shows autism is the disability category associated with the highest total per student cost (\$20,740), while Specific Learning Disability is associated with the lowest total cost (\$9,573). The average expenditure across all preschool students is the second highest expenditure, \$12,476 per student. The overall average expenditure across all students is \$11,367. The largest discrepancy between special and general expenditures per student is for students with autism, with the special education expenditure roughly 5-1/2 times as large as the general education expenditure. Specific Learning Disability is the only disability category for which the general education expenditure is larger than the special education expenditure, at \$4,960 and \$4,613, respectively. Overall, the per student special education expenditure is almost twice as large as the per student general education expenditure.

Table 16
Expenditures per Special Education Student in Kansas, by Disability, ages 3-22
1999-00

	Number of Students in Sample	<i>Special Education</i> Expenditures Per Special Education Student	<i>General Education</i> Expenditures Per Special Education Student	<i>Total General and</i> <i>Special Education</i> Expenditures Per Special Education Student
	(1)	(2)	(3)	(4)
School-aged Students in Schools Operated by the Public School District in which the Student Resides				
Autism	34	\$17,585	\$3,155	\$20,740
Mental Retardation	64	\$8,768	\$2,968	\$11,736
Emotional Disturbance	33	\$5,879	\$4,476	\$10,356
Other Health Impairment	72	\$5,334	\$4,451	\$9,785
Specific Learning Disability	118	\$4,613	\$4,960	\$9,573
Other Disabilities ⁴⁰	56	\$7,710	\$3,406	\$11,115
Preschool Students	31	\$10,523	\$1,953	\$12,476
Overall Average, including Preschool and Students in Non-public Institutions ⁴¹	420	\$7,511	\$3,856	\$11,367

Table 17 expands upon Table 16, providing expenditure data by disability category for school-aged students (ages 6-22) across all SEEP states. Table 17 also provides disability rates by state. Note that if the sample size by disability is low for any one state, it is included in the “other disabilities” category, shown in the next to last row of the table. The disabilities included in this category vary by state. As shown, Kansas expenditures by disability are about average among the SEEP states. The last row of the table provides overall averages across all disabilities; the highest overall average across the SEEP states is \$19,976 and the lowest is \$10,114. The total overall average special education expenditure for school-aged students in Kansas is \$11,213.

⁴⁰ Other disabilities include deaf-blindness, developmental delay, hearing impairment/deafness, multiple disabilities, orthopedic impairment, speech or language impairment, traumatic brain injury, and visual impairment/blindness. These disabilities were collapsed into a single category, as the individual sample sizes of students with these disabilities were insufficient.

⁴¹ Includes 12 students placed in non-public institutions or agencies for whom the home district pays tuition or fees or transfers funds; this sample is insufficient in size to report separately. Does not include expenditures associated with students in hospital and homebound programs.

Table 17

Expenditures per Special Education Student by Disability, Across All SEEP States, ages 6-22, 1999-00⁴²

	Expenditure Type	Kansas	State A	State B	State C	State D	State E	State F	State G	State H
Autism	SE	\$ 17,585	\$ 9,969	N/A	\$ 13,407	\$ 13,336	\$ 12,869	\$ 20,191	N/A	\$ 16,053
	GE	\$ 3,155	\$ 3,635	N/A	\$ 4,377	\$ 3,785	\$ 3,654	\$ 4,897	N/A	\$ 4,177
	Total	\$ 20,740	\$ 13,604	N/A	\$ 17,784	\$ 14,121	\$ 16,523	\$ 25,088	N/A	\$ 20,230
% disability rate**		0.90%	0.60%	1.40%	1.25%	0.90%	0.93%	1.20%	0.49%	0.74%
Deaf-Blindness	SE	N/A								
	GE	N/A								
	Total	N/A								
% disability rate		0.02%	0.02%	0.30%	0.02%	0.04%	0.02%	0.01%	0.01%	0.01%
Developmental Delay	SE	N/A								
	GE	N/A								
	Total	N/A								
% disability rate		0.20%	0.70%	0%	0%	0%	0%	0%	0%	0%
Emotional Disturbance	SE	\$ 5,879	N/A	N/A	N/A	\$ 5,747	\$ 10,129	\$ 13,428	\$ 9,322	N/A
	GE	\$ 4,476	N/A	N/A	N/A	\$ 3,841	\$ 7,234	\$ 4,762	\$ 4,980	N/A
	Total	\$ 10,356	N/A	N/A	N/A	\$ 9,588	\$ 17,363	\$ 18,190	\$ 14,302	N/A
% disability rate		8.70%	6.10%	3.3%	8.04%	7.90%	6.62%	11.90%	6.48%	8.68%
Hearing Impairment/Deafness	SE	N/A	N/A	N/A	\$ 11,672	N/A	N/A	\$ 10,613	N/A	\$ 9,204
	GE	N/A	N/A	N/A	\$ 6,008	N/A	N/A	\$ 5,471	N/A	\$ 7,394
	Total	N/A	N/A	N/A	\$ 17,680	N/A	N/A	\$ 16,084	N/A	\$ 16,598
% disability rate		1.10%	1.10%	1.40%	1.23%	0.90%	0.72%	1.50%	1.13%	0.84%
Mental Retardation	SE	\$ 8,768	\$ 8,596	\$ 16,731	\$ 9,666	\$ 11,044	N/A	\$ 16,848	\$ 7,140	\$ 20,239
	GE	\$ 2,968	\$ 3,475	\$ 2,931	\$ 3,707	\$ 3,060	N/A	\$ 3,730	\$ 4,443	\$ 3,644
	Total	\$ 11,736	\$ 12,071	\$ 19,662	\$ 13,373	\$ 14,104	N/A	\$ 20,578	\$ 11,584	\$ 23,884
% disability rate		10.70%	24.10%	13.60%	16.07%	10.40%	2.40%	4.40%	23.88%	4.50%
Multiple Disabilities	SE	N/A	\$ 11,460	N/A	\$ 15,483	N/A	\$ 10,797	\$ 17,801	\$ 13,027	\$ 19,214
	GE	N/A	\$ 4,356	N/A	\$ 2,982	N/A	\$ 5,674	\$ 5,239	\$ 3,201	\$ 4,256
	Total	N/A	\$ 15,816	N/A	\$ 18,465	N/A	\$ 16,461	\$ 23,040	\$ 16,228	\$ 23,469
% disability rate		3.90%	1.50%	0%	0.73%	0.70%	8.18%	5.20%	5.82%	1%

⁴² N/A signifies expenditure data included in "other disabilities" category, except data for Developmental Delay in New York. According to OSEP, there is no category Developmental Delay in NY. Disability rates were calculated from statistics cited by the 22nd Annual Report to Congress, US Department of Education 2000.

Table 17, continued

	Expenditure Type	Kansas	State A	State B	State C	State D	State E	State F	State G	State H
Orthopedic Impairment	SE	N/A	\$ 9,244	N/A	\$ 9,734	N/A	N/A	\$ 15,309	N/A	N/A
	GE	N/A	\$ 5,002	N/A	\$ 4,790	N/A	N/A	\$ 5,660	N/A	N/A
	Total	N/A	\$ 14,246	N/A	\$ 14,524	N/A	N/A	\$ 20,968	N/A	N/A
% disability rate		0.90%	0.70%	5.10%	0.90%	0.60%	0.33%	0.70%	1.12%	0.53%
Other Health Impairment	SE	\$ 5,334	\$ 4,662	N/A	\$ 6,512	\$ 6,638	\$ 5,937	\$ 10,830	N/A	\$ 8,295
	GE	\$ 4,451	\$ 5,487	N/A	\$ 6,677	\$ 4,863	\$ 6,977	\$ 5,621	N/A	\$ 6,505
	Total	\$ 9,785	\$ 10,150	N/A	\$ 13,189	\$ 11,501	\$ 12,914	\$ 16,451	N/A	\$ 14,801
% disability rate		7.7%	3.1%	0.0%	1.7%	4.4%	0.7%	5.0%	2.0%	7.0%
Specific Learning Disability	SE	\$ 4,613	\$ 2,132	N/A	\$ 3,984	\$ 4,308	\$ 7,931	\$ 9,148	\$ 5,655	\$ 7,197
	GE	\$ 4,960	\$ 5,905	N/A	\$ 5,068	\$ 5,338	\$ 6,693	\$ 5,932	\$ 5,771	\$ 6,103
	Total	\$ 9,573	\$ 8,037	N/A	\$ 9,052	\$ 9,647	\$ 14,624	\$ 15,080	\$ 11,425	\$ 13,301
% disability rate		43.4%	44.2%	62.3%	42.7%	53.1%	56.1%	54.9%	38.5%	58.0%
Speech/Language Impairment	SE	N/A	\$ 3,141	N/A	\$ 3,594	\$ 4,734	\$ 8,709	\$ 7,251	N/A	\$ 5,271
	GE	N/A	\$ 6,316	N/A	\$ 4,744	\$ 3,693	\$ 4,995	\$ 6,058	N/A	\$ 6,051
	Total	N/A	\$ 9,457	N/A	\$ 8,337	\$ 8,427	\$ 13,704	\$ 13,309	N/A	\$ 11,322
% disability rate		22.0%	17.3%	11.1%	26.5%	20.4%	23.7%	14.4%	20.0%	18.1%
Traumatic Brain Injury	SE	N/A	N/A	N/A	N/A	N/A	\$ 13,934	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	\$ 6,048	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	\$ 19,982	N/A	N/A	N/A
% disability rate		0.2%	0.2%	0.0%	0.3%	0.2%	0.0%	0.3%	0.2%	0.2%
Visual Impairment/Blindness	SE	N/A	\$ 3,149	N/A	N/A	N/A	N/A	N/A	N/A	\$ 9,273
	GE	N/A	\$ 5,327	N/A	N/A	N/A	N/A	N/A	N/A	\$ 6,107
	Total	N/A	\$ 8,476	N/A	N/A	N/A	N/A	N/A	N/A	\$ 15,380
% disability rate		0.4%	0.5%	0.4%	0.6%	0.4%	0.2%	0.5%	0.5%	0.3%
Other Disabilities	SE	\$ 7,710	\$ 10,640	\$ 12,826	\$ 5,563	\$ 13,629	\$ 14,557	\$ 21,385	\$ 4,034	\$ 11,270
	GE	\$ 3,406	\$ 3,802	\$ 3,312	\$ 5,237	\$ 4,376	\$ 5,710	\$ 5,688	\$ 4,761	\$ 5,464
	Total	\$ 11,115	\$ 14,442	\$ 16,137	\$ 10,800	\$ 18,004	\$ 20,267	\$ 27,076	\$ 8,795	\$ 16,735
Average	SE	\$ 7,093	\$ 5,333	\$ 16,860	\$ 6,157	\$ 5,633	\$ 11,432	\$ 12,507	\$ 6,316	\$ 9,380
	GE	\$ 4,120	\$ 5,096	\$ 3,116	\$ 4,690	\$ 4,481	\$ 5,661	\$ 5,233	\$ 4,810	\$ 5,670
	Total	\$ 11,213	\$ 10,429	\$ 19,976	\$ 10,848	\$ 10,114	\$ 17,094	\$ 17,740	\$ 11,126	\$ 15,050

Table 18 provides total (general and special) education expenditures per special education student, by disability and educational environment. Unfortunately, the sample sizes by disability and by educational environment were only sufficient for a limited number of educational environments. Nonetheless, several comparisons can be made. The average per student expenditure across all disabilities and preschool within the *general education class* environment is \$10,361. This expenditure is higher for the *resource room* environment, at \$10,971, and for the *public separate facility* environment, at \$51,850. The overall average for *separate special education class*, which is lower than for the other environments, is \$10,167. Expenditure data for all other disability categories are provided in aggregate form in the “other disabilities” row.

Table 18
Expenditure per Special Education Student
by Disability Type and Educational Environment in Kansas, 1999-00⁴³

	General Education Class	Separate Special Education Class	Resource Room	Public Separate Facility
Autism	\$16,054	-	-	-
Mental Retardation	\$12,918	-	-	-
Other Health Impairment	\$8,666	-	\$10,582	-
Specific Learning Disability	\$8,389	-	\$10,498	-
Other Disabilities ⁴⁴	\$8,945	\$8,720	\$13,439	\$17,022
Preschool	\$11,631	-	-	-
Average Overall, Including Preschool ⁴⁵	\$10,361	\$10,167	\$10,971	\$51,850

⁴³ Dashes in cells indicate an insufficient sample size; these students are placed in the “other disabilities” category.

⁴⁴ The disabilities included in each educational environment for this row vary, depending on sample size. General education class includes the following disabilities: developmental delay, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, speech and language, and traumatic brain injury. Resource room includes the following: autism, developmental delay, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, and orthopedic impairment. Separate special education class includes: autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability, traumatic brain injury, and visual impairment/blindness. Public separate facility includes: autism, deaf-blindness, emotional disturbance, mental retardation, multiple disabilities, other health impairment, traumatic brain injury, and visual impairment/blindness

⁴⁵ Includes 12 students placed in non-public institutions or agencies for whom the home district pays tuition or fees or transfers funds. The sample of these students is insufficient in size to report separately.

Special Education Spending by Service Category

The services that special education students receive can be divided into a variety of categories such as school administration, instruction, and transportation. These services can also be divided into special education services and general education services. For example, most special education students receive direct instruction services from both general and special education personnel.

Tables 19a and 19b present data on the special and general education spending by service for school-aged and preschool special education students, respectively. For five of the service categories, both special education expenditures and general education expenditures are presented. General education spending is not shown for those services specifically designed and provided to special education students (e.g., special school administration and support, assessment services, and homebound and hospital programs). General education spending is also not shown for students placed in public or non-public institutions or agencies (excluding state special schools) not operated by the public school district in which the students reside and for whom the home district pays tuition and fees or transfers funds. Furthermore, data on general education summer school programs were not collected.

To determine the expenditures associated with each service, data from the district and student files were combined to determine the special and general education expenditures for school-aged and preschool special education students. In Table 19a, column 2 shows the special education expenditure by service for school-aged special education students receiving them, and column 3 shows the estimated number of students who receive these services. Columns 4 and 5 show the general education expenditures for special education students and the estimated number of students receiving each service, respectively. Table 19a also shows the per student and total expenditure by service category and the percentage of total spending that is attributed to each (columns 6, 7, and 8). Expenditures by service were also estimated for preschool special education students, as shown in Table 19b. The per student expenditures in both tables were calculated using weighted averages based on the estimated total number of students receiving each type of service. Thus, these expenditures are based on the number of students receiving these services, *not* on the total number of special education students in the state.

For school-aged students, Table 19a shows a total of \$591 million is spent on special and general education services for school-aged special education students in Kansas. The average expenditure per student for the special education portion of the district central office administration and support is \$355, with the general education component of district administration estimated at \$593. Special education expenditures for school administration refer to administration expenditures for special schools operated by the school district in which the student resides and special state schools. General education expenditures for school administration refer to administration for general schools operated by the public school district in which the student resides. The general school administration expenditure is estimated to be \$675 per special education student.

A third category of services includes direct instruction and related service personnel. The total general and special education expenditure for this category of services for a special education student is \$6,679. As one would expect, the total expenditures on direct instruction and related service personnel account for more than half of the total expenditures for school-aged special education students.

Another service category that is costly for school-aged students is tuition, fees, and related service personnel for schools not operated by the public school district in which the student resides. At \$56.4 million, this category accounts for over 9% of the total expenditures for school-aged special education students, although the number of students enrolled in these programs (1,428) is less than 3% of the total school-aged special education population.

Table 19b shows that approximately \$91 million was spent on educational services, both special and general, for preschool special education students in Kansas in 1999-2000. The largest expenditure is on direct instruction and related services, accounting for 38% of the total expenditure. The next largest expenditure is on transportation services for preschool students. At \$4,831 per student, this category accounts for 29% of the total per student expenditure for preschool students.

Table 19a
Special and General Education Spending for School-Aged Special Education Students in Kansas, by Service, 1999-00⁴⁶

Service (1)	Special Education Services for Special Education Students		General Education Services for Special Education Students		Total Education Expenditure Per Special Education Student Served (General and Special) (6)	Total General and Special Education Expenditures for Special Education Students (7)	Percentage of Total Education Expenditures (8)
	Expenditure Per Special Education Student Served (2)	Total Population of Students Served (3)	Expenditure Per Special Education Student Served (4)	Total Population of Students Served (5)			
District Central Office Administration and Support ⁴⁷	\$355	52,619	\$593	52,619	\$948	\$49,904,587	8.4%
Facilities ⁴⁸	\$279	52,522	\$705	52,522	\$984	\$51,675,765	8.7%
School-Aged Students in Schools Operated by the Public School District in Which the Student Resides							
Special School Administration and Support ⁴⁹	\$4,198	157	Not a general education expenditure		\$4,198	\$659,399	0.1%
General School Administration and Support ⁵⁰	Not a special education expenditure		\$675	50,969	\$675	\$34,398,718	5.8%
Direct Instruction and Related Service Personnel ⁵¹	\$4,727	51,126	\$2,610	38,234	\$6,679	\$341,482,815	57.8%
Non-Personnel Items ⁵²	\$184	51,126	\$290	39,195	\$406	\$20,779,754	3.5%
Assessment ⁵³	\$136	58,429	Not a general education expenditure		\$136	\$7,940,857	1.3%
Summer School Programs	\$646	9,766	Data not available ⁵⁴		\$646	\$6,311,012	1.1%
Transportation	\$4,416	4,034	\$470	7,121	\$1,897	\$21,156,553	3.6%
Homebound and Hospital Programs ⁵⁵	\$1,503	154	Not a general education expenditure		\$1,503	\$231,510	0.04%
School-Aged Students Placed in Schools Not Operated By the Public School District in Which the Student Resides ⁵⁶							
Tuition, Fees, and Related Service Personnel	\$39,536	1,428	Not a general education expenditure		\$39,536	\$56,448,092	9.6%
Total Special and General Education Expenditure for Special Education Students	\$7,093	52,707	\$4,120	52,707	\$11,213	\$590,989,062	100%

⁴⁶ The numbers in this table are weighted averages based on the estimated total population of students served in each category.

⁴⁷ District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs and special schools.

⁴⁸ Expenditures on facilities are estimated using data from a variety of sources about the space requirements for different types of classroom and non-classroom buildings within districts, the cost per square foot of construction, and the average ages of school buildings in different parts of the country. Facilities expenditures for students placed in schools not operated by the public school district in which they reside include only expenditures for central office facilities. Expenditures for classroom space are only applied to students served within schools operated by the public school district in which they reside.

⁴⁹ Special education expenditures for school administration refer to administration expenditures for special schools operated by the school district in which the student resides and special state schools.

⁵⁰ General education expenditures for school administration refer to expenditures for general education schools operated by the school district in which the student resides.

⁵¹ Students in homebound and hospital programs are not included under this service category.

⁵² Associated with direct instruction and related service personnel.

⁵³ Assessment services included in this figure are provided by special education consulting teachers, psychologists, counselors, and social workers assigned to schools. Expenditures for assessment services provided by other personnel (i.e., district central office staff and general and special education teachers) are included in the expenditure data for district central office administration and support and direct instruction and related service personnel. Note that a substantial portion of the time spent by teachers and district central office staff is for assessment activities. Hence, the majority of expenditures for assessment are associated with these staff members. Thus, these data are not the total expenditures for assessment services. The data do not allow the school-aged and preschool assessment expenditures to be disaggregated. However, the assessment expenditures apply primarily to school-aged students. Students placed in schools not operated by the public school district in which the student resides and students in homebound and hospital programs are not included in the estimate.

⁵⁴ Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided.

⁵⁵ Homebound and hospital programs are not funded by general education. The data do not allow the school-aged and preschool homebound and hospital program expenditures to be disaggregated. However, we assume that the homebound and hospital program expenditures apply primarily to school-aged students.

⁵⁶ These students are served at a public or non-public institution or agency, excluding state special schools, for which the home district pays tuition or transfers funds. Expenditures on facilities are estimated using data from a variety of sources about the space requirements for different types of classroom and non-classroom buildings within districts, the cost per square foot of construction, and the average ages of school buildings in different parts of the country. Facilities expenditures for students placed in schools not operated by the public school district in which they reside include only expenditures for central office facilities. Expenditures for classroom space are only applied to students served within schools operated by the public school district in which they reside.

Table 19b

Special and General Education Spending for Preschool Special Education Students in Kansas, by Service, 1999-00⁵⁷

Service (1)	Special Education Services for Special Education Students		General Education Services for Special Education Students		Total General and Special Education Expenditure per Special Education Student Served (6)	Total Expenditures for General and Special Education (7)	Percentage of Total Education Expenditures (8)
	Expenditure per Special Education Student Served (2)	Total Population of Students Served (3)	Expenditure per Special Education Student Served (4)	Total Population of Students Served (5)			
District Central Office Administration and Support ⁵⁸	\$1,110	7,205	\$594	7,205	\$1,704	\$12,274,713	13.5%
Facilities ⁵⁹	\$539	7,324	\$603	7,324	\$1,142	\$8,365,031	9.2%
Preschool Students in Schools Operated by the Public School District in Which the Student Resides							
General School Administration and Support	Not a special education expenditure		\$641	7,205	\$641	\$4,618,131	5.1%
Direct Instruction and Related Service Personnel	\$4,628	7,303	\$960	723	\$4,723	\$34,493,304	37.9%
Non-Personnel Items ⁶⁰	\$495	7,303	\$92	723	\$504	\$3,683,155	4.1%
Summer School Programs	\$509	2,168	Data not available ⁶¹		\$509	\$1,104,458	1.2%
Transportation	\$5,180	5,062	\$456	404	\$4,831	\$26,407,997	29.0%
Total Special and General Education Expenditure for Special Education Students	\$10,523	7,303	\$1,953	7,303	\$12,476	\$91,111,707	100%

⁵⁷ The numbers in this table are weighted averages based on the estimated total population of students served in each category. This table reflects expenditure data for preschool students who are enrolled in schools in the public school district in which they reside. Due to a sample size of zero, expenditure data for preschool students who are placed in schools not operated by the public school district in which they reside are not available.

⁵⁸ District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs and special schools.

⁵⁹ Expenditures on facilities are estimated using data from a variety of sources about the space requirements for different types of classroom and non-classroom buildings within districts, the cost per square foot of construction, and the average ages of school buildings in different parts of the country. Facilities expenditures for students placed in schools not operated by the public school district in which they reside include only expenditures for central office facilities. Expenditures for classroom space are only applied to students served within schools operated by the public school district in which they reside.

⁶⁰ Associated with direct instruction and related service personnel.

⁶¹ Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided for this service.

Kansas Customized Report

Expenditures by District Urbanicity

Table 20 provides average expenditures for all special education students (ages 3-22) by district urbanicity. The Kansas State Department of Education categorized the sample districts as urban, suburban, or rural. Accordingly, 3 of the 25 sample districts were classified as urban, 6 suburban, and 16 rural. Average expenditures (special, general, and total) across all sample special education students in these district subgroups were then calculated. As shown, the average total (general and special) education expenditure per special education student is \$9,787 in an urban district, \$11,880 in a suburban district, and \$13,404 in a rural district. Accordingly, the total expenditure to educate a special education student in a rural district is approximately 1.37 times that expended to educate a special education student in an urban district. Also of note, the state average expenditures per special education student for ages 3-22 is \$11,367, which is about average among the averages provided in this table.

Table 20

Special Education Expenditures by District Type: Urban, Suburban, Rural, 1999-00

	Number of Districts in Sample	Number of Students in Sample ⁶²	Special Education Expenditure Per Special Education Student	Total Special Education Expenditure for Special Education Students	General Education Expenditure Per Special Education Student	Total General Education Expenditure for Special Education Students	Total (General and Special) Education Expenditure Per Special Education Student	Total (Special and General) Education Expenditure for Special Education Students
Urban	3	230	\$5,226	\$158,013,336	\$4,560	\$137,876,160	\$9,786	\$295,889,496
Suburban	6	61	\$8,350	\$109,693,950	\$3,530	\$46,373,610	\$11,880	\$156,067,560
Rural	16	116	\$10,579	\$172,405,963	\$2,825	\$46,039,025	\$13,404	\$218,444,988

Expenditures by Special Education Funding Formula Type

Using data from the national Special Education Expenditure Project (SEEP), Table 21 presents average special education expenditures by type of state special education funding formula in relation to Kansas' special education expenditures. The four special education funding formulas are pupil weights (state special education aid is allocated on a per student basis), flat grant (aid is fixed per student), resource-based (funding is based on an allocation of specific education resources), and percent reimbursement (aid a district receives is directly based on its expenditure for the program). (Appendix G describes these funding formula types in greater detail.)

⁶² Does not include students placed in non-public institutions or agencies.

As shown, special education expenditure data were received from districts in 43 states. These states can be divided into four formula categories. Eighteen of these use pupil weights to allocate special education funds. Districts in resource-based allocation states show the lowest special education expenditure of the four types, while districts from the flat grant states show the highest per student expenditure. Kansas, which utilizes a resource-based special education funding formula, shows expenditures very close to the average among this formula type.

Table 21

Expenditures per Special Education Student, by Special Education Funding Formula Type, ages 3-22, 1999-00⁶³

Special Education Funding Formula Type ⁶⁴	Number of Students in SEEP Sample	Number of States Represented in SEEP	Total (Special and General) Education Expenditure per Special Education Student	Special Education Expenditure per Special Education Student	General Education Expenditure per Special Education Student
Resource-based ⁶⁵	1,844	11	\$11,628	\$7,314	\$4,314
Pupil weights	4,957	18	\$12,639	\$8,336	\$4,303
% Reimbursement	152	5	\$13,137	\$8,897	\$4,240
Flat Grant	1,341	9	\$13,480	\$8,710	\$4,770
Kansas	420	1	\$11,367	\$7,511	\$3,856

⁶³ Expenditure data obtained from the national Special Education Expenditure Project (SEEP). Includes all special education students (ages 3-22), except those in homebound/hospital programs. Includes expenditures for transportation and capital.

⁶⁴ Funding formula type based on 1998-99 data. Source: Parrish and Anthony (2001).

⁶⁵ Includes Kansas data.

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Appendix A
National SEEP Research Questions

National SEEP Research Questions

1. What are the detailed average special education and general education per student expenditures for special education students, and how do they vary by type of student, school, placement, district, and state?

1.1 How much is spent on the identification and assessment of special education students?

- 1) What are the various forms of pre-referral activities (i.e., determining the initial eligibility of a potential special education student) currently in practice and what is spent on them?
- 2) What is spent on developing an IEP?
- 3) What is spent on maintaining an IEP?
- 4) What is spent on the assessment of special education students?
- 5) What is spent on developing standards to assess student performance?

1.2 What are the per student expenditures for personnel?

- 1) What is spent on instructional personnel?
- 2) What is spent on administrative personnel?
- 3) What is spent on other staff?

1.3 What are the per student expenditures for facilities, supplies, and technological supports?

1.4 What are the per student expenditures for transportation?

1.5 What are the per student expenditures for mediation and litigation?

- 1) What are the per student expenditures for implementation of due process, mediation, and dispute resolution?
- 2) What are the per student expenditures on litigation regarding placement decisions and what potential impact might this have on future expenditures on special education?
- 3) What is the relationship between expenditures on mediation and expenditures on litigation?

1.6 What are the resources devoted to meeting the needs of students diagnosed as severely emotionally disturbed?

1.7 What are the average per student expenditures devoted to encouraging parental involvement?

1.8 What are the per student expenditures for other indirect costs, administrative and otherwise?

1.9 What are the per student general education expenditures for special education students?

1.10 What are the expenditures on the various special education programs and services received by special education students (e.g., general education classroom placement, special classrooms, and therapies)?

1.11 How do the above expenditures vary by type of student, placement, school, district, and state?

1) Student characteristics:

Grade level

Age

Race/ethnicity

Gender

SES

Disability type

Cognitive/physical/behavioral needs

2) Placement type:

Integrated public school

Regular classroom

Resource room

Special classroom

Related service room

Separate public school

Private school

Residential

3) School characteristics:

Size

Type (e.g., elementary, secondary, charter, magnet, alternative, cluster)

Poverty level

Urban/suburban/rural status

Race/ethnicity

Language fluency

Quality (e.g., teacher credentials, teacher mobility, teacher-to-student ratios)

Environment (e.g., violence level, student mobility)

4) District characteristics:

Size

Poverty level

Urban/suburban/rural status

Race/ethnicity

SES (e.g., assessed property values per student, median household income)

District-to-school funding allocation formulas

District philosophy (site-based decision-making, amount of auxiliary services)

5) State characteristics:

State-to-district funding allocation formulas

State regulations regarding service provision

State policies regarding identification

State philosophy (devolution to districts)

2. How do identification rates vary by type of school, district, and state?

2.1 What are the identification rates for students with specific types of disabilities?

2.2 How do the above rates vary by type of school, district, and state?

3. What are the emerging interactions among programs and blending of funds from education and other social service agencies to provide mandated services for students, and how do these vary by school, district, and state?

3.1 How do special education programs and services interact with general education, Title I, programs for limited-English proficient (LEP) students, and programs for migrant populations?

3.2 What other kinds of social service agencies (e.g., public health, Medicaid, mental health, law enforcement, or social services) are involved in direct provision or financial support of services to students with disabilities? What specific services are provided? To what extent do these other social service agencies provide financial support for services provided within the schools? For example, to what extent have districts pursued Medicaid billing? What are the implications of the schools being the payer of last resort?

3.3 How do these interactions with other programs and other social service agencies vary by level (elementary versus secondary), program (e.g., general education, Title I, LEP), or poverty of students (e.g., percent eligible for free lunch)?

3.4 What impact has the new flexibility to blend funds to implement school-wide projects had on resource allocation to special education?

- 3.5 What percentage of federal special education “set aside” funds (Sec. 619) is retained at the state and how are these funds utilized? To what extent are these funds utilized for administration versus technical assistance, professional development, establishment of standards or assessment programs, or coordination with other programs?

4. What are the expenditure and service implications of the newly reemphasized movement to serve special education students in the least restrictive environment?

- 4.1 How do integration/mainstreaming practices vary by type of student, school, district, and state?
- 4.2 What are the excess expenditures on special education students in the LRE compared to other environments?
- 4.3 What impact does the movement towards more integrated/mainstreamed placements have on per student expenditures for the population of general education students who are affected?

5. How does the funding and provision of special education compare to and affect the funding and provision of general education, and how does this vary by type of school, placement, district, and state?

- 5.1 What is the share of total expenditure that goes to special education?
- 5.2 To what extent are special education resources used to serve general education students?
- 5.3 To what extent are general education resources used to serve special education students?
- 5.4 How do the above shares vary by type of school, placement, district, and state?
- 5.5 How, at the district level, does the amount spent on special education match up with the amount of resources targeted towards special education, and how does this vary by type of district and state?

6. How has the distribution of resources allocated to special education changed in relation to other resources over time: specifically, how do present findings compare to findings of previous national studies, such as Moore et al. (1988)?

- 6.1 How have per student expenditures for special education and general education services changed over the past decade, and has the ratio of special-to-general education expenditures per student changed?
- 6.2 How has the percentage of support for special education expenditures from federal, state, local public, and local private sources changed over time?

7. What are the characteristics of and expenditures on programs and services for preschool special education students?

- 7.1 What percentage of three-to-five year-old children identified as having special education needs are served in various settings (e.g., segregated public special education preschool, integrated public or private preschools, integrated or segregated public kindergarten)?
- 7.2 What are the per student expenditures for preschool students outlined above?
- 7.3 What are the differences in the services provided to preschool special education students and K-12 special education students, and what are the implications of these differences for per student expenditures?
- 7.4 How are preschool services organized and funded by states? What are the implications of these provisions for the special education services provided?
- 7.5 What are state provisions regarding universal preschool, and what are the cost and service implications for the three-to-five year-old special education population?
- 7.6 How do preschool programs interact with other instructional or related service programs (e.g., Head Start) and how are these services coordinated?

8. What are the total current and projected costs of special education?

- 8.1 What is the total expenditure for special education services by SEAs? What is the total expenditure for special education services by LEAs? What is the total expenditure (in billions of dollars) for special education services in the U.S.?
- 8.2 What is the amount of fiscal year 1998 increased funding that was offset through states and local districts reducing planned increases in special education funding? Given the exceptions allowed under IDEA 1997 to the LEA requirement to maintain spending at the level of the prior year, what reductions in special education funding occurred in fiscal year 1998?
- 8.3 What is the expected offset of funding once the amounts appropriated for state grants exceed \$4.1 billion? In addition to the new exceptions to LEA maintenance of effort requirements, what is the expected impact of new provisions allowing localities to treat up to 20 percent of the increase in federal funds over the prior year as local funds once the amount exceeds \$4.1 billion?

Appendix B
National SEEP Sampling Plan

National SEEP Sampling Plan

The nationally representative study sample collected information about the implementation of special education programs in all of the states and in school districts and schools within those states. The Common Core of Data (CCD) Surveys served as the sampling frame for the selection of LEAs (school districts) and schools. This frame was updated with information, provided by contractors working on ongoing U.S. Department of Education sponsored research efforts. This additional information included lists of state schools for special education students (e.g., schools serving students with severe hearing and visual impairments) and lists of agencies that serve primarily or exclusively special education students (e.g., county offices of education, intermediate educational units, and other regional cooperative agencies).

State Sample. For each of the 50 states and the District of Columbia, existing documents and materials were collected on the use of state and federal special education funds (IDEA) at the state level and suballocations of state and federal special education funds to school districts and other agencies.

District Sample. A sample of 250 LEAs (school districts) was randomly selected, with a school district's probability of selection proportional to some function (e.g., the square root) of the total number of students enrolled in the district. These LEAs were selected from among the universe of approximately 14,000 general elementary and secondary school districts in the 50 states and the District of Columbia. The district sample was nationally representative of all school districts and was stratified to insure the inclusion of LEAs from every state and the District of Columbia.

Sample of Intermediate Educational Units (IEUs). In addition to the 250 general LEAs, we selected up to a maximum of 30 IEUs. These IEUs were selected from among those that serve students who reside in the 250 LEAs selected for the national sample and who were counted for state reporting purposes on the roles of the IEU. That is, only those IEUs that received funding directly from the state to support one or more of the students they served were included in the sample.

Central office staff. A 100% sample (up to a maximum of 6) central office staff were selected from each LEA to complete a survey about time allocation among various activities related to the administration and support of the special education program. These staff included the director of special education, all psychologists up to a maximum of 2, and the remainder from among other administrative and support staff.

Base school sample. The sample included 800 schools comprised of approximately 500 elementary schools, 200 secondary (i.e., middle, junior high, and high) schools, and 100 special education schools. Of the 100 special education schools, 50 were selected from general elementary and secondary school districts, up to 30 were selected from IEUs affiliated with the national sample, and 20 were selected from among the state schools for special education students. The number of elementary and secondary schools selected was proportional to the district's enrollment; however, a minimum of two elementary schools was selected in every district (except for districts with only a single school). This base school sample was used for comprehensive data collection. Information about all personnel and non-personnel resources used by the school to provide both general and special education services was collected. In addition, data from each school campus was collected about any personnel or non-personnel resources deployed through any arrangements with local consortia, cooperatives, or IEUs with which the district is affiliated.

Clustered school sample. An additional sample of about 50 elementary and 20 secondary schools offering what we refer to as "clustered programs" was selected. In these clustered programs, we collected data only on special education teachers and related service providers in special programs for high-cost and/or low incidence special education populations who have been clustered in selected elementary and

secondary schools located within the districts selected for the national sample. (That is, these schools were not targeted for the comprehensive data collection planned for the base school sample.) In these cases, special education students with certain low incidence disabilities or who exhibit severely involved disabilities were clustered into selected non-special education schools in order to take advantage of economies of scale in meeting their specific needs. These clustered schools were identified based on discussions with the director of special education in the district. The sample of clustered programs was selected based on a stratified sample determined by the various combinations of disabilities (both low and high incidence) served in each of the schools.

Teachers and other service providers. The study sampled five types of school staff: approximately 4,000 general education classroom teachers, 1,150 special class teachers, 2,000 special education resource specialists or teachers, 470 related service providers (e.g., speech/language specialists), and 1,800 special education teachers' assistants or aides. Each of these samples was drawn from two sources: the **base school sample** and the **clustered school sample**. The **base school sample** included general education staff, while the **clustered school sample** did not. Only special education teachers, related service providers, and special education aides were sampled from the **clustered school sample**.

Special education students with internal placements. The sample of special education students with internal placements (i.e., served in public schools operated by the district) was drawn from the classes and caseloads of the special education teachers and service providers described above. Each special education classroom or resource teacher and each related service provider was asked to select two special education students at random from their classes or caseloads. Specifically, each teacher or service provider was asked to select one low incidence and one high incidence student from their caseloads. If the individual served only one of these two categories (low or high incidence) of students, both students were selected from that category. The total sample of special education students with internal placements was approximately 7,200.

Special education students placed in non-public institutions. The sample of special education students placed in non-public institutions was drawn from the list of students served in schools or agencies not operated by the district. This list was available from the LEA director of special education. A 20% sample of special education students (up to a maximum of 6) was randomly selected from each sampled LEA. The sample was split in half among students with high and low incidence disabilities. If the sample did not split evenly, 1 more low incidence student was selected than high incidence students. (For example, if a 20% sample turned out to be 5 students, we selected 3 low incidence and 2 high incidence students.) The total sample of special education students with these placements was approximately 1,200.

Appendix C

Kansas SEEP Data Collection Methods

Kansas SEEP Data Collection Methods

To minimize reporting burden, the study relied heavily on existing state, district, and school data, in whatever form they were readily available. Specifically, we requested documents that provided information related to the use of special education resources. These materials included budgets, enrollment reports, personnel listings, rosters, and schedules. Accompanying instructions explained that the information requested could be sent in one of three forms: 1) by submitting pre-existing printed reports, 2) by providing electronic files on disk, or 3) by completing hard copy forms provided with the package. AIR data collectors were trained to aggregate the data, with telephone follow-ups as needed to ensure accurate identification of data categories. We used these data in combination with the surveys described below to address the research questions for this project.

At the district and school levels, self-administered surveys/questionnaires with multiple parts gathered information from the staff most knowledgeable about special education programs and from general education staff who interact with special education students. These surveys were modular in design so that different individuals could complete different sections. In addition, surveys for teachers and teacher assistants solicited information on how they spend their time, their participation in professional development, and the resources available in their classrooms. Insofar as possible, the surveys provided choices to be marked so that they could be completed and summarized easily.

Data was collected in Kansas from approximately February 2000 through August 2000. A team of trained data collectors worked on the project, providing technical assistance to sample districts and schools as needed. The core team members also collaborated with the state contact to increase participation and response rates, and to obtain state databases.

Specific data collection instruments and their descriptions follow:

- **Request for Documents and Materials from the State Director of Special Education programs.** A description of the information sought and the types of documents or materials that could provide it: state budgets for federal education funds retained at the state level, federal funding allocations for all districts and other agencies in the state, and other relevant reports.
- **District Questionnaire.** This questionnaire is divided into four sections:
 - Part I** focuses on general demographic and other information about the district.
 - Part II** focuses on detailed information about the special education program. The data requested include enrollments, levels of service, budgets, expenditures, decision-making, professional development and other related items. We also requested backup documentation for all information provided in the questionnaire items.
 - Part III** is directed toward the director of fiscal services and includes items about general revenues, expenditures, personnel benefit policies and payroll data for the sample schools. Part of the information is collected by specific questions, while the payroll information is requested in the form of electronic files or hardcopy records.
 - Part IV** is directed toward the director of transportation in the district and asks for information to help us determine the total costs of transportation and how much of these funds are used to support special education transportation services.

- **Intermediate Educational Unit (IEU) Questionnaire.** This questionnaire is similar to the district questionnaire.
- **Central Office Staff Questionnaire.** This questionnaire primarily gathers information about how central office staff uses their time. Specifically, it asks about time spent on coordination with other agencies, due process and mediation, litigation, IEP activities, and initial eligibility determination. To benchmark this information, we also ask about basic job and background characteristics for each individual.
- **School Questionnaire.** The school questionnaire is a five-part instrument that is analogous to the District Questionnaire. Persons knowledgeable about the special education programs and/or those able to provide school demographic, budget, and staffing information completed it. This questionnaire was sent to all 800 schools in the sample. Each part is described in more detail below.

Part I includes general information on school characteristics, demographics, and programs. It also includes a request for documents or materials that could provide this type of information: roster of all school employees, roster of teachers and class sizes or caseloads (or master class schedules), schedule of aide time allocations to classrooms, list of other personnel (paid or unpaid) who provide services in the school, and school-level budgets for specified federal education programs.

Part II asks for detailed enrollment data for the special education program at the school. Part II itself is divided into three sections: II-A, II-B, and II-C. Each part is virtually identical, but is focused on collecting data on three types of special education programs that may be operating at the school. Part II-A focuses on the standard special education program that is operating in virtually all general elementary or secondary schools or any special education school. Part II-B focuses on special education programs that may be housed at the school site, but which are operated directly by the district office. Enrollments in these types of programs are generally not regarded as part of the total school enrollment. Part II-C focuses on special education programs that are housed at the school site, but which are operated by agencies such as a county office of education or other intermediate education agencies. Again, enrollments in these types of programs are generally not regarded as part of the total school enrollment.

Part III of the school data collection instruments is basically a request for certain documents and materials from the school. Specifically, it requests information on personnel (both general and special education) serving students at the school and non-personnel budgets for instructional supplies, equipment, etc. We requested a comprehensive list of personnel in order to obtain a complete picture of all services necessary for the operation of the school, as well as to provide specific services to certain general and special populations of students. While electronic files were requested when available, we most commonly received hardcopy materials from the schools that AIR staff used to code personnel and non-personnel expenditure information.
- **Special education Teacher and Service Provider Questionnaire.** This was administered to virtually all special education teachers and service providers within the sample schools. The questionnaire is a self-administered survey. The major focus of this questionnaire is to obtain information on the specific structure and characteristics of the service delivery system for special education. We want to know how much time special

- education teachers spend in various settings such as the general education classroom, special classes, separate resource rooms, as well as the class sizes, subjects taught, and composition of students (by disability and eligibility for other programs such as Title I). In addition, the questionnaire asks for information on the educational background, current job responsibilities, and professional development activities of teachers or related service providers and on the time spent on non-teaching activities and responsibilities.
- **General Education Teacher Questionnaire.** This was administered to a 20% sample of general education teachers (up to a maximum of 6 at the elementary level and 9 at the secondary level) selected from within the sample schools. The questionnaire is a self-administered survey. This questionnaire has the same basic items as the **Special Education Teacher Questionnaire**, but has been customized for General Education Classroom Teachers. A primary goal is to determine the extent to which special education students are served in the general education classroom.
 - **Special Education Teacher Aide Questionnaire.** This was administered to virtually all special education teacher aides (about 1,700 respondents) from the sample schools. This questionnaire is a self-administered survey. It is primarily focused on collecting information on how special education aides spend their time and their background and training.
 - **Special Education Student Information Forms.** These include two different surveys: one for special education students with internal placements and one for special education students with placements in non-public institutions. We sampled about 8,400 students.
 - **Students with internal placements.** Each special education teacher or service provider included in the sample was given procedures for selecting a sample of 3 students from within their own classes or caseloads and were asked to complete a survey describing the detailed configurations of services provided to children with internal placements (i.e., those served in the public schools within the district). The questionnaire collects background information on student needs and functional abilities. These teachers and service providers completed the special education student information form designed for internal placements.
 - **Students placed in non-public institutions.** A somewhat different form was completed for a 20% sample (up to a maximum of 6) of special education students who were assigned to non-public institutions (i.e., placements in private schools or public schools not operated by the district for which the district pays tuition or transfers funds). This questionnaire collected information on student needs and functional abilities, along with information on tuition paid or transfers of funds made.

Appendix D

Kansas SEEP District and School Response Rates

Summary of District and School Response Rates in Kansas

The table below highlights the response rates for district and school surveys as well as district documents. At the district level, the survey with the highest response rate (50%) was the District Part IV Transportation survey. In addition, a little over a quarter (28.4%) provided budgetary and payroll documents. Data also show that response rates were generally higher at the school level than the district level. At the school level, most surveys exceeded a 50% response rate. The highest survey response rate was for Part I, School Programs and Demographics, at 61%. The combined response rates for teachers and aides averaged approximately 56.4%, and 57.4% of the special education teachers returned a survey about a special education student. Detailed response rates by district, school, and data collection instrument type are provided on the following pages.

Kansas SEEP District and School Survey Response Rates

	COUNT SENT	COUNT RECEIVED	RESPONSE RATE
DISTRICT SURVEYS			
Part I - District Demographics	34	16	47.1%
Part II - Special Education Program	34	16	47.1%
Part III - Fiscal and Payroll Information	34	16	47.1%
Part IV - Transportation	34	17	50.0%
Central Office Staff⁶⁶	34	15	44.1%
Student Information Form- Externally Placed⁶⁷	**	18	**
DISTRICT DOCUMENTS			
District Budget		12	35.3%
Non-Personnel Budget		8	23.5%
Payroll Report		9	26.5%
SCHOOL SURVEYS			
Part I - Programs and Demographics	100	61	61.0%
Part IIA - School-Operated Special Education Programs	100	60	60.0%
Part IIB - District-Operated Special Education Programs	100	45	45.0%
Part IIC - IEU-Operated Special Education Programs	100	48	48.0%
Part III - Roster Requests	100	54	54.0%
General Education Teacher	654	351	53.7%
Special Education Teacher	394	220	55.8%
Special Education Aide	326	195	59.8%
Student Information Form- Internally Placed	788	452	57.4%

⁶⁶ Six Central Office Staff surveys were sent to the number of sample districts, as indicated in the "count sent." The "count received" shows the number of districts responding by returning at least one Central Office Staff survey.

⁶⁷ Three Externally Placed Student Information Forms were uniformly sent to each sample district because we did not know the actual population number of this group. For this reason we are unable to calculate a response rate for this survey.

KANSAS DISTRICT SURVEY RESPONSE RATE - FINAL			District survey components received				District surveys sent				District documents received		
AIR ID	Lea ID	District Name	Part I - district demographics	Part II - Special education	Part III - Fiscal & payroll info	Part IV - Transportation	Central Office Staff	Student information form-External	Total Central Office Staff	Total Student information form-External	Dist Budget	Non-Per Budget	Payroll
KS-01	2008340	LANSING	1	1	1	1	6	1	6	3	1	1	1
KS-02	2010950	QUINTER PUBLIC SCHOOLS	1	1	1	1	6		6	3	1	1	1
KS-03	2003180	ABILENE							6	3	0	0	0
KS-04	2003930	BELLEVILLE	1	1	1	1			6	3	0	0	0
KS-05	2004410	CANEY VALLEY							6	3	0	0	0
KS-06	2004500	CEDAR VALE	1	1	1	1			6	3	1	1	1
KS-07	2005310	PIKE VALLEY			1	1	1		6	4	0	0	0
KS-08	2005800	ELL-SALINE	1	1		1	6	3	6	3	1	1	1
KS-09	2006390	GARDEN CITY	1	1	1	1	6	2	6	3	1	0	1
KS-10	2006420	GARDNER-EDGERTON-ANTIOCH	1	1	1	1	5	3	6	3	1	1	1
KS-11	2006450	GARNETT							6	3	1	1	0
KS-12	2007380	HOLTON		1	1	1	6	1	6	3	0	0	0
KS-13	2007620	HUTCHINSON PUBLIC SCHOOLS	1	1		1	6	1	6	3	1	0	1
KS-14	2007860	STANTON COUNTY							6	3	0	0	0
KS-15	2007950	KANSAS CITY							6	3	0	0	0
KS-16	2008190	KISMET-PLAINS	1	1	1	1	4		6	3	0	0	0
KS-17	2008550	BLUESTEM	1		1	1		3	6	3	0	0	0
KS-18	2008730	LIBERAL	1	1	1	1	6	1	6	3	0	0	0
KS-19	2010320	OSKALOOSA PUBLIC SCHOOLS	1	1	1	1			6	3	0	0	0
KS-20	2010500	PAOLA							6	3	0	0	0
KS-21	2010680	PIPER-KANSAS CITY							6	3	0	0	0
KS-22	2010770	PLEASANTON							6	3	0	1	1
KS-23	2011080	RENWICK							6	3	0	0	0
KS-24	2012090	SUBLETTE							6	3	0	0	0
KS-25	2012180	SHAWNEE HEIGHTS		1			6	2	6	3	0	0	0
KS-26	2012260	TOPEKA PUBLIC SCHOOLS							6	3	0	0	0
KS-27	2012390	UDALL	1		1	1	1	1	6	3	1	0	0
KS-28	2012950	WHITE ROCK							6	3	0	0	0

KANSAS DISTRICT SURVEY RESPONSE RATE - FINAL			District survey components received				District surveys sent				District documents received		
AIR ID	Lea ID	District Name	Part I - district demographics	Part II - Special education	Part III - Fiscal & payroll info	Part IV - Transportation	Central Office Staff	Student information form-External	Total Central Office Staff	Total Student information form-External	Dist Budget	Non-Per Budget	Payroll
KS-29	2012990	WICHITA							6	3	0	0	0
KS-30	2013050	WINFIELD	1	1	1	1	6		6	3	1	0	0
KS-31	KSRENOC	RENO COUNTY EDUCATION COOPERATIVE #610	1	1	1	1	6		6	3	1	0	0
KS-32	KSSSEDGW	SEDGWICK COUNTY AREA EDUCATIONAL SERVICES INTERLOC							6	3	0	0	0
KS-33	KSJOHNS	JOHNSON COUNTY TECHNICAL EDUCATION #634							6	3	0	0	0
KS-34	KSHIGHP	HIGH PLAINS EDUCATIONAL COOPERATIVE DISTRICT #611	1	1	1		5		6	3	1	1	1
TOTALS			16	16	16	17	76	18	204	103	12	8	9
34	Kansas	Final Response Rate	47.1%	47.1%	47.1%	50.0%	37.3%	17.5%			35.3%	23.5%	26.5%
Final Response Rate Across States			46.4%	52.1%	44.2%	45.7%	32.9%	31.1%			29.3%	18.3%	27.1%

KANSAS SCHOOL SURVEY RESPONSE RATES - FINAL School survey components received

School survey components sent

School documents received

AIR ID	District Name	School Name	School survey components received													School survey components sent					School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget					
KS-01-01	LANSING	LANSING ELEM K-3	1	1	1	1	1	6	8	4	14	6	12	4	24	1	1	0	1	1					
KS-01-02	LANSING	LANSING HIGH 9-12										9	3	2	6	0	0	0	0	0					
KS-02-01	QUINTER PUBLIC SCHOOLS	QUINTER ELEM	1	1	1	1	1	6	4	4	8	6	4	4	8	0	0	0	0	0					
KS-03-01	ABILENE	ABILENE HIGH SCHOOL	1	1	1		1	8	3	6	6	9	3	6	6	0	0	1	0	1					
KS-03-02	ABILENE	KENNEDY ELEM										6	1	2	2	0	0	0	0	0					
KS-04-01	BELLEVILLE	BELLEVILLE EAST ELEM										6	2	4	4	0	0	0	0	0					
KS-05-01	CANEY VALLEY	CANEY VALLEY HIGH										9	2	5	4	0	0	0	0	0					
KS-05-02	CANEY VALLEY	LINCOLN MEMORIAL ELEM										6	2	4	4	0	0	0	0	0					
KS-06-01	CEDAR VALE	CEDAR VALE ELEM		1		1						6	1	2	2	0	0	0	0	0					
KS-07-01	PIKE VALLEY	PIKE VALLEY JR HIGH	1	1		1	1	2	1	2	2	9	1	5	2	1	0	1	1	0					
KS-07-02	PIKE VALLEY	PIKE VALLEY ELEM														0	0	0	0	0					
KS-08-01	ELL-SALINE	HAPPY CORNER ELEM										6	1	1	2	0	0	0	0	0					
KS-09-01	GARDEN CITY	ABE HUBERT MIDDLE SCHOOL										9	5	6	10	0	0	0	0	0					
KS-09-02	GARDEN CITY	THEONI ELEM										2	1	1	2	0	0	0	0	0					
KS-09-03	GARDEN CITY	GARFIELD ELEM	1	1	1	1	1	6	2	2	4	6	3	2	6	1	0	0	1	1					
KS-09-04	GARDEN CITY	JENNIE WILSON ELEM	1	1	1	1	1	5	8	3	16	6	8	4	16	1	1	0	0	1					
KS-09-05	GARDEN CITY	VICTOR ORNELAS ELEM	1	1			1	6	7	4	14	6	7	4	14	1	1	0	1	1					
KS-10-01	GARDNER-EDGERTON-ANTIOCH	NIKE MIDDLE	1	1			1	7	5	6	10	9	10	6	20	1	1	1	1	0					

KANSAS SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent					School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget										
KS-10-02	GARDNER-EDGERTON-ANTIOCH	GARDNER ELEM	1	1	1		1	6	6	4	10	6	10	4	20	1	1	0	0	1										
KS-11-01	GARNETT	GREELEY ELEM										5	1	1	2	0	0	0	0	0										
KS-11-02	GARNETT	MONT IDA ELEM										2	2	2	4	0	0	0	0	0										
KS-12-01	HOLTON	COLORADO ELEM	1	1	1	1	1	3	2	3	4	6	3	4	6	1	0	0	0	0										
KS-12-02	HOLTON	HOLTON MIDDLE	1	1	1	1	1	9	2	6	3	9	4	6	8	1	0	0	0	0										
KS-13-01	HUTCHINSON PUBLIC SCHOOLS	LIBERTY MIDDLE	1	1	1	1	1	4	2	2	4	9	3	4	6	1	1	1	0	1										
KS-13-02	HUTCHINSON PUBLIC SCHOOLS	AVENUE A ELEM	1	1	1	1	1	2	2	4	4	6	2	4	4	0	0	0	0	0										
KS-13-03	HUTCHINSON PUBLIC SCHOOLS	WILEY ELEM	1	1			1	5	1	1	2	6	1	1	2	1	1	0	0	1										
KS-13-04	HUTCHINSON PUBLIC SCHOOLS	GRABER ELEM	1	1	1	1	1	6	2	3	4	6	2	4	4	1	1	0	0	0										
KS-14-01	STANTON COUNTY	JOHNSON ELEM										6	1	1	2	0	0	0	0	0										
KS-14-02	STANTON COUNTY	STANTON COUNTY MIDDLE	1	1	1	1		6	1	2	2	8	1	2	2	0	0	0	0	0										
KS-15-01	KANSAS CITY	WELBORN ELEM										6	5	4	10	0	0	0	0	0										
KS-15-02	KANSAS CITY	SUMNER ACADEMY OF ARTS & SCIEN	1			1	1	7	1	1	2	9	1	1	2	1	0	1	0	1										
KS-15-03	KANSAS CITY	J C HARMON HIGH										6	8	4	16	0	0	0	0	0										
KS-15-04	KANSAS CITY	D D EISENHOWER MIDDLE										9	5	6	10	0	0	0	0	0										
KS-15-05	KANSAS CITY	FRANCES WILLARD ELEM										6	3	3	6	0	0	0	0	0										
KS-15-06	KANSAS CITY	SILVER CITY ELEM										6	2	1	4	0	0	0	0	0										
KS-15-07	KANSAS CITY	JOHN FISKE ELEM										6	5	2	10	0	0	0	0	0										

KANSAS SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent					School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget										
KS-15-08	KANSAS CITY	PARKER ELEM										6	1	1	2	0	0	0	0	0										
KS-15-09	KANSAS CITY	NEW STANLEY ELEM	1	1		1	1	6	1	1	2	6	2	1	4	1	0	0	0	1										
KS-15-10	KANSAS CITY	HAZEL GROVE ELEM										6	1	4	2	0	0	0	0	0										
KS-15-11	KANSAS CITY	WEST MIDDLE						6	2	4	4	9	4	4	8	0	0	0	0	0										
KS-16-01	KISMET-PLAINS	KISMET ELEM														0	0	0	0	0										
KS-16-02	KISMET-PLAINS	PLAINS ELEM	1	1	1	1	1	5	2	3	4	6	2	3	4	1	1	0	0	0										
KS-16-03	KISMET-PLAINS	SOUTHWESTERN HEIGHTS HIGH														0	0	0	0	0										
KS-17-01	BLUESTEM	HAVERHILL ELEM										6	2		4	0	0	0	0	0										
KS-18-01	LIBERAL	LIBERAL SOUTH MIDDLE										9	2	3	4	0	0	0	0	0										
KS-18-02	LIBERAL	SOUTHLAWN ELEM	1	1	1	1	1	6	2	2	4	6	2	4	4	1	1	0	0	1										
KS-18-03	LIBERAL	LINCOLN ELEM	1	1	1	1	1	6	1	3	2	6	1	4	2	1	1	0	1	1										
KS-19-01	OSKALOOSA PUBLIC SCHOOLS	OSKALOOSA ELEM	1	1	1	1	1	5	2	4	4	7	2	4	4	0	0	0	0	0										
KS-19-02	OSKALOOSA PUBLIC SCHOOLS	OSKALOOSA MIDDLE SCHOOL	1	1	1	1	1	8	1		2	9	3	2	6	0	0	0	0	0										
KS-20-01	PAOLA	SUNFLOWER ELEM	1	1	1	1	1	4	3	3	6	6	4	4	8	1	1	0	1	1										
KS-20-02	PAOLA	PAOLA HIGH	1	1	1	1	1	8	1	3	2	9	4	4	8	1	1	1	1	1										
KS-21-01	PIPER-KANSAS CITY	PIPER ELEM SCHOOL WEST										6	2	3	4	0	0	0	0	0										
KS-22-01	PLEASANTON	PLEASANTON HIGH	1			1	1	8	1	3	2	9	1	3	2	0	0	1	0	0										
KS-22-02	PLEASANTON	PLEASANTON ELEM	1	1		1		6	1	4	2	6	3	4	6	0	0	0	0	0										
KS-23-01	RENWICK	ANDALE ELEM-MIDDLE	1	1	1	1		6	3	3	6	6	5	4	10	0	0	0	0	0										
KS-23-02	RENWICK	COLWICH ELEM	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	0	1	1										
KS-24-01	SUBLETTE	SUBLETTE HIGH							1	2	2	9	1	2	2	0	0	0	0	0										

KANSAS SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent					School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget										
KS-24-02	SUBLETTE	SUBLETTE ELEM	1	1		1		6	1	3	2	6	5	4	10	1	0	0	0	0										
KS-25-01	SHAWNEE HEIGHTS	TECUMSEH NORTH ELEM										6	5	4	10	0	0	0	0	0										
KS-25-02	SHAWNEE HEIGHTS	SHAWNEE HTS MIDDLE										9	5	6	10	0	0	0	0	0										
KS-25-03	SHAWNEE HEIGHTS	SHAWNEE HTS ELEM	1	1	1	1	1	4	4	4	8	6	5	4	10	1	0	0	0	1										
KS-26-01	TOPEKA PUBLIC SCHOOLS	QUINCY ELEM	1	1			1	3	1	2	2	6	4	2	8	1	1	0	1	1										
KS-26-02	TOPEKA PUBLIC SCHOOLS	AVONDALE EAST ELEM										6	3	4	6	0	0	0	0	0										
KS-26-03	TOPEKA PUBLIC SCHOOLS	LINN ELEM	1	1	1	1	1	5	4	3	6	9	12	4	24	1	0	0	0	1										
KS-26-04	TOPEKA PUBLIC SCHOOLS	MCEACHRON ELEM						3	2	2	4	6	4	3	8	0	0	0	0	0										
KS-26-05	TOPEKA PUBLIC SCHOOLS	WHITSON ELEM	1	1	1	1	1	6	3	4	6	6	5	4	10	1	1	0	0	0										
KS-26-06	TOPEKA PUBLIC SCHOOLS	HIGHLAND PARK HIGH	1	1	1	1	1	8	11	6	24	9	12	6	24	1	0	1	1	1										
KS-26-07	TOPEKA PUBLIC SCHOOLS	CHASE MIDDLE SCHOOL	1	1			1	9	7	6	14	9	7	6	14	1	1	0	0	0										
KS-26-08	TOPEKA PUBLIC SCHOOLS	EISENHOWER MIDDLE SCHOOL										9	10	6	20	0	0	0	0	0										
KS-27-01	UDALL	UDALL ELEM		1	1	1						6	4	4	8	0	0	0	0	0										
KS-28-01	WHITE ROCK	WHITE ROCK ELEM							1	1	1	6	1	2	2	0	0	0	0	0										
KS-28-02	WHITE ROCK	WHITE ROCK HIGH	1	1	1	1			1		1	9	1		2	0	0	0	0	0										
KS-29-01	WICHITA	METRO MIDTOWN ALT HIGH						9	1		2	9	1		2	0	0	0	0	0										

KANSAS SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent					School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget										
KS-29-02	WICHITA	CURTIS MIDDLE SCHOOL	1	1	1	1	1	8	10	5	20	9	10	5	20	1	0	0	0	1										
KS-29-03	WICHITA	HEIGHTS HIGH	1	1	1	1	1	9	5	3	10	9	5	3	10	0	0	0	0	0										
KS-29-04	WICHITA	HAMILTON MIDDLE SCHOOL	1	1	1	1	1	8	9	4	18	9	13	6	26	1	0	0	0	1										
KS-29-05	WICHITA	MAYBERRY MAGNET MIDDLE SCHOOL	1	1	1	1	1	9	5	2	10	9	5	6	10	1	0	1	1	1										
KS-29-06	WICHITA	ROBINSON MIDDLE SCHOOL	1	1			1	4	10	5	20	9	10	5	20	1	1	1	0	0										
KS-29-07	WICHITA	EAST HIGH	1	1	1		1	7	10	6	42	9	21	6	42	0	0	1	0	0										
KS-29-08	WICHITA	SOUTH HIGH	1	1	1	1	1	9	13	6	26	9	15	6	30	1	0	0	0	1										
KS-29-09	WICHITA	GATEWAY ALTERNATIVE PROGRAM														0	0	0	0	0										
KS-29-10	WICHITA	MCLEAN SCIENCE/TECH MAGNET ELE	1	1	1	1	1	4	2	1	4	6	2	1	4	1	1	0	0	0										
KS-29-11	WICHITA	WELLS ALTERNATIVE MIDDLE SCHOO	1						7	5	12	9	10	6	20	0	0	0	0	0										
KS-29-12	WICHITA	WASHINGTON ACCELERATED LEARNIN						1				6	5	4	10	0	0	0	0	0										
KS-29-13	WICHITA	PRICE/HARRIS COMMUNICATIONS MA	1	1	1	1	1	6	2	2	4	6	2	3	4	1	1	0	1	1										
KS-29-14	WICHITA	HORACE MANN/IRVING FOREIGN LAN	1	1		1	1	6	1	3	2	6	2	3	4	1	0	0	0	1										
KS-29-15	WICHITA	BOSTIC TRADITIONAL MAGNET ELEM	1	1		1	1	6	2	4	4	6	3	4	6	1	0	0	0	0										
KS-29-16	WICHITA	ALLEN ELEM	1	1			1	5	1	1	2	6	1	1	2	1	1	0	0	0										
KS-29-17	WICHITA	PAYNE ELEM	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	1	1	1										

KANSAS SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent					School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget										
KS-29-18	WICHITA	LAWRENCE ELEM	1	1	1	1	1	1	2	4	4	6	3	4	6	1	1	0	0	0										
KS-29-19	WICHITA	GRIFFITH ELEM						1				6	2	2	4	0	0	0	0	0										
KS-29-20	WICHITA	EARHART ENVIRON MAGNET ELEM	1	1	1	1	1	5	2	1	4	6	2	1	4	0	0	0	0	0										
KS-29-21	WICHITA	CLEAVELAND TRADITIONAL MAGNET	1	1	1	1	1	6	1	1	2	6	1	1	2	1	1	0	0	0										
KS-29-22	WICHITA	BUCKNER PERFORMING ARTS ELEM	1	1	1	1	1	5	1	1	2	6	1	1	2	0	0	0	0	0										
KS-29-23	WICHITA	ANDERSON ELEM	1	1			1	6	4	4	8	6	7	4	14	1	0	0	0	1										
KS-30-01	WINFIELD	IRVING ELEM	1	1	1	1	1	6	2	3	4	6	2	4	4	1	0	0	0	1										
KS-30-02	WINFIELD	LOWELL ELEM	1	1	1		1	4	2	2	4	6	2	2	4	1	1	0	0	1										
KS-30-03	WINFIELD	WINFIELD MIDDLE SCHOOL	1	1	1			2	3		5	9	4	6	8	1	0	0	0	0										
KS-30-04	WINFIELD	WEBSTER ELEM	1	1	1		1		1	2	2		2	4	4	1	1	0	0	1										
KS-SE-01		KANSAS SCHOOL FOR THE BLIND	1	1	1	1	1		7	3	14		9	5	18	1	1	0	1	1										

		TOTALS	61	60	45	48	54	351	220	195	452	654	394	326	788					
100	Kansas	Final Response Rate	61.0%	60.0%	45.0%	48.0%	54.0%	53.7%	55.8%	59.8%	57.4%									

Appendix E

Definitions of Educational Environments

Definitions of Educational Environments

The educational environments in this report are placement categories, as defined by the Office of Special Education Programs (OSEP), U.S. Department of Education.⁶⁸ The method of classifying students into these educational environments is as follows:

(1) *General Education Class*: A regular class includes students receiving special education and related services outside the general education classroom for less than 21 percent of the school day. Therefore, these students spend a majority of their education program with non-disabled peers inside the general education classroom. This may include children and youth with disabilities placed in: (a) a general education class with special education/related services provided within general classes, (b) a general education class with instruction within the general class and with special education/related services provided outside general classes, or (c) a general education class with special education services provided in resource rooms. Optional placement instructions for 3- through 5-year-olds state that a general class includes children who receive services in programs designed primarily for non-disabled children, provided the children with disabilities are in a separate program (i.e., not served with non-disabled children) for less than 21 percent of the time receiving services. This may include, but is not limited to, Head Start Centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in the general education setting).

(2) *Resource Room*: A resource room includes students receiving special education and related services outside the general education classroom for at least 21 percent but no more than 60 percent of the school day. This may include children and youth placed in: (a) resource rooms with special education/related services provided within the resource room, or (b) resource rooms with part-time instruction in a general education class. Optional placement instructions for 3- through 5-year-olds state that a resource room includes children who receive services in programs designed primarily for non-disabled children, provided the children with disabilities are in a separate program (i.e., not served with non-disabled children) for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start Centers, public or private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.

(3) *Separate Special Education Class*: A separate special education class includes students receiving special education and related services for more than 60 percent of the school day in a separate class. This may include children and youth placed in: (a) self-contained special classrooms with part-time instruction in a general education class, or (b) self-contained special classrooms full-time on a regular school campus. Optional placement instructions for 3- through 5-year-olds state that a separate class includes children who receive services in programs in which the children are in a separate program (i.e., not served with non-disabled children) for 61 to 100 percent of the time receiving services. It does not include children who receive education programs in public or private separate day or residential facilities.

(4) *Public Separate Facility*: Public separate facilities include students receiving special education and related services for greater than 50 percent of the school day in a separate special education day school in a public school district, or in a state special education school. This may include children and youth placed in: (a) public day schools for students with disabilities, or

⁶⁸ Source: "OSEP IDEA, Part B Data Collection History" (September 2001).

(b) public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general education school buildings for the remainder of the school day. Optional placement instructions for 3- through 5-year-olds state that a public separate school facility includes children who are served in publicly operated programs, set up primarily to serve children with disabilities that are not housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public, separate day school for 50 percent or more of the time receiving services.

(5) *Private separate facility*: Private separate facilities include students receiving education programs in these facilities, including children and youth with disabilities receiving special education and related services, at public expense for greater than 50 percent of the school day. This may include children and youth placed in private day schools for students with disabilities or private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day. Optional placement instructions for 3- through 5-year-olds state that a private separate school facility includes children who are served in privately operated programs, set up primarily to serve children with disabilities that are not housed in a facility with programs for children without disabilities. Children must receive special education and related services in the private separate day school for 50 percent or more of the time receiving services.

(6) *Home/hospital*: Homebound/hospital placement includes students receiving education programs in hospital programs or homebound programs. Optional placement instructions for 3- through 5-year-olds state that a homebound/hospital placement includes children who are served in either a home or a hospital setting. Unlike the other placements, home/hospital placement does not have a percentage of time served associated with it. For children 3-5 years old receiving special education related services in home settings, include children who receive services in the home provided by a professional or paraprofessional who visits the home on a regular basis. Examples include a child development worker or speech services provided in the child's home. For children 3-5 years old receiving special education or related services in a hospital setting, include children who receive services as inpatients or as outpatients. Also include children who receive services in a clinic as outpatients.

The remaining placements provided by OSEP in the Report to Congress (i.e., public residential facility, private residential facility, and correctional facility) are not included in these analyses due to the nature of the SEEP surveys.

Appendix F
The “Abilities Index”

The ABILITIES Index⁶⁹

Please rate the student's abilities on the table on the following page. Ratings in each area are made on a scale of 0 to 5, with **0 indicating normal ability, 1 (suspected disability) indicating some questions about the child's ability, and 5 indicating extreme or profound disability.** In making each rating, think about the child compared to other children the same age. Guidelines follow to assist you in making each rating.

Audition (Hearing) - Think about the child's ability to hear in everyday activities. Score hearing for each ear separately. A score of 5 (Profound Loss) means that the child has no hearing. Rate the child's hearing without a hearing aid. If the child uses a hearing aid, please check this box:

Behavior and Social Skills - Two ratings are made in this area, one for social skills and one for inappropriate or unusual behavior. Social skills refer to the child's ability to relate to others in a meaningful manner. Inappropriate and unusual behavior may include fighting, hitting, screaming, rocking, hand flapping, biting self, etc.

Intellectual Function (Thinking and Reasoning) - This rating reflects the child's ability to think and reason. Think about the way the child solves problems and plays with toys and compare this to other children of the same age.

Limbs (Use of Hands, Arms, and Legs) - Think about the child's ability to use his or her hands, arms, and legs in daily activities. Score left and right limbs separately. A Score of 5 (Profound difficulty) means that the child has no use of a limb.

Intentional Communication (Understanding and Communicating with Others) - Two ratings are made, one for the child's ability to understand others and one for the child's ability to communicate with others. This rating includes attempts to communicate in ways other than talking (signs, gestures, picture boards). Think about the child's ability to understand and communicate with others and compare this to other children of the same age.

Tonicity (Muscle Tone) - Think about the child's muscle tone. Normal means that the child's muscles are neither tight nor loose. If the child's muscle tone is not in the normal range, place an "X" in each box that indicates the degree of tightness or looseness or both. Two ratings should be made since, in some children, tightness or looseness can vary in different parts of the body or from one time to the next.

⁶⁹This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Integrity of Physical Health (Overall Health) - Think about the child's general health. Normal means the usual health problems and illnesses typical for a child this age. If there is a health problem, ratings should be made indicating the degree to which health problems limit activities. Ongoing health problems may include seizures, diabetes, muscular dystrophy, cancer, etc.

Eyes (Vision) - Think about the child's ability to see in everyday activities. Score both the left and right eye. A score of 5 (Profound Loss) means that the child has no vision. Rate the child's vision without glasses. If the child uses glasses, please check this box:

Structural Status (Shape, Body Form, and Structure) - This rating reflects the form and structure of the child's body. Normal means that there are no differences associated with form, shape, or structure of the body parts. Differences in form include conditions like cleft palate or clubfoot; differences in structure include conditions like curved spine and arm or leg deformity. Ratings should indicate how much these differences interfere with how the child moves, plays, or looks.

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In each column, place an X in the space that best describes the child. Please note that multiple Xs should be recorded under A (Audition), B (Behavior), L (Limbs), I (Intentional Communication), T (Tonicity), and E (Eyes).

	A		B		I	L						I		T		I	E		S
	Audition (Hearing) Rate Both		Behavior & Social Skills Rate Both		Intellectual Functioning	Limbs (Use of hands, arms, and legs) Rate All						Intentional Communication Rate Both		Tonicity (Muscle Tone) Rate Both		Integrity of Physical health	Eyes (Vision) Rate Both		Structural Status
	Left Ear	Right Ear	Social Skills	Inapprop. Behavior	Thinking & Reasoning	Left Hand	Left Arm	Left Leg	Right Hand	Right Arm	Right Leg	Under- standing others	Communicating with others	Degree of tightness	Degree of looseness	Overall Health	Left Eye	Right Eye	Shape, Body Form & Structure
0	Normal		All behaviors typical & appropriate for age		Normal for age	Complete normal use						Normal	Normal	Normal	Normal	General good health	Normal		Normal
1	Suspected hearing loss		Suspected disability	Suspected inapprop. behaviors	Suspected disability	Suspected difficulty						Suspected disability	Suspected disability	Suspected disability	Suspected disability	Suspected health problems	Suspected vision loss		Suspected difference or interference
2	Mild hearing loss		Mild disability	Mildly inapprop. behaviors	Mild disability	Mild difficulty						Mild disability	Mild disability	Mild disability	Mild disability	Minor ongoing health problems	Mild vision loss		Mild difference or interference
3	Moderate hearing loss		Moderate disability	Moderately inapprop. behaviors	Moderate disability	Moderate difficulty						Moderate disability	Moderate disability	Moderate disability	Moderate disability	Ongoing but medically-controlled health problems	Moderate vision loss		Moderate difference or interference
4	Severe hearing loss		Severe disability	Severely inapprop. behaviors	Severe disability	Severe difficulty						Severe disability	Severe disability	Severe disability	Severe disability	Ongoing poorly-controlled health problems	Severe vision loss		Severe difference or interference
5			Extreme disability	Extremely inapprop. behaviors	Profound disability							Profound disability	Profound disability	Profound disability	Profound disability	Extreme health problems, near total restriction of activities			Extreme difference or interference

⁷⁰This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Appendix G

Definitions of Special Education Funding Formulas

Definitions of Special Education Funding Formulas

The formulas used by states to distribute funds for special education vary considerably in their general orientation as well as in the detailed provisions. Although a number of frameworks for classifying state special education funding approaches have been suggested over the past two and a half decades, there is much overlap among categories and substantial variation among states' funding formulas within categories of classification. Furthermore, state funding formulas often utilize a combination of these approaches. With these caveats in mind, state funding formulas can be classified into four broad categories.

Pupil Weights - Under a weighted special education funding system, state special education aid is allocated on a per student basis. The amount of aid is based on the funding "weight" associated with each special education student. Most weighting systems provide more funding for those special education students who are expected to cost more to serve by assigning them a larger funding weight. These differentials are based on expected costs because they may not hold true for any one special education student. Funding weights are differentiated on the basis of student placement (e.g., pull-out, special class, private residential), disability category (as shown below for Kentucky), or some combination of the two.

Flat Grant - Under this system, funding is based on a fixed funding amount per student. In North Carolina, for example, total state funding available for special education is divided by the special education count for the state to determine the amount of state aid to be received by districts per special education student. A variation to this approach is based on a count of all students in a district, rather than the number of special education students. California's "census-based" approach is one example.

Resource-based - Funding is based on an allocation of specific education resources, such as teachers or classroom units. Unit rates are often derived from prescribed staff/student ratios by disability condition or type of placement. Resource-based formulas include unit and personnel mechanisms in which distribution of funds is based on payment for specified resources, such as teachers, aides, or equipment.

Percent Reimbursement - Under a percent reimbursement system, the amount of state special education aid a district receives is directly based on its expenditure for the program. Districts may be reimbursed for 100 percent of their program expenditures or for some lesser percentage. Usually there is some basis for determining what costs are and are not allowable, and there may be overall caps on the number of special education students who can be claimed for funding purposes.