

Rhode Island Special Education Expenditure Project (SEEP)

Final Report

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Executive Summary

Background

This report presents findings from the Rhode Island Special Education Expenditure Project. 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.¹ The Rhode Island 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 Rhode Island's interests and policy concerns.

Objective of the Study

The objective of the Rhode Island 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, educational environment, and "Abilities Index" score. This report also compares overall spending in Rhode Island with spending in other SEEP states and the nation so that Rhode Island may assess expenditure estimates in relation to other jurisdictions.

General Approach

The approach to this study is based on a set of 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, the study included the full population of 36 districts as well as a sample of 107 schools, which were randomly selected from 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 Rhode Island tend to be higher than the national average, as well as average to high among the SEEP states. Across all students in the state, ages 3-22, the per student special education expenditure is \$10,198, and the per student general education expenditure for special education students is \$5,410, totaling \$15,608 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 Rhode Island is \$9,380 and per preschool student it is \$18,602.

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

The ratio of special education spending to general education spending for school-aged students in Rhode Island is approximately 2.03—slightly higher than the national ratio of 1.90. Total special education expenditures in the state (ages 3-22) amount to approximately \$304.6 million, with \$255 million spent on school-aged (ages 6-22) students and \$49 million on preschool (ages 3-5) students.

The disability category associated with the highest per student expenditure is mental retardation, at \$23,884 per student. The disability category associated with the next highest cost is multiple disabilities, at \$23,469 per student.

The Rhode Island SEEP also provides special education expenditure information in light of various funding formulas that are currently in place across the nation. Rhode Island expenditures tend to be higher than the average expenditures of states using the four types of special education funding formulas (resource-based, flat grant, pupil weight, and percent reimbursement).

I. Introduction

Overview of the Study

In January of 2000, the Rhode Island Department of Education, Office of Special Needs, contracted with the Center for Special Education Finance at the American Institutes for Research 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 special education study is being conducted in tandem with a national study of special education expenditures. The national study, of which Rhode Island is a participant, shares a common core of research questions with the Rhode Island study. Benefits of this parallel participation include the simultaneous production of comparable data from other states, districts, and the nation as a whole. These data allow comparisons between Rhode Island and the eight other states that contracted for similar SEEP studies, and between Rhode Island and the nation, using the same methodology across similar jurisdictions. In addition to the eight other states that contracted for SEEP studies at the time of Rhode Island, two other states and one major urban school district have since contracted with AIR to conduct such analyses.²

Rhode Island SEEP Research Questions

In contracting for this study, Rhode Island 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 and school placement in Rhode Island?
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?
6. What are the total and per student expenditures on transportation for special education students?

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 are partial, not total, expenditures.

7. What are the 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 Rhode Island 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 Rhode Island sample size from 2 to all 36 districts in the state and from 6 to 107 schools. The school sample, which was chosen randomly, along with the full population of districts, ensured representation of the state as a whole. A brief description of the methods used in the Rhode Island

SEEP follows.⁴ Appendix B provides the national SEEP sampling plan upon which the Rhode Island SEEP sample 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 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 Rhode Island 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.

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

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

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

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 Rhode Island Department of Education

AIR kept the Rhode Island Department of Education continually abreast of issues of concern during the data collection. AIR provided the Department with up-to-date response rates by district and school. When any of the sample districts hesitated to participate, the Department was notified and asked to step in as a liaison, making many calls and sending letters of encouragement to the sample districts. The Department also guided the AIR data analysis team 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 Rhode Island Department of Education on December 10, 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 Rhode Island data collection

II. Findings

Introduction

This section of the report presents empirical results of the Rhode Island SEEP data collection, and is divided into the following five sub-sections: summary results, personnel, transportation, the “Abilities Index,” and total expenditures. Twenty 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.

⁶ Earlier submissions to the Rhode Island Department of Education include the *Data Collection Plan*, submitted on January 31, 2000, and the *Preliminary Data Tabulation Report*, submitted on April 30, 2001.

Insert Exhibit I here

This section of the report presents the following tables:

Table Number	Data Presented
Summary Results	
1	Count of special education students and the number of SEEP student surveys on which the analyses presented in this report are based
2	Special education spending estimates for the state, with and without transportation and capital expenditures
3	Per student costs for special education
4	Comparison of general and special education spending for school-aged students in Rhode Island
5	Comparison of general and special education spending for school-aged students across all SEEP states and the nation
6	General education expenditure information per general education student in Rhode Island
7	Preschool special education expenditures across all SEEP states (ages 3-5)
8	Special education expenditures across all SEEP states and the nation, for students ages 3-22
Personnel	
9	Per student personnel expenditures by category of disability
10	Average number of hours that special education students spend in various service settings, by type of disability
11	Number of special education students per teacher in the state
Transportation	
12	General and special transportation expenditures for special education students
The “Abilities Index”	
13	Personnel expenditures per school-aged special education student by “Abilities Index” score
14	Expenditures by “Abilities Index” score per special education student
15	Expenditures per special education student by educational environment and “Abilities Index” score
Total Expenditures	
16	Expenditures by disability per special education students
17	Expenditures for school-aged special education students, by disability, across all SEEP states
18	Expenditures per special education student by disability type and educational environment
19a and 19b	Expenditures by service for school-aged and preschool students
Rhode Island Customized Report	
20	Expenditures per special education student, by special education funding formula type

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, also 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 supplemental 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 provide comparison data across the SEEP states, two 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 Rhode Island Special Education Students

Table 1 shows the number of school-aged and preschool special education students in Rhode Island 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 categories of students. Table 1 shows 29,870 special education students in the state, with 1,090 of these students included in the study sample.

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

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 36.1%. Speech or language impairment is the next largest disability category in the state, comprising 16% of special education students, although it comprises only a small portion of the sample (6.8%). 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 of Special Education Students by Primary Disability Category in Rhode Island, 1999-2000

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	32	26,034 (87.2%)	963 (88.3%)
Autism	26	186 (0.6%)	79 (7.2%)
Deaf-blindness ¹¹	3	1 (0.0%)	3 (0.3%)
Emotional disturbance	22	1,705 (5.7%)	77 (7.1%)
Hearing impairment/deafness	14	172 (0.6%)	24 (2.2%)
Mental retardation	25	1,015 (3.4%)	97 (8.9%)
Multiple disabilities	23	198 (0.7%)	63 (5.6%)
Orthopedic impairment	10	134 (0.4%)	13 (1.2%)
Other health impairment	25	1,894 (6.3%)	105 (9.6%)
Specific learning disability	32	15,623 (52.3%)	393 (36.1%)
Speech or language impairment	26	4,785 (16.0%)	74 (6.8%)
Traumatic brain injury	7	46 (0.2%)	9 (0.8%)
Visual impairment/blindness	13	62 (0.2%)	26 (2.4%)
All preschool students in schools operated by home district ¹²	15	2,441 (8.2%)	73 (6.7%)
All school-aged students in schools <i>not</i> operated by home district ¹³	19	1,188 (4.0%)	53 (4.9%)
All preschool students in schools <i>not</i> operated by home district ¹⁴	1	207 (0.7%)	1 (0.1%)
Total ¹⁵	36	29,870	1,090

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.

¹¹ Number of students with deaf-blindness in the sample was reported by the teachers and/or administrators of the school.

¹² All disability categories were collapsed for preschool students, as there was an insufficient sample size for individual disability categories to be detailed accordingly.

¹³ 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 accordingly.

¹⁴ Includes preschool 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 disability categories to be detailed accordingly.

¹⁵ Total number of special education students in the state includes 213 homebound and hospital students.

Total Special Education Spending in Rhode Island

Tables 2 and 3 present total spending for special education students in Rhode Island 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.¹⁶ 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 \$17,165, and the estimated average general education expenditure per preschool special education student, without capital and transportation, is \$1,571, for a total of \$18,735. The statewide preschool special education expenditure (not including capital or transportation) is approximately \$45.5 million, with total (general and special) education spending on preschool special education students approximating \$49.6 million.

When capital and transportation is included, the expenditure per *preschool* special education student for special education services is \$18,602, and the average general education expenditure per preschool special education student is \$2,741, for a total of \$21,343. Including capital and transportation, the statewide special education expenditure for preschool special education students is \$49.3 million, with total (general and special) education spending on *preschool* special education students approximating \$56.5 million.

Excluding capital and transportation, the average expenditure per *school-aged* special education student for special education services, is \$8,609, and the average general education expenditure per special education student is \$4,417, for a total of \$13,026. The statewide special education expenditure (excluding capital or transportation) is more than \$234 million, with total (general and special) education spending on *school-aged* special education students approximating \$354.6 million.

When capital and transportation are included, the average expenditure per *school-aged* special education student for special education services is \$9,380, and the average general education

¹⁶ 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.

expenditure per *school-aged* special education student is \$5,670, for a total of \$15,050. Including capital and transportation, the statewide special education expenditure for *school-aged* special education students is about \$255.4 million, with total (general and special) education spending on *school-aged* special education students approximating \$409.7 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 \$9,367, and the average general education expenditure per special education student, without capital and transportation, is \$4,165, for a total of \$13,532. The statewide special education expenditure (not including capital or transportation) for all special education students is approximately \$280 million, with total (general and special) education spending on all special education students approximating \$404 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 \$10,198, and the average general education expenditure per special education student is \$5,410, for a total of \$15,608. Including capital and transportation, the statewide special education expenditure is more than \$304 million, with total (general and special) education spending on special education students approximating \$466 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 \$21,343 average total (general and special) education expenditure, \$12,346 is spent on personnel, \$6,299 on operating costs, \$1,706 on capital, and \$902 on transportation. For *school-aged* special education students, of the \$15,050 average total (general and special) education expenditure (including capital and transportation), \$7,772 is spent on personnel, \$5,254 on operating costs, \$1,535 on capital, and \$489 on transportation. For *all* special education students (preschool and school-aged combined), of the \$15,608 average total (general and special) education expenditure, \$8,185 is spent on personnel, \$5,347 is spent on operating costs, \$1,551 is spent on capital, and \$526 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 \$1,613. 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 \$489 per student.

Table 2
Estimated Special Education Spending in Rhode Island, 1999-2000¹⁷

		Total Count Special Education Students in the State ¹⁸	Total Number of Students in Sample	<i>Special Education</i> Expenditure per Special Education Student	<i>General Education</i> Expenditure per Special Education Student	<i>Total (Special and General) 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	2,648	74	\$17,165	\$1,571	\$18,735	\$45,451,829	\$4,158,729	\$49,610,558
	With Capital and Transportation	2,648	74	\$18,602	\$2,741	\$21,343	\$49,257,245	\$7,259,243	\$56,516,488
School-Aged (Ages 6-22)	Without Capital and Transportation	27,222	1,016	\$8,609	\$4,417	\$13,026	\$234,342,531	\$120,246,151	\$354,588,682
	With Capital and Transportation	27,222	1,016	\$9,380	\$5,670	\$15,050	\$255,363,147	\$154,338,975	\$409,694,834
All (Ages 3-22)	Without Capital and Transportation	29,870	1,090	\$9,367	\$4,165	\$13,532 ¹⁹	\$279,798,275	\$121,402,040	\$404,200,315
	With Capital and Transportation	29,870	1,090	\$10,198	\$5,410	\$15,608 ²⁰	\$304,624,098	\$161,595,588	\$466,219,686

¹⁷ Includes data on both school-aged and preschool students. Estimated expenditure per student has been rounded to the nearest whole number.

¹⁸ The total number of special education students in the state (3-22) includes 213 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 213 homebound and hospital students.

¹⁹ Standard error of the mean total expenditure per special education student, not including capital or transportation, is \$492.

²⁰ Standard error of the mean total expenditure per special education student, including capital and transportation, is \$572

Table 3**Estimated Average Personnel, Operating, Capital, and Transportation Expenditures per Special Education Student in Rhode Island, 1999-2000**

	Total Number of Students in State	Total Number of Students in Sample	Total (Special and General) Education Expenditures	Personnel Expenditures	Operating Expenditures ²¹	Capital Expenditures	Transportation Expenditures
Preschool (Ages 3-5)	2,648	74	\$21,343	\$12,346	\$6,299	\$1,706	\$902
School-Aged (Ages 6-22)	27,222	1,016	\$15,050	\$7,772	\$5,254	\$1,535	\$489
All (Ages 3-22)	29,870	1,090	\$15,608	\$8,185	\$5,347	\$1,551	\$526

²¹ Operating expenditures 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 \$15,050, compared to \$7,410 for a general education student. The ratio of special education spending to general education spending for school-aged students in Rhode Island is estimated to be 2.03. That is, the total expenditure to educate the average school-aged student with disabilities is an estimated *2.03 times* that expended to educate the typical school-aged general education student with no needs.

Table 4

Comparison of Special Education to General Education Spending in Rhode Island for School-aged Students, 1999-2000

Total (Special and General) Education Expenditure per Special Education Student	\$15,050
Education Expenditure per General Education Student	\$7,410
Ratio of Spending on a Special Education Student vs. a General Education Student	2.03

Table 5, below, provides total per student expenditures for *school-aged* special education students in Rhode Island and across the SEEP states and the nation. This table also provides comparisons of special education to general education spending for school-aged students across all nine SEEP states and the nation. As shown, the total per student expenditure for special education students is about average among the SEEP states, at \$15,050. The lowest total per student expenditure across the states is \$10,114, and the highest is \$19,976. The national average is \$12,474. Also provided in Table 5 are comparisons of special education to general education spending across the SEEP states and nation. As shown, the lowest spending ratio across these SEEP states and the nation is 1.57 and the largest is 2.73; at 2.03, Rhode Island is about average when compared to the other states. The national ratio is 1.90; 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.

Table 5

**Comparison of Special Education to General Education Spending for
School-aged Students Across all SEEP States and the Nation, 1999-2000²²**

	State A	State B	State C	State D	State E	Rhode Island	State F	State G	State H	U.S. ²³
<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	\$5,233	\$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
Ratio of Spending on a School-aged Special Education Student vs. a School-aged General Education Student	1.60	1.57	1.71	1.60	1.89	2.03	1.85	2.23	2.73	1.90

²² 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.

²³ 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 Rhode Island, for whom the total expenditure of \$7,410 is provided in Table 4. 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 \$414 per student for transportation is an average across the 88,174 students in the state who receive this service, not across all 121,819 general education students in the state. The largest component of expenditures for the general education student is general education teachers, at approximately \$3,982 per student. The second largest component is non class capitalization costs generated by general school administration, at \$997 per student. The total expenditure for general education students in the state is approximately \$902.7 million.

Table 6

General Education Expenditures per School-aged General Education Student in Rhode Island, 1999-2000

Education Spending Components	Expenditure per student served	Total Estimated Population of General Students in this Category	Total Expenditures
Total general central office administration and support	\$299	121,819	\$36,468,439
Non class capitalization costs generated by general district administration	\$57	121,819	\$6,993,560
General school administration professional staff	\$668	121,819	\$81,353,902
General school administration non-certified staff	\$398	121,819	\$48,454,346
General school administration non-personnel expenditures	\$52	121,819	\$6,288,334
Non class capitalization costs generated by general school administration	\$997	121,819	\$121,424,878
School-aged – general education teachers	\$3,982	121,819	\$485,050,003
School-aged – general education paraprofessionals and aides	\$247	57,337	\$14,189,916
School-aged general education non-personnel expenditures	\$148	121,819	\$17,974,270
Class capitalization costs generated by general teachers	\$399	120,290	\$48,005,161
General transportation	\$414	88,174	\$36,530,283
TOTAL	\$7,410	121,819	\$902,733,093

Table 7 provides per student expenditures for preschool special education students across Rhode Island 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 \$31,111 in the highest. Rhode Island is in the upper end of the range, spending a total of \$21,343 per preschool special education student.

Table 7
Preschool Special Education Expenditure Estimates Across SEEP States, Ages 3–5
1999–00²⁴

	State A	State B	State C	State D	State E	Rhode Island	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</i> (Special and General) Education Expenditure per Special Education Student	\$10,309	\$12,476	\$13,282	\$13,519	\$15,864	\$21,343	\$22,129	\$31,111

²⁴ Data across the U.S. is not yet available to the public. Due to an insufficient sample size, preschool data for one state is not reported. This table includes 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. As expected, the total expenditure per special education student in Rhode Island (\$15,608) is in the mid to high range, and is higher than the national average (\$12,474).

Table 8
Special Education Expenditure Estimates Across SEEP States and the Nation, Ages 3-22
1999-00²⁵

	State A	State B	State C	State D	State E	Rhode Island	State F	State G	State H	U.S.²⁶
<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	\$3,860	\$5,410	\$5,637	\$5,215	\$2,994	\$4,394
<i>Total (Special and General)</i> Education Expenditure per Special Education Student	\$10,366	\$10,421	\$11,101	\$11,246	\$11,371	\$15,608	\$17,476	\$17,526	\$21,099	\$12,474

²⁵ 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.

²⁶ 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 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 expenditures such as supplies, materials, and assistive equipment.

The data include only 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, three disability categories—deaf-blindness, orthopedic impairment, and traumatic brain injury—were collapsed into a single “other low-incidence 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 personnel spending in the state for special education students is on those with mental retardation. This disability category has total personnel expenditure of \$14,774 per special education student. The second highest spending on personnel is \$13,780 for a student with multiple disabilities. The general education expenditures for these two disabilities are also lowest in the state, at \$1,120 and \$1,357, respectively. Preschool, which cannot be disaggregated by disability type, has a total personnel expenditure of \$13,490, of which only \$421 is spent on general education personnel. The average total personnel expenditure across all ages (3-22) is \$8,651, \$5,775 of which is spent on special education personnel.

Table 9

**Personnel Expenditures per Special Education Student by Disability
in Rhode Island, 1999-2000²⁷**

	<i>Special Education Personnel Expenditures Per Special Education Student</i>	<i>General Education Personnel Expenditures Per Special Education Student</i>	<i>Total (General and Special) Education Personnel Expenditures Per Special Education Student</i>
School-aged Students in Schools Operated by the Public School District in which the Student Resides			
Autism	\$10,282	\$1,417	\$11,699
Emotional Disturbance	\$7,545	\$2,331	\$9,876
Hearing Impairment/Deafness	\$5,683	\$3,906	\$9,589
Mental Retardation	\$13,654	\$1,120	\$14,774
Multiple Disabilities	\$12,423	\$1,357	\$13,780
Other Health Impairment	\$4,850	\$3,428	\$8,278
Specific Learning Disability	\$4,611	\$2,900	\$7,511
Speech or Language Impairment	\$3,072	\$2,956	\$6,028
Visual Impairment/Blindness	\$5,942	\$2,929	\$8,871
Other Low-incidence Disabilities ²⁸	\$9,036	\$2,054	\$11,090
Preschool	\$13,069	\$421	\$13,490
Overall Average, including Preschool	\$5,775	\$2,876	\$8,651

Table 10 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 explanation of how personnel expenditures are derived according to service and resources). Table 10 lists five distinct services: general elementary services, general secondary services, special education class, resource specialist, and related services. 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. The bottom row of the table provides “overall” hours spent in each setting by disability. (See Table 1 in this report for the counts of students by disability category.)

As shown, according to the SEEP survey data, most students with disabilities spend the majority of their time in general education classrooms, either elementary or secondary. In contrast, students with deaf-blindness spend slightly more time in special education classes (1,080 hours vs. 1,052 hours in a secondary general education class). Students with deaf-blindness receive

²⁷ Personnel expenditures account for the salaries and benefits of staff necessary to provide direct instruction and related services to students, such as general and special education teachers, related service staff, paraprofessionals, and aides. This component does not include administration and office support personnel or non-personnel expenditures, such as supplies, materials, and assistive equipment.

²⁸ Other low-incidence disabilities include deaf-blindness, orthopedic impairment, and traumatic brain injury. These disabilities were collapsed into a single category, as the individual sample sizes of students with these disabilities were insufficient.

more hours with a resource specialist than students with any other disability (597 hours), and they receive more hours of related services, as well (216 hours). Overall, the average special education student spends either 900 hours in an elementary general education class or 846 hours in a secondary general education class, 535 hours in a special education class, 222 hours with a resource specialist, and 67 hours with related services.

Table 10

Hours per Year Special Education Students Spend in Each Type of Service, by Disability, in Rhode Island, 1999-00²⁹

	General Education Class		Special Education Class (3)	Resource Specialist (4)	Related Services (5)
	Elementary (1)	Secondary (2)			
Autism	1,152	866	558	247	64
Deaf-blindness	-	1,052	1,080	597	216
Development Delay	-	-	-	-	-
Emotional Disturbance	1,052	1,105	657	214	58
Hearing Impairment/Deafness	1,060	1,106	361	162	107
Mental Retardation	1,162	690	680	433	169
Multiple Disabilities	853	978	660	468	154
Orthopedic Impairment	847	0	330	89	88
Other Health Impairment	1,409	673	575	189	68
Specific Learning Disability	932	812	468	234	46
Speech or Language Impairment	774	1,135	639	222	46
Traumatic Brain Injury	-	537	280	141	42
Visual Impairment/Blindness	687	842	546	195	46
Preschool	647	-	589	149	120
Overall Average	900	846	535	222	67

Table 11 provides the number of special education students to teachers in Rhode Island for the school year 1999-2000. Four categories of teachers are presented: special education teachers, special education related service providers, general education teachers, and special education aides. Only general education teachers who provide services for special education students are included in the respective ratios. As shown, there are approximately 20.4 special education students to every special education teacher, 21.4 special education students to every one special education related service provider, 28.5 special education students to every one general education teacher, and 40.5 special education students to every special education aide. The overall ratio for teachers and aides providing services to special education students is 26.8 special education students to every teacher or aide.

²⁹ Dashes in cells indicate insufficient number of cases to report data.

Table 11**Number of Special Education Students per Teacher in Rhode Island, Ages 3-22
1999-00³⁰**

	Number of Special Education Students per Teacher	Number of Teachers in Sample
Special Education Teachers ³¹	20.4	322
Special Education Related Service Providers ³²	21.4	137
General Education Teachers ³³	28.5	343
Special Education Aides ³⁴	40.5	168
Overall Average	26.8	970

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), several assumptions were made. Transportation was interpreted to be a general education service when it was provided to the general education student population and when no special accommodations were made, while special education transportation services were interpreted to include those specifically designed for students with disabilities. This 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

³⁰ The SEEP surveys do not provide sufficient information to obtain ratios for administrators working in special education programs.

³¹ Special education teachers consist of the following: consulting teacher, early childhood special education classroom teacher, itinerant teacher, other teacher, regular early childhood education classroom teacher, resource specialist/teacher, special class teacher, and team teacher.

³² Special education related service providers consist of the following: adaptive PE teacher, occupational therapist, other related service provider, physical therapist, psychologist, school counselor/social worker, special education counselor, and speech therapist.

³³ General education teachers consist of the following: classroom teacher, consulting teacher, early childhood education teacher, team teacher, bilingual teacher, and other teacher.

³⁴ Special education aides consist of the following: administrative aide, other assistant, personal or health care aide, bilingual teaching assistant, teaching assistant for resource specialist, teaching assistant for general education teacher, and teaching assistant for special class.

require such services, while students with less severe disabilities are frequently transported from home to school on regular buses along with the general education students. They 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.

From the student surveys, transportation was inferred 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 34.³⁵
4. The student’s family received reimbursement for transportation expenses.

Table 12 shows general and special transportation expenditures for special education students and the percentage of special education students receiving transportation services. The data show that 36% of special education students receive some form of transportation services. We estimate that approximately 28% of these students with disabilities were riding regular buses without special accommodations, and that about 8% received special transportation services or reimbursement.

Total transportation expenditures for special education students were estimated to be approximately \$15.7 million for the 1999-2000 school year, of which \$12.3 million were for special transportation services. The average expenditure for a special education student receiving general transportation services is approximately \$425, and for a special education student receiving special transportation services, it is approximately \$5,165.

³⁵ 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 to assign 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 Rhode Island, 1999-2000**

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	8,052	28%	\$425	\$3,423,931
Special Transportation Services Funded by Special Education	2,378	8%	\$5,165	\$12,280,295
Total		36%		\$15,704,226

The “Abilities Index”

Table 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.³⁶ It is a functional assessment where the focus of the measures is the different functional abilities of the student in 9 different 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 weight³⁷ 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 domain of intentional communication has a weight of 1. The total Index score was calculated as a weighted

³⁶ See Simeonsson, R., et. al (1995).

³⁷ Rune Simeonsson developed these weights.

average, taking into account all the ratings in the different areas. The highest total score a student can obtain is 45, meaning that the student has a severe, profound disability in all the areas measured.

In Table 13, as with all tables presenting “Abilities Index” information in this report, students were classified into the four Quartiles based on their “Abilities Index” score. The score range for Quartile I (25th percentile of the population) is 0-3, the score range for Quartile II (50th percentile of the population) is 3.0-10, Quartile III (75th percentile of the population) has a score between 10-21.2, and Quartile IV (100th percentile of the population) shows a score range of 21.3 or above.

This table provides information for both school-aged and preschool students who are enrolled in schools operated by the public school district in which they reside. 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 (general 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. 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. The lowest total per student personnel expenditure is for students in Quartile I, at \$5,846 spent per student. Quartile III has the largest total personnel expenditure per student, at \$11,179. Preschool has a total personnel expenditure of \$13,490 per student. The average total expenditure across all Quartiles plus preschool is \$8,651. When compared to the total per student expenditures presented in Table 14, Table 13 shows that on average, about half of the expenditure spent on a special education student is spent on personnel.

Table 13**Personnel Expenditure per Special Education Student by “Abilities Index” Score in Rhode Island, Ages 3-22, 1999-2000**

	Total Number of Students in Sample ³⁸	Special Education Expenditure per Student	Total (General and Special) Education Expenditure per Student
Quartile I	158	\$2,454	\$5,846
Quartile II	239	\$3,930	\$6,713
Quartile III	266	\$8,745	\$11,179
Quartile IV	276	\$8,314	\$10,700
Preschool	73	\$13,069	\$13,490
Overall Average, Including Preschool	1,012	\$5,775	\$8,651

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 as the severity of the students’ disabilities increase, from a total of \$11,457 per student in Quartile I to \$17,974 per student in Quartile IV. The full expenditure for students in non-public institutions or agencies is \$39,228, and it is \$21,343 for preschool students. This table shows that the overall per student special education expenditure for the 1,065 students in the sample is \$10,198, and the per student total (special and general) education expenditure is \$15,608.

³⁸ Total number of students in sample for whom “Abilities Index” information was obtained.

Table 14**Expenditure per Special Education Student by “Abilities Index” Score in Rhode Island, Ages 3-22, 1999-2000**

	Total Number of Students in Sample ³⁹	Special Education Expenditure per Student	Total (General and Special) Education Expenditure per Student
Quartile I	158	\$4,717	\$11,457
Quartile II	239	\$6,436	\$12,457
Quartile III	266	\$9,902	\$15,400
Quartile IV	276	\$12,686	\$17,974
Students in Non-public Institutions or Agencies	53	\$39,228	\$39,228
Preschool	74	\$18,602	\$21,343
Overall Average, Including Students in Non-public Institutions and Preschool	1,065	\$10,198	\$15,608

Table 15 presents expenditures for special education students, by ages 3-22, “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.⁴⁰ 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.

³⁹ Total number of students in sample for whom “Abilities Index” information was obtained.

⁴⁰ Source: “OSEP IDEA, Part B Data Collection History” (September 2001).

- (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 (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.

Separate Special Education Class, public separate facility, and home/hospital environments are not reported 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 \$10,921 for Quartile I to \$17,325 for Quartile IV. The expenditure for this educational environment for Quartile II is \$12,279, and for Quartile III it is \$15,484. The overall average for this educational environment is \$13,449. The overall averages for the other educational environments are as follow: *Resource Room*, \$18,563, and *Private Separate Facility*, \$41,205. As in the other tables, a dash in a cell indicates insufficient sample size to report.

Table 15

**Expenditure per Special Education Student
by Educational Environment and Abilities Index Quartile, 1999-00⁴¹**

Educational Environment	Quartile I	Quartile II	Quartile III	Quartile IV	Overall Average
General Education Class	\$10,921	\$12,279	\$15,484	\$17,325	\$13,449
Resource Room	-	\$14,077	\$19,596	\$22,346	\$18,563
Private Separate Facility	-	-	\$39,416	-	\$41,205

Total Expenditures

Expenditures by Disability

Table 16 provides yearly expenditures, both general and special, by disability category in Rhode Island 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. Three disability categories—deaf-blindness, orthopedic impairment, and traumatic brain injury—are collapsed into the “Other low-incidence disabilities” category, due to low sample sizes.

Table 16 shows mental retardation is the disability category associated with the highest total per student cost (\$23,884), while speech or language impairment is associated with the lowest total cost (\$11,322). Speech or language impairment is also the only disability with general education expenditures higher than special education expenditures. Multiple disabilities is associated with the second highest expenditure, at \$23,469 per student. The total per student expenditure for

⁴¹ The sample sizes by educational environment and abilities index were only sufficient in size for the 3 educational environments listed above. Dashes in cells indicate an insufficient sample size.

students in non-public institutions is \$39,228, and the total per student expenditure for preschool special education students is \$21,343. The overall average total expenditure per special education student is \$15,608.

Table 16**Expenditure per Special Education Student in Rhode Island, by Disability, 1999-2000⁴²**

	<i>Special Education Expenditure Per Special Education Student</i>	<i>General Education Expenditure Per Special Education Student</i>	<i>Total (General and Special) Education Expenditure Per Special Education Student</i>
School-aged Students in Schools Operated by the Public School District in which the Student Resides ⁴³			
Autism	\$16,053	\$4,177	\$20,230
Emotional Disturbance	\$11,032	\$5,483	\$16,516
Hearing Impairment/Deafness	\$9,204	\$7,394	\$16,598
Mental Retardation	\$20,239	\$3,644	\$23,884
Multiple Disabilities	\$19,214	\$4,256	\$23,469
Other Health Impairment	\$8,295	\$6,505	\$14,801
Specific Learning Disability	\$7,197	\$6,103	\$13,301
Speech or Language Impairment	\$5,271	\$6,051	\$11,322
Visual Impairment/Blindness	\$9,273	\$6,107	\$15,380
Other Low-Incidence Disabilities ⁴⁴	\$14,116	\$5,193	\$19,309
School-aged Students in Non-public Institutions or Agencies	\$39,228	\$0	\$39,228
Preschool	\$18,602	\$2,741	\$21,343
Overall Average, including Preschool and Students in Non-public Institutions ⁴⁵	\$10,198	\$5,410	\$15,608

Table 17 expands upon Table 16, providing expenditure data by disability category across all SEEP states. Table 17 also provides disability rates by state. Note that if the sample size is low for any one disability category in a 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, Rhode Island expenditures by disability tend to be on the higher side when compared to the other SEEP states. In fact, for two disabilities, Rhode Island’s expenditures are higher than the

⁴² 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 administration and office support personnel or non-personnel expenditures, such as supplies, materials, and assistive equipment. The numbers in this table are weighted averages based on the estimated total population of students in each disability category.

⁴³ Includes state schools.

⁴⁴ Other low-incidence disabilities include deaf-blindness, orthopedic impairment, and traumatic brain injury. These disabilities were collapsed into a single category, as the individual sample sizes of students with these disabilities were insufficient.

⁴⁵ This figure does not include expenditures associated with students in hospital and homebound programs.

other states. These are mental retardation, at \$23,884, and multiple disabilities, at \$23,469. Across all disabilities, the highest overall average expenditure across the SEEP states is \$16,456 and the lowest overall average expenditure is \$10,049. The total overall average special education expenditure for school-aged students in Rhode Island is \$15,050.

Table 17

Expenditures per School-aged Special Education Student by Disability, Across all SEEP States, Ages 6-22, 1999-00⁴⁶

	Expenditure Type	Rhode Island	State A	State B	State C	State D	State E	State F	State G	State H
Autism	SE	\$ 16,053	\$ 9,969	\$ 13,407	\$ 17,585	\$ 13,336	\$ 12,869	\$ 20,191	N/A	N/A
	GE	\$ 4,177	\$ 3,635	\$ 4,377	\$ 3,155	\$ 3,785	\$ 3,654	\$ 4,897	N/A	N/A
	Total	\$ 20,230	\$ 13,604	\$ 17,784	\$ 20,740	\$ 14,121	\$ 16,523	\$ 25,088	N/A	N/A
% disability rate**		0.74%	0.60%	1.25%	0.90%	0.90%	0.93%	1.20%	0.49%	1.40%
Deaf-Blindness	SE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% disability rate		0.01%	0.02%	0.02%	0.02%	0.04%	0.02%	0.01%	0.01%	0.30%
Developmental Delay	SE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% disability rate		0%	0.70%	0%	0.20%	0%	0%	0%	0%	0%
Emotional Disturbance	SE	\$ 11,032	N/A	N/A	\$ 5,879	\$ 5,747	\$ 10,129	\$ 13,428	\$ 9,322	N/A
	GE	\$ 5,483	N/A	N/A	\$ 4,476	\$ 3,841	\$ 7,234	\$ 4,762	\$ 4,980	N/A
	Total	\$ 16,516	N/A	N/A	\$ 10,356	\$ 9,588	\$ 17,363	\$ 18,190	\$ 14,302	N/A
% disability rate		8.68%	6.10%	8.04%	8.70%	7.90%	6.62%	11.90%	6.48%	3.3%
Hearing Impairment/Deafness	SE	\$ 9,204	N/A	\$ 11,672	N/A	N/A	N/A	\$ 10,613	N/A	N/A
	GE	\$ 7,394	N/A	\$ 6,008	N/A	N/A	N/A	\$ 5,471	N/A	N/A
	Total	\$ 16,598	N/A	\$ 17,680	N/A	N/A	N/A	\$ 16,084	N/A	N/A
% disability rate		0.84%	1.10%	1.23%	1.10%	0.90%	0.72%	1.50%	1.13%	1.40%
Mental Retardation	SE	\$ 20,239	\$ 8,596	\$ 9,666	\$ 8,768	\$ 11,044	N/A	\$ 16,848	\$ 7,140	\$ 16,731
	GE	\$ 3,644	\$ 3,475	\$ 3,707	\$ 2,968	\$ 3,060	N/A	\$ 3,730	\$ 4,443	\$ 2,931
	Total	\$ 23,884	\$ 12,071	\$ 13,373	\$ 11,736	\$ 14,104	N/A	\$ 20,578	\$ 11,584	\$ 19,662
% disability rate		4.50%	24.10%	16.07%	10.70%	10.40%	2.40%	4.40%	23.88%	13.60%

⁴⁶ N/A signifies expenditure data included in "Other Low Incidence" category, except data for Developmental Delay in New York. According to OSEP, there is no category Developmental Delay in NY. Disability rate calculated from statistics cited by the 22nd Annual Report to Congress, US Department of Education 2000.

Table 17, continued

	Expenditure Type	Rhode Island	State A	State B	State C	State D	State E	State F	State G	State H
Multiple Disabilities	SE	\$ 19,214	\$ 11,460	\$ 15,483	N/A	N/A	\$ 10,797	\$ 17,801	\$ 13,027	N/A
	GE	\$ 4,256	\$ 4,356	\$ 2,982	N/A	N/A	\$ 5,674	\$ 5,239	\$ 3,201	N/A
	Total	\$ 23,469	\$ 15,816	\$ 18,465	N/A	N/A	\$ 16,461	\$ 23,040	\$ 16,228	N/A
% disability rate		1%	1.50%	0.73%	3.90%	0.70%	8.18%	5.20%	5.82%	0%
Orthopedic Impairment	SE	N/A	\$ 9,244	\$ 9,734	N/A	N/A	N/A	\$ 15,309	N/A	N/A
	GE	N/A	\$ 5,002	\$ 4,790	N/A	N/A	N/A	\$ 5,660	N/A	N/A
	Total	N/A	\$ 14,246	\$ 14,524	N/A	N/A	N/A	\$ 20,968	N/A	N/A
% disability rate		0.53%	0.70%	0.90%	0.90%	0.60%	0.33%	0.70%	1.12%	5.10%
Other Health Impairment	SE	\$ 8,295	\$ 4,662	\$ 6,512	\$ 5,334	\$ 6,638	\$ 5,937	\$ 10,830	N/A	N/A
	GE	\$ 6,505	\$ 5,487	\$ 6,677	\$ 4,451	\$ 4,863	\$ 6,977	\$ 5,621	N/A	N/A
	Total	\$ 14,801	\$ 10,150	\$ 13,189	\$ 9,785	\$ 11,501	\$ 12,914	\$ 16,451	N/A	N/A
% disability rate		7.0%	3.1%	1.7%	7.7%	4.4%	0.7%	5.0%	2.0%	0.0%
Specific Learning Disability	SE	\$ 7,197	\$ 2,132	\$ 3,984	\$ 4,613	\$ 4,308	\$ 7,931	\$ 9,148	\$ 5,655	N/A
	GE	\$ 6,103	\$ 5,905	\$ 5,068	\$ 4,960	\$ 5,338	\$ 6,693	\$ 5,932	\$ 5,771	N/A
	Total	\$ 13,301	\$ 8,037	\$ 9,052	\$ 9,573	\$ 9,647	\$ 14,624	\$ 15,080	\$ 11,425	N/A
% disability rate		58.0%	44.2%	42.7%	43.4%	53.1%	56.1%	54.9%	38.5%	62.3%
Speech/Language Impairment	SE	\$ 5,271	\$ 3,141	\$ 3,594	N/A	\$ 4,734	\$ 8,709	\$ 7,251	N/A	N/A
	GE	\$ 6,051	\$ 6,316	\$ 4,744	N/A	\$ 3,693	\$ 4,995	\$ 6,058	N/A	N/A
	Total	\$ 11,322	\$ 9,457	\$ 8,337	N/A	\$ 8,427	\$ 13,704	\$ 13,309	N/A	N/A
% disability rate		18.1%	17.3%	26.5%	22.0%	20.4%	23.7%	14.4%	20.0%	11.1%
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%	0.3%	0.2%	0.2%	0.0%	0.3%	0.2%	0.0%
Visual Impairment/Blindness	SE	\$ 9,273	\$ 3,149	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	\$ 6,107	\$ 5,327	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	\$ 15,380	\$ 8,476	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% disability rate		0.3%	0.5%	0.6%	0.4%	0.4%	0.2%	0.5%	0.5%	0.4%
Other Disabilities	SE	\$ 14,116	\$ 10,640	\$ 5,563	\$ 7,659	\$ 13,629	\$ 14,557	\$ 21,385	\$ 4,034	\$ 12,826
	GE	\$ 5,193	\$ 3,802	\$ 5,237	\$ 3,410	\$ 4,376	\$ 5,710	\$ 5,688	\$ 4,761	\$ 3,312
	Total	\$ 19,309	\$ 14,442	\$ 10,800	\$ 11,069	\$ 18,004	\$ 20,267	\$ 27,076	\$ 8,795	\$ 16,137
Average	SE	\$ 9,380	\$ 5,333	\$ 6,157	\$ 7,093	\$ 5,633	\$ 11,432	\$ 12,507	\$ 6,316	\$ 16,860
	GE	\$ 5,670	\$ 5,096	\$ 4,690	\$ 4,120	\$ 4,481	\$ 5,661	\$ 5,233	\$ 4,810	\$ 3,116
	Total	\$ 15,050	\$ 10,429	\$ 10,848	\$ 11,213	\$ 10,114	\$ 17,094	\$ 17,740	\$ 11,126	\$ 19,976

Table 18, below, provides total (general and special) education expenditure 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 \$13,449. This expenditure is higher for the *resource room* environment, at \$18,563, and for the *separate special education class* environment, at \$19,298 per student. The total cost of the *public separate facility* is \$12,263. Expenditure data for all other disability categories are provided in aggregate form in the “other low-incidence disabilities” row.

Table 18
Expenditure per Special Education Student
by Disability Type and Educational Environment, 1999-00⁴⁷

Disability Type	General Education Class	Resource Room	Separate Special Education Class	Public Separate Facility
Autism	\$20,437	--	--	--
Emotional Disturbance	\$15,826	--	--	--
Mental Retardation	\$22,290	--	--	--
Multiple Disabilities	\$20,054	--	--	--
Other Health Impairment	\$14,793	--	--	--
Specific Learning Disability	\$12,957	\$14,884	--	--
Speech or Language Impairment	\$10,434	--	--	--
Visual Impairment/Blindness	\$14,071	--	--	--
Other Low-Incidence Disabilities ⁴⁸	\$15,745	\$19,245	\$19,490	\$10,801
Preschool	\$16,079	--	--	--
Average Overall ⁴⁹	\$13,449	\$18,563	\$19,298	\$12,263

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.

⁴⁷ The sample sizes by disability, by educational environment, were only sufficient in size for the 8 disability categories listed above, plus preschool and school-age students in non-public institutions or agencies. Dashes in cells indicate an insufficient sample size; these students are placed in the low-incidence category.

⁴⁸ The disabilities included in each educational environment for this row vary, depending on sample size. General education class includes: deaf-blindness, hearing impairment/deafness, orthopedic impairment, and traumatic brain injury. Resource room includes: autism, deaf-blindness, emotional disturbance, hearing impairment/deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, and visual impairment/blindness. Separate special education class includes: autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, and specific learning disability. Public separate facility includes: emotional disturbance, hearing impairment/deafness, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment.

⁴⁹ Includes all students in the sample, including students placed in non-public institutions or agencies for whom the home district pays tuition or fees or transfers funds, and preschool students. The samples of these students are insufficient in size to report separately.

Tables 19a and 19b present data on the special and general education spending 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 they 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 average special education expenditure by service for school-aged special education students receiving them, and the third column 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 total expenditure by service category and the percentage of total spending that is attributed to each service category (columns 6, 7, and 8). Expenditures by service were also estimated for preschool special education students, as shown in Table 19b, below. 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.

For school-aged students, Table 19a shows that a total of \$409.7 million is spent on special and general education services for school-aged special education students in Rhode Island. The average expenditure per student for the special education portion of the district central office administration and support is \$742, with the general education component of district administration estimated at \$299. 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 \$1,119 per special education student.

A third category of service expenditures 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 \$8,193. 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.

A fourth category of expenditure is for assessment services (including evaluation and IEP related activities) provided by special education consulting teachers, psychologists, counselors, and social workers assigned to schools. Expenditures for assessment services provided by district staff and general and special education teachers are not included in this figure, as these data are included in the expenditures for district central office administration and support and for direct instruction and related service personnel. Thus, this exhibit does not provide data on the *total* expenditure on assessment services. Furthermore, assessment activities are only counted as special education expenditures. Approximately 7% of the total expenditure for school-aged special education students is used for these assessment services. 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 \$46.6 million, this category accounts for over 11% of the total expenditures for school-aged special education students.

Table 19b shows a total of approximately \$56.5 million was spent on educational services, both special and general, for preschool students in Rhode Island in 1999-2000. The total general and special education expenditures per preschool student on direct instruction and related services are significantly higher than expenditures for the same services provided to school-aged students, \$13,490 and \$8,193, respectively. More than 58% of the total expenditures for preschool students are used for direct instruction and related service personnel. Higher spending on preschool students may be due to a smaller population with more severe disabilities, as compared to school-aged special education students. The next largest expenditure is for tuition, fees, and related service personnel services for preschool students placed in schools not operated by the home district. This category accounts for almost 14% of the total expenditure for preschool students.

Table 19a
Special and General Education Spending for School-Aged Special Education Students in Rhode Island, by Service, 1999-2000⁵⁰

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 (General and Special) Education Expenditures for Special Education Students (7)	Percentage of Total Education Expenditures (8)
	Expenditure Per Special Education Student Served (2)	Total Number of Students Served (3)	Expenditure Per Special Education Student Served (4)	Total Population of Students Served (5)			
District Central Office Administration and Support ⁵¹	\$742	27,222	\$299	27,222	\$1,042	\$28,352,326	6.9%
School-Aged Students in Schools Operated by the Public School District in Which the Student Resides							
Special School Administration and Support ⁵²	See footnote		Not a general education expenditure		See footnote		
General School Administration and Support ⁵³	Not a special education expenditure		\$1,119	25,820	\$1,119	\$28,880,970	7.0%
Direct Instruction and Related Service Personnel ⁵⁴	\$5,086	25,821	\$3,526	22,755	\$8,193	\$211,559,364	51.6%
Non-Personnel Items ⁵⁵	\$197	25,821	\$129	23,039	\$312	\$8,064,280	2.0%
Assessment ⁵⁶	\$996	28,262	Not a general education expenditure		\$996	\$28,162,967	6.9%
Summer School Programs	\$811	2,476	Data not available ⁵⁷		\$811	\$2,007,056	0.5%
Transportation	\$5,178	2,077	\$414	6,180	\$1,613	\$13,315,080	3.2%
Homebound and Hospital Programs ⁵⁸	\$4,392	213	Not a general education expenditure		\$4,392	\$935,585	0.2%
School-Aged Students Placed in Schools Not Operated By the Public School District in Which the Student Resides ⁵⁹							
Tuition, Fees, and Related Service Personnel	\$39,228	1,188	Not a general education expenditure		\$39,228	\$46,618,846	11.4%
Facilities ⁶⁰	\$377	27,222	\$1,158	27,222	\$1,535	\$41,798,360	10.2%
Total Special and General Education Expenditure for Special Education Students	\$9,380	27,222	\$5,670	27,222	\$15,050	\$409,694,834	100%

⁵⁰ The numbers in this table are weighted averages based on the estimated total population of students served in each category.

⁵¹ District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs.

⁵² 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. An expenditure estimate is included in the total expenditure calculation.

⁵³ General education expenditures for school administration refer to expenditures for general education schools operated by the school district in which the student resides.

⁵⁴ Students in homebound and hospital programs are not included under this service category.

⁵⁵ Associated with direct instruction and related service personnel.

⁵⁶ 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. 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.

⁵⁷ Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided.

⁵⁸ 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.

⁵⁹ 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.

⁶⁰ 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.

**Table 19b
Special and General Education Spending for Preschool Special Education Students in Rhode Island, by Service, 1999-2000⁶¹**

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 (General and Special) Education Expenditure 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 ⁶²	\$769	2,648	\$299	2,648	\$1,068	\$2,827,920	5.0%
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		\$898	2,441	\$898	\$2,192,586	3.9%
Direct Instruction and Related Service Personnel	\$13,069	2,441	\$2,062	498	\$13,490	\$32,929,766	58.3%
Non-Personnel Items ⁶³	\$1,398	2,441	\$75	1,954	\$1,458	\$3,559,350	6.3%
Summer School Programs	\$642	430	Data not available ⁶⁴		\$642	\$275,944	0.5%
Transportation	\$5,070	301	\$462	1,872	\$1,099	\$2,389,146	4.2%
Preschool Students Placed in Schools Not Operated By the Public School District in Which the Student Resides ⁶⁵							
Tuition, Fees, and Related Service Personnel	\$37,800	207	Not a general education expenditure		\$37,800	\$7,824,992	13.8%
Facilities ⁶⁶	\$862	2,648	\$844	2,648	\$1,706	\$4,516,784	8.0%
Total Special and General Education Expenditure for Special Education Students	\$18,602	2,648	\$2,741	2,648	\$21,343	\$56,516,488	100%

⁶¹ The numbers in this table are weighted averages based on the estimated total population of students served in each category.
⁶² District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs.
⁶³ Associated with direct instruction and related service personnel.
⁶⁴ 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.
⁶⁵ These students are placed at a public or non-public institution or agency, excluding state special schools, not operated by the public school district in which the student resides and for which the home district pays tuition or transfers funds.
⁶⁶ 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.

Expenditures by Special Education Funding Formula Type

Using data from the national Special Education Expenditure Project (SEEP), Table 20 presents average special education expenditures by type of state special education funding formula in relation to Rhode Island's 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).

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. Rhode Island, which does not have a separate special education funding formula, shows higher special education expenditures than the averages reported in each of the four categories.

Table 20

Expenditures per Special Education Student, by Special Education Funding Formula Type, 1999-00⁶⁷

Special Education Funding Formula Type ⁶⁸	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	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
Rhode Island	1,090	1	\$15,608	\$10,198	\$5,410

⁶⁷ 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.

⁶⁸ Funding formula type based on 1998-99 data. Source: Parrish and Anthony (2001).

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Appendix A
National SEEP Research Questions

Detailed Description of 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 in Question 1.1-11 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 SEEP collected information about the implementation of special education programs in all of the states and in sampled 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 IEOs 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

Rhode Island SEEP Data Collection Methods

Data Collection Plan

To minimize the reporting burden, the SEEP relies heavily on existing documents and materials, in whatever form they are readily available. Specifically, the study is requesting documents related to the use of special education resources. These materials include budgets, enrollment reports, personnel listings, rosters, and schedules. Accompanying instructions explain that the information requested can be provided one of three ways: 1) submitting pre-existing printed reports, 2) providing electronic files on disk, or 3) completing the hard copy forms provided by us. AIR data collectors have been trained to aggregate the data, using telephone follow-ups as needed to ensure accurate identification of data categories.

At the district and school levels, self-administered surveys/questionnaires gather information from the staff most knowledgeable about special education programs, and from general education staff who interact with special education students. These surveys are modular in design so that different sections can be completed by different individuals. There are also surveys for teachers and teacher assistants, which solicit information on how they spend their time, their participation in professional development, and the resources available in their classrooms. The surveys use multiple-choice questions as much as possible, so that they can be completed and summarized easily.

Specific descriptions of the data collection instruments are as follows:

- **State Questionnaire for the State Director of Special Education Programs**, a questionnaire and request for documents and materials regarding state funding for special education, state budgets for federal education funds retained at the state level, federal funding allocations for all districts and other agencies in the state, and state programs related to special education.
- **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 request 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 is used to support special education transportation services.
- **Central Office Staff Questionnaire.** This questionnaire is primarily for gathering information about how central office staff use their time. Specifically, it asks about time spent on coordination with other agencies, due process and mediation, litigation, and 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, analogous to the District Questionnaire, to be completed by persons knowledgeable about the special education programs and/or able to provide school demographic, budget, and staffing information. This questionnaire will be sent to all schools in the sample. Each part is described in more detail below.
 - **Part I** covers general information about school characteristics, demographics, and programs. It includes a request for documents and materials that could provide the information needed: a roster of all school employees, a roster of teachers and class sizes or caseloads (or master class schedules), schedule of aide time allocations to classrooms, a 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 programs at the school. Part II itself is divided into three sections: II-A, II-B, and II-C. Each part is almost identical, but is focused on a different type of special education program that may be operating at the school. Part II-A focuses on the standard special education program that is operating in almost all regular elementary or secondary schools and 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 external 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 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 items such as instructional supplies, and equipment. We will be requesting 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 will be requested when available, we will most commonly receive hardcopy materials from the schools, which AIR staff will then use to code personnel and non-personnel expenditure information.
- **Special Education Teacher and Service Provider Questionnaire.** This will be administered to almost 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, and separate resource rooms. We also want to know the class sizes, subjects taught, and composition of students (by disability and by 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 will be administered to a 20 percent 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 will be administered to almost all special education teacher aides 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 on 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 external placements.
 - **Students with internal placements.** Each special education teacher or service provider included in the sample will be given procedures for selecting a sample of 2 students from within their own classes or caseloads, and will be asked to complete a survey describing the detailed configurations of services provided to children with internal placements. The questionnaire will collect background information on student needs and functional abilities. These teachers and service providers will complete the special education student information form designed for internal placements (i.e., those served in the public schools within the district).
 - **Students with external placements.** A somewhat different form will be completed for a 20 percent sample (up to a maximum of three) of special education students who have been assigned to external placements (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 will collect information on student needs and functional abilities along with information on tuition paid or transfers of funds made.

Appendix D

Rhode Island SEEP District and School Response Rates

Summary of Rhode Island SEEP District and School Response Rates

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 (77.8%) was the District Part II Special Education Program survey. On average, about two-thirds of the other four surveys were returned. In addition, about one-third of the districts provided budgetary and payroll documents. Data also show that response rates were similarly high at the school level. At the school level, all surveys exceeded a 50% response rate. The highest survey response rate was for Part I, School Programs and Demographics, at 77.8%. The response rates for teachers and aides were between 56-66%, and 51.6% 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.

Rhode Island SEEP Final Response Rates

	COUNT SENT	COUNT RECEIVED	RESPONSE RATE
DISTRICT SURVEYS			
Part I - District Demographics	36	26	72.2%
Part II - Special Education Program	36	28	77.8%
Part III - Fiscal and Payroll Information	36	23	63.9%
Part IV - Transportation	36	25	69.4%
Central Office Staff⁶⁹	36	23	63.9%
Student Information Form- Externally Placed⁷⁰	**	70	**
DISTRICT DOCUMENTS			
District Budget		14	38.9%
Non-Personnel Budget		10	27.8%
Payroll Report		15	41.7%
SCHOOL SURVEYS			
Part I - Programs and Demographics	107	80	74.8%
Part IIA - School-Operated Special Education Programs	107	77	72.0%
Part IIB - District-Operated Special Education Programs	107	68	63.6%
Part IIC - IEU-Operated Special Education Programs	107	65	60.7%
Part III - Roster Requests	107	79	73.8%
General Education Teacher	731	483	66.1%
Special Education Teacher	1076	607	56.4%
Special Education Aide	384	242	63.0%
Student Information Form- Internally Placed	2152	1111	51.6%

⁶⁹ 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.

⁷⁰ 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.

RHODE ISLAND 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
RI-01	4400720	NEWPORT SCH DIST	1	1	1	1	5	3	6	3	0	0	0
RI-02	4400840	PAWTUCKET SCH DIST	1	1	1	1	6	3	6	3	0	0	0
RI-03	4400030	BARRINGTON SCH DIST	1			1	1	3	6	3	0	0	0
RI-04	4400065	BRISTOL-WARREN REG DIST	1	1	1	1	2	3	6	3	1	0	0
RI-05	4400090	BURRILLVILLE SCH DIST	1	1		1		1	6	3	1	0	1
RI-06	4400120	CENTRAL FALLS SCH DIST	1	1	1	1	1	3	6	3	0	0	0
RI-07	4400150	CHARIHO REG DIST	1	1	1	1	3	3	6	3	1	1	1
RI-08	4400210	COVENTRY SCH DIST	1	1	1	1	2	3	6	3	0	0	1
RI-09	4400240	CRANSTON SCH DIST	1	1	1		5	3	6	3	1	1	1
RI-10	4400270	CUMBERLAND SCH DIST							6	3	0	0	0
RI-11	4400300	EAST GREENWICH SCH DIST	1	1			4	3	6	3	0	0	0
RI-12	4400330	EAST PROVIDENCE SCH DIST			1	1			6	3	0	1	1
RI-13	4400360	EXETER-W GREENWICH REG DIST	1	1	1	1	3	3	6	3	1	1	1
RI-14	4400390	FOSTER ELEM SCH DIST		1					6	3	0	0	0
RI-15	4400420	FOSTER-GLOCESTER REG DIST	1	1	1	1			6	3	0	0	0
RI-16	4400450	GLOCESTER ELEM SCH DIST		1					6	3	0	0	0
RI-17	4400510	JAMESTOWN SCH DIST	1	1	1	1	1	3	6	3	1	0	1
RI-18	4400540	JOHNSTON SCH DIST	1	1	1	1	1	3	6	3	1	1	1
RI-19	4400570	LINCOLN SCH DIST	1	1		1	6	3	6	3	0	0	0
RI-20	4400600	LITTLE COMPTON SCH DIST							6	3	0	0	0
RI-21	4400630	MIDDLETOWN SCH DIST	1		1	1	2		6	3	1	1	1
RI-22	4400660	NARRAGANSETT SCH DIST	1	1	1	1	1	3	6	3	1	1	1
RI-23	4400690	NEW SHOREHAM SCH DIST		1					6	3	0	0	0
RI-24	4400750	NORTH KINGSTOWN SCH DIST	1	1	1	1	5	3	6	3	1	1	1
RI-25	4400780	NORTH PROVIDENCE SCH DIST		1	1	1			6	3	1	1	1
RI-26	4400810	NORTH SMITHFIELD SCH DIST	1	1	1	1	3	3	6	3	1	0	0
RI-27	4400870	PORTSMOUTH SCH DIST							6	3	0	0	0

RHODE ISLAND 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
RI-28	4400900	PROVIDENCE SCH DIST	1	1	1	1	5	3	6	3	0	0	0
RI-29	4400960	SCITUATE SCH DIST	1	1	1	1			6	3	0	0	1
RI-30	4400990	SMITHFIELD SCH DIST	1	1	1	1	2	3	6	3	0	0	0
RI-31	4401020	SOUTH KINGSTOWN SCH DIST		1				3	6	3	1	0	1
RI-32	4401050	TIVERTON SCH DIST							6	3	0	0	0
RI-33	4401110	WARWICK SCH DIST		1		1	5	3	6	3	0	0	0
RI-34	4401140	WEST WARWICK SCH DIST	1	1	1	1	5	3	6	3	0	0	0
RI-35	4401170	WESTERLY SCH DIST	1		1		6	3	6	3	1	1	1
RI-36	4401200	WOONSOCKET SCH DIST	1	1		1	5	3	6	3	0	0	0
TOTALS			25	28	22	25	79	70	216	108	14	10	15
36	Rhode Island	Final Response Rate	69.4%	77.8%	61.1%	69.4%	36.6%	64.8%			38.9%	27.8%	41.7%
Final Response Rate Across SEEP States			46.4%	52.1%	44.2%	45.7%	32.9%	31.1%			29.3%	18.3%	27.1%

RHODE ISLAND SCHOOL SURVEY RESPONSE RATES

AIR ID	District Name	School Name	School survey components received									School survey components Sent				School documents received				
			Part I - programs & dems.	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	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
RI-01-01	NEWPORT SCH DIST	CRANSTON - CALVERT	1	1			1	6	9	2	18	6	10	2	20	1	0	0	1	0
RI-01-02	NEWPORT SCH DIST	Sheffield School	1	1	1	1	1	6	7	1	14	6	7	1	14	1	1	1	1	1
RI-02-01	PAWTUCKET SCH DIST	NATHANAEL GREENE SCHOOL	1	1			1	6	13	3	21	6	13	4	26	1	1	0	1	1
RI-02-02	PAWTUCKET SCH DIST	SAMUEL SLATER JUNIOR HIGH	1		1	1	1	9	13	6	20	9	15	6	30	1	0	1	0	1
RI-02-03	PAWTUCKET SCH DIST	JOSEPH JENKS JUNIOR HIGH	1	1	1	1	1	6	10	6	17	9	15	6	30	1	1	1	1	1
RI-02-04	PAWTUCKET SCH DIST	FLORA S. CURTIS SCHOOL		1	1	1	1		10		20		15		30	0	0	0	0	0
RI-03-01	BARRINGTON SCH DIST	NAYATT SCHOOL	1	1	1	1	1	4	8	3	14	6	10	3	20	1	1	0	0	0
RI-03-02	BARRINGTON SCH DIST	PRIMROSE HILL SCHOOL	1	1			1	6	7	4	12	6	12	4	24	1	1	1	1	1
RI-03-03	BARRINGTON SCH DIST	BARRINGTON HIGH SCHOOL	1	1	1	1	1	7	11	6	18	9	16	6	32	0	0	1	1	1
RI-04-01	BRISTOL-WARREN REG DIST	ROCKWELL SCHOOL	1	1	1	1	1	6	6	4	10	6	15	4	30	1	0	0	1	1
RI-04-02	BRISTOL-WARREN REG DIST	GUITERAS SCHOOL	1	1	1	1	1	6	7	3	12	6	15	4	30	0	1	0	1	0
RI-04-03	BRISTOL-WARREN REG DIST	MT. HOPE HIGH SCHOOL	1	1	1	1	1	6	8	3	16	9	15	6	30	1	1	1	0	1
RI-05-01	BURRILLVILLE SCH DIST	STEERE FARM ELEMENTARY SCHOOL	1	1	1	1	1	6	8	4	14	6	13	4	26	1	1	0	0	0
RI-05-02	BURRILLVILLE SCH DIST	WILLIAM CALLAHAN SCHOOL	1	1	1	1	1	5	10	4	20	6	12	4	24	1	0	0	0	1
RI-05-03	BURRILLVILLE SCH DIST	BURRILLVILLE HIGH SCHOOL	1				1	8	16	6	30	9	17	6	34	1	1	1	1	0
RI-06-01	CENTRAL FALLS SCH DIST	VETERANS MEMORIAL ELEMENTARY	1	1	1	1	1	6	10	4	16	6	14	4	28	1	0	0	0	0
RI-06-02	CENTRAL FALLS SCH DIST	ROBERTSON SCHOOL	1	1	1	1	1	5	4	1	5	6	9	1	18	1	1	0	0	1
RI-06-03	CENTRAL FALLS SCH DIST	CENTRAL FALLS JR-SR HIGH	1	1			1	2	11	5	19	9	22	6	44	1	0	0	0	0
RI-07-01	CHARIHO REG DIST	HOPE VALLEY ELEMENTARY SCHOOL										6	7		14	0	0	0	0	0
RI-07-02	CHARIHO REG DIST	CHARIHO REGIONAL MIDDLE SCHOOL	1	1	1	1	1	9	21	6	40	9	23	6	46	1	0	1	1	1
RI-08-01	COVENTRY SCH DIST	OAK HAVEN SCHOOL	1	1	1	1	1	6	7	2	14	6	10	2	20	1	1	0	1	1
RI-08-02	COVENTRY SCH DIST	WASHINGTON OAK SCHOOL	1		1	1	1	6	7	3	10	6	25	4	50	0	0	0	0	0

AIR ID	District Name	School Name	Part I - programs & dems.	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	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
RI-09-01	CRANSTON SCH DIST	DANIEL D. WATERMAN SCHOOL	1	1			1	6	8		8	6	8		16	1	1	0	0	1
RI-09-02	CRANSTON SCH DIST	JOHN W. HORTON SCHOOL	1	1	1	1	1	6	5	2	9	6	10	4	20	1	0	0	0	1
RI-09-03	CRANSTON SCH DIST	W. R. DUTEMPLE SCHOOL	1	1	1			3	6		11	6	10	2	20	0	0	0	0	0
RI-09-04	CRANSTON SCH DIST	EDEM PARK SCHOOL	1	1	1	1	1	6	6	1	12	6	11	2	22	1	0	0	0	0
RI-09-05	CRANSTON SCH DIST	CRANSTON HIGH SCHOOL EAST	1	1	1	1	1	6	17	3	33	9	29	6	58	1	0	0	0	0
RI-09-06	CRANSTON SCH DIST	HUGH B. BAIN MIDDLE SCHOOL		1				4	8		16	9	26		52	0	0	0	0	0
RI-09-07	CRANSTON SCH DIST	WESTERN HILLS MIDDLE SCHOOL	1	1	1	1	1	9	15	3	30	9	18	4	36	1	1	1	1	1
RI-10-01	CUMBERLAND SCH DIST	GARVIN MEMORIAL	1	1	1	1	1	6	10	5	18	6	12	6	24	1	1	0	0	0
RI-10-02	CUMBERLAND SCH DIST	CUMBERLAND HILL SCHOOL	1	1	1	1	1	5	9	3	16	6	14	4	28	0	0	0	0	1
RI-10-03	CUMBERLAND SCH DIST	CUMBERLAND MIDDLE SCHOOL										9	15	6	30	0	0	0	0	0
RI-11-01	EAST GREENWICH SCH DIST	FRENCHTOWN SCHOOL										6	8	4	16	0	0	0	0	0
RI-11-02	EAST GREENWICH SCH DIST	EAST GREENWICH HIGH	1	1	1	1	1	8	13	4	7	9	15	6	30	1	0	0	0	1
RI-12-01	EAST PROVIDENCE SCH DIST	WADDINGTON SCHOOL										6	12	4	24	0	0	0	0	0
RI-12-03	EAST PROVIDENCE SCH DIST	ORLO AVENUE SCHOOL										6	8	4	16	0	0	0	0	0
RI-12-04	EAST PROVIDENCE SCH DIST	EAST PROVIDENCE HIGH	1	1	1	1	1	9	14	6	34	9	18	6	36	1	1	1	0	0
RI-13-01	EXETER-W GREENWICH REG DIST	METCALF SCHOOL	1	1	1	1	1	5	12	3	22	6	14	4	28	1	1	0	0	0
RI-13-02	EXETER-W GREENWICH REG DIST	MILDRED E. LINEHAM SCHOOL	1	1	1	1	1	6	5	4	10	6	9	4	18	0	0	0	0	0
RI-13-03	EXETER-W GREENWICH REG DIST	EXETER-WEST GREENWICH REG. JR.	1	1	1	1	1	7	9	2	18	9	14	6	28	1	1	1	1	1
RI-14-01	FOSTER ELEM SCH DIST	CAPT. ISAAC PAINE SCHOOL	1	1	1	1		3	3	2	6	6	12	4	24	0	0	0	0	0
RI-15-01	FOSTER-GLOCESTER REG DIST	PONAGANSET MIDDLE SCHOOL	1		1	1	1	9	5	6	10	9	12	6	24	1	0	0	0	1
RI-15-02	FOSTER-GLOCESTER REG DIST	PONAGANSET HIGH SCHOOL	1	1			1	5	8	3	5	6	11	6	22	0	0	0	0	0

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RI-16-01	GLOCESTER ELEM SCH DIST	WEST GLOCESTER ELEMENTARY										6	12	4	24	0	0	0	0	0
RI-17-01	JAMESTOWN SCH DIST	JAMESTOWN SCHOOL-MELROSE	1	1	1	1	1	6	9	3	16	6	11	4	22	1	1	0	0	1
RI-18-01	JOHNSTON SCH DIST	THORNTON SCHOOL	1	1	1	1	1	2	9	2	21	6	14	4	28	0	1	0	0	1
RI-18-02	JOHNSTON SCH DIST	WINSOR HILL SCHOOL	1		1	1	1	6	3	2	6	6	7	2	14	1	1	0	1	0
RI-18-03	JOHNSTON SCH DIST	JOHNSTON SENIOR HIGH	1	1	1	1	1	8	12	3	22	9	14	6	28	1	1	1	0	1
RI-19-01	LINCOLN SCH DIST	NORTHERN LINCOLN ELEM.		1	1	1		1				8	15	4	30	0	0	0	0	0
RI-19-02	LINCOLN SCH DIST	LINCOLN MIDDLE SCHOOL	1	1	1	1	1	8	3	3	5	9	8	6	16	1	1	1	0	0
RI-20-01	LITTLE COMPTON SCH DIST	WILBUR & MCMAHON SCHOOLS	1	1	1	1	1	4	4	4	7	6	9	4	18	1	1	0	1	0
RI-21-01	MIDDLETOWN SCH DIST	LINDEN SCHOOL	1	1	1	1	1	6	12	4	22	6	14	4	28	1	1	0	1	1
RI-21-02	MIDDLETOWN SCH DIST	AQUIDNECK SCHOOL	1	1			1	6	3	4	6	6	12	4	24	1	0	0	0	1
RI-21-03	MIDDLETOWN SCH DIST	JOSEPH H. GAUDET SCHOOL	1	1	1	1	1	9	13	6	26	9	17	6	34	1	1	0	0	0
RI-22-01	NARRAGANSETT SCH DIST	NARRAGANSETT ELEMENTARY	1	1	1	1	1	6	14	3	28	6	20	4	40	0	0	0	0	0
RI-22-02	NARRAGANSETT SCH DIST	NARRAGANSETT HIGH SCHOOL	1	1	1	1	1	3	8		15	9	14	2	28	0	0	0	0	0
RI-23-01	NEW SHOREHAM SCH DIST	BLOCK ISLAND SCHOOL						2				6	1	1	2	0	0	0	0	1
RI-24-01	NORTH KINGSTOWN SCH DIST	STONY LANE SCHOOL	1	1	1	1	1	6	3	2	6	6	3	2	6	1	1	1	1	1
RI-24-02	NORTH KINGSTOWN SCH DIST	DAVISVILLE SCHOOL	1	1	1	1	1	6	1	2	2	6	1	4	2	1	1	0	1	0
RI-24-03	NORTH KINGSTOWN SCH DIST	NORTH KINGSTOWN SR. HIGH	1	1	1	1	1	7	8	5	17	9	10	6	20	1	1	1	0	1
RI-25-01	NORTH PROVIDENCE SCH DIST	MARIEVILLE SCHOOL	1	1	1	1	1	3	2	4	4	6	3	4	6	1	1	0	0	1
RI-25-02	NORTH PROVIDENCE SCH DIST	DR. EDWARD RICCI SCHOOL	1	1			1	6	5	1	5	6	5	1	10	1	1	1	1	1
RI-25-03	NORTH PROVIDENCE SCH DIST	BIRCHWOOD SCHOOL	1	1	1	1	1	1	1	1	2	9	5	4	10	1	1	0	0	0
RI-26-01	NORTH SMITHFIELD SCH DIST	DR. HALLIWELL SCHOOL	1	1	1		1	6	9	2	18	6	10	2	20	1	1	1	0	1

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RI-26-02	NORTH SMITHFIELD SCH DIST	N. SMITHFIELD JR-SR HIGH				1	1	7	6	3	12	9	8	3	16	0	0	1	0	1
RI-27-01	PORTSMOUTH SCH DIST	MELVILLE SCHOOL	1	1	1	1	1	4	5		10	6	6		12	1	1	0	0	0
RI-27-02	PORTSMOUTH SCH DIST	PRUDENCE ISLAND SCHOOL	1	1			1				1	3	1		2	1	1	0	1	0
RI-27-03	PORTSMOUTH SCH DIST	PORTSMOUTH MIDDLE SCHOOL	1				1	4	3		6	9	7	6	14	1	0	0	1	0
RI-28-01	PROVIDENCE SCH DIST	PLEASANT VIEW SCHOOL										6	12	4	24	0	0	0	0	0
RI-28-02	PROVIDENCE SCH DIST	VEAZIE ANNEX II										3	1		2	0	0	0	0	0
RI-28-03	PROVIDENCE SCH DIST	BROAD STREET SCHOOL	1	1	1		1	6	3	2	6	6	3	2	6	1	1	0	0	1
RI-28-04	PROVIDENCE SCH DIST	CARL G. LAURO SCHOOL	1	1	1	1	1	6	6	2	12	6	6	4	12	1	1	1	1	1
RI-28-05	PROVIDENCE SCH DIST	WEBSTER AVENUE SCHOOL										6	4	2	8	0	0	0	0	0
RI-28-06	PROVIDENCE SCH DIST	MARTIN LUTHER KING SCHOOL	1	1	1	1	1	5	2	1	3	6	6	5	12	1	1	0	1	1
RI-28-07	PROVIDENCE SCH DIST	FEINSTEIN HIGH SCHOOL	1	1	1	1	1	6	2	2	4	9	2	3	4	1	1	1	0	0
RI-28-08	PROVIDENCE SCH DIST	CENTRAL HIGH SCHOOL										9	23	6	46	0	0	0	0	0
RI-28-09	PROVIDENCE SCH DIST	MOUNT PLEASANT HIGH	1	1			1	1	11	2	22	9	27	6	54	0	0	0	0	0
RI-28-10	PROVIDENCE SCH DIST	NATHANAEL GREENE MIDDLE										9	9	6	18	0	0	0	0	0
RI-28-11	PROVIDENCE SCH DIST	ROGER WILLIAMS MIDDLE	1				1	8	3	4	7	9	5	5	10	0	0	0	0	0
RI-28-12	PROVIDENCE SCH DIST	OCCUPATIONAL EDUCATION	1	1	1	1	1		2		4		2		4	1	0	0	0	1
RI-29-01	SCITUATE SCH DIST	HOPE SCHOOL										6	2	3	4	0	0	0	0	0
RI-29-02	SCITUATE SCH DIST	CLAYVILLE SCHOOL	1	1			1	3				6	2		4	0	0	0	0	0
RI-29-03	SCITUATE SCH DIST	SCITUATE MIDDLE SCHOOL						2		2		9	2	2	4	0	0	0	0	0
RI-30-01	SMITHFIELD SCH DIST	OLD COUNTY ROAD SCHOOL	1	1	1	1	1	6	2	3	4	6	2	3	4	1	1	0	1	0
RI-30-02	SMITHFIELD SCH DIST	SMITHFIELD HIGH SCHOOL										9	6		12	0	0	0	0	0
RI-31-01	SOUTH KINGSTOWN SCH DIST	HAZARD SCHOOL	1	1	1	1	1	6	9	3	16	6	9	3	18	1	0	0	1	1
RI-31-02	SOUTH KINGSTOWN SCH DIST	WAKEFIELD SCHOOL	1	1	1	1	1	6	5	4	8	6	5	4	10	1	1	0	0	0

AIR ID	District Name	School Name	Part I - programs & dems.	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	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
RI-31-03	SOUTH KINGSTOWN SCH DIST	SOUTH KINGSTOWN JR. HIGH	1	1	1	1	1	4	7	4	14	9	8	4	16	1	1	1	0	1
RI-32-01	TIVERTON SCH DIST	FORT BARTON SCHOOL	1	1	1	1	1	5	1		2	6	3		6	1	1	1	0	1
RI-32-02	TIVERTON SCH DIST	POCASSET SCHOOL										6	4	4	8	0	0	0	0	0
RI-32-03	TIVERTON SCH DIST	TIVERTON MIDDLE SCHOOL	1	1	1		1	7	7	2	14	9	10	3	20	1	0	0	0	0
RI-33-01	WARWICK SCH DIST	GREENWOOD SCHOOL	1	1	1	1	1	6	1	1	2	6	2	1	4	0	0	0	0	0
RI-33-02	WARWICK SCH DIST	OAKLAND BEACH SCHOOL						2	4		7	6	5	4	10	0	0	0	0	0
RI-33-03	WARWICK SCH DIST	SCOTT SCHOOL	1	1	1	1	1	3				6	6	4	12	1	0	0	0	0
RI-33-04	WARWICK SCH DIST	WARWICK NECK SCHOOL	1	1	1	1	1	6	1	4	2	6	1	4	2	1	0	0	0	0
RI-33-05	WARWICK SCH DIST	GORTON JUNIOR HIGH SCHOOL						5	1	3	2	9	8	3	16	0	0	0	0	0
RI-33-06	WARWICK SCH DIST	TOLL GATE HIGH SCHOOL		1	1	1		1	7	5	12	9	9	6	18	0	0	0	0	0
RI-33-07	WARWICK SCH DIST	WINMAN JUNIOR HIGH SCHOOL						4	5	5	10	9	8	6	16	0	0	0	0	0
RI-34-01	WEST WARWICK SCH DIST	GREENBUSH ELEMENTARY SCHOOL	1	1	1	1		4	7	2	14	6	8	2	16	0	0	0	0	0
RI-34-02	WEST WARWICK SCH DIST	PROVIDENCE STREET SCHOOL	1	1	1	1	1	4	4	1	8	6	5	2	10	1	1	0	0	1
RI-34-03	WEST WARWICK SCH DIST	WEST WARWICK HIGH SCHOOL	1	1	1	1	1	9	9	6	18	9	9	6	18	1	1	1	1	0
RI-35-01	WESTERLY SCH DIST	SPRINGBROOK ELEMENTARY SCHOOL	1	1			1	6	3	4	6	6	3	4	6	0	0	0	1	1
RI-36-01	WOONSOCKET SCH DIST	CITIZENS MEMORIAL SCHOOL						5	3		6	6	5	2	10	0	0	0	0	0
RI-36-02	WOONSOCKET SCH DIST	HARRIS SCHOOL	1	1	1	1	1	4	3		6	6	3		6	0	0	0	0	0
RI-36-03	WOONSOCKET SCH DIST	FIFTH AVENUE SCHOOL	1	1	1	1	1	6	1	2	2	6	4	4	8	1	0	0	0	1
RI-36-04	WOONSOCKET SCH DIST	WOONSOCKET HIGH SCHOOL						6	9	1	18	9	15	6	30	0	0	0	0	0
RI-SE-01		R.I. SCHOOL FOR THE DEAF											9	3	18	0	0	0	0	0

		TOTALS	80	77	68	65	79	483	607	242	1111	731	1076	384	2152					
107	Rhode Island	Final Response Rate	74.8%	72.0%	63.6%	60.7%	73.8%	66.1%	56.4%	63.0%	51.6%									
		Response Rate Across States	55.8%	53.7%	46.9%	46.6%	51.3%	56.6%	49.6%	56.0%	47.5%									

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.⁷¹ 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 (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.

⁷¹ Source: "OSEP IDEA, Part B Data Collection History" (September 2001).

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”

II. The ABILITIES Index⁷²

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.

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.

⁷²This 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.

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.

Student Abilities Index⁷³

⁷³This 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.

7. 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		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	Understanding 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	Profound hearing loss		Extreme disability	Extremely inapprop. behaviors	Profound disability			Profound difficulty				Profound disability	Profound disability	Profound disability	Profound disability	Extreme health problems, near total restriction of activities	Profound vision loss		Extreme difference or interference

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.