

Alabama Special Education Expenditure Project (SEEP)

Final Report

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Executive Summary

Background

The Alabama Special Education Expenditure Project provides special education expenditure information that is representative for the state of Alabama. The study, which began in January 2000, was conducted in tandem with the national Special Education Expenditure Project (SEEP), commissioned by the U.S. Department of Education, and with eight other state SEEP studies. The Alabama 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 Alabama's interests and policy concerns.

Objective of the Study

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

General Approach

Comprehensive in nature, the Alabama SEEP involves both self-administered surveys and the examination of existing documents and databases, at the state, district, and school levels. In order to ensure representation of the state as a whole, 30 districts and 135 schools were randomly selected across the state. District special education administrators, school administrators, staff knowledgeable about special education programs and services, general education teachers who interacted with special education students, special education teachers and related service providers, and special education aides were surveyed about how they spent their time and about the resources available in their classrooms. In addition, special education teachers and related service providers filled out surveys about special education students for whom they provided services. Documents and databases requested include budgets, salary reports, enrollment reports, personnel listings, rosters, and schedules.

Summary of Findings

Special education expenditures in Alabama tend to be significantly lower than both the national average and the other SEEP states. Across all students in the state, ages 3-22, the per student special education expenditure is \$5,459 and the per student general education expenditure for special education students is \$4,692, totaling \$10,421 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 Alabama is \$10,429 and per preschool student is \$10,309.

The ratio of special education spending to general education spending for school-aged students in Alabama is approximately 1.57— below the national ratio of 1.90.

Total special education expenditures in the state for all ages (ages 3-22) amount to approximately \$1.04 billion, with \$966 million spent on school-aged (ages 6-22) students and \$72 million for preschool (ages 3-5) students.

The disability category associated with the highest per student expenditure is multiple disabilities, at \$15,816 per student. The disability category associated with the next highest cost is orthopedic impairment, at \$14,246 per student. Specific learning disability is associated with the lowest cost, at \$8,037 per student.

I. Introduction

Overview of Study

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

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

Alabama SEEP Research Questions

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

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

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

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

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

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

Context for the Study: The National SEEP

Interest and concern about special education finance policy are not unique to Alabama 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 Alabama sample size from 3 to 30 districts and from 27 to 135 schools. This sample, which was chosen randomly and stratified according to district size, ensured representation of the state as a whole. A brief description of the methods used in the Alabama SEEP follows.⁴ Appendix B provides the SEEP sampling plan, Appendix C describes the data collection methods in greater detail, and Appendix D provides detailed survey response rates by sample district and school.

Data Collection Procedures

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

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

In February of 2000, initial calls were made to directors of special education in the sample school districts to inform them of the study and provide further information, to obtain their approval and support, and to establish them as contacts for the district-level data collection. Surveys were then sent to the directors and district office staff, and the Alabama 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 17, 2000, at which time the data collection officially ended.

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

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

The Resource Cost Model, or “Ingredients,” Approach⁵

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

Role of the Alabama State Department of Education

The Department provided important support for this study. AIR kept the Alabama Department of Education continually abreast of issues of concern during the data collection, including 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. The Department made many calls and sent letters of encouragement to the sample districts, and aided 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 Alabama Department of Education on December 14, 2001.⁶ In addition to this introductory chapter, the report presents:

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

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

⁶ Earlier submissions to the Alabama Department of Education include the *Data Collection Plan*, submitted on March 1, 1999, and the *Preliminary Data Tabulation Report*, submitted on April 30, 2001.

II. Findings

Introduction

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

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

Exhibit I.
Crosswalk between Research Questions and Tables

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

* Informs Table 4
** Informs Table 9

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

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

Table 1 shows the number of school-aged and preschool special education students in Alabama 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 and 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 99,601 special education students in the state, with 551 of these students included in the study sample.

As shown, the population of special education students with a specific learning disability is larger than all other disability categories, comprising 28.3% of the sample and 41.8% of special education students in the state. Mental retardation is the next largest disability category, comprising 21.4% of the sample and representing 20.8% of all special education students in the state. 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 more common disabilities (e.g., speech or language impairment).

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

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

Disability Category ⁸	Number of Sample Districts Reporting	Number and % of Students in Sample	Total Number and % of Special Education Students in this Category ⁹
School-aged students in schools operated by district in which they reside ¹⁰	N/A	518 (94.0%)	90,220 (90.6%)
Autism	13	26 (4.7%)	531 (0.5%)
Deaf-blindness	1	1 (0.0%)	9 (0.0%)
Developmental delay	3	3 (.5%)	561 (0.6%)
Emotional disturbance	11	15 (2.7%)	4,910 (4.9%)
Hearing impairment/deafness	10	14 (2.5%)	769 (0.8%)
Mental retardation	21	118 (21.4%)	20,682 (20.8%)
Multiple disabilities	11	24 (4.4%)	1,014 (1.0%)
Orthopedic impairment	6	22 (4.0%)	621 (0.6%)
Other health impairment	14	54 (9.8%)	3,234 (3.2%)
Specific learning disability	24	156 (28.3%)	41,659 (41.8%)
Speech or language impairment	12	35 (6.4%)	15,730 (15.8%)
Traumatic brain injury	10	14 (2.5%)	198 (0.2%)
Visual impairment/blindness	5	36 (6.5%)	302 (0.3%)
All preschool students in schools operated by district in which they reside ¹¹	12	25 (4.5%)	7,019 (7.0%)
All school-aged students in non-public institutions ¹²	4	8 (1.5%)	1,991 (2.0%)
Total ¹³	28	551	99,601

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 This category includes state schools.

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

¹² Includes school-aged students enrolled in non-public schools or agencies not operated by the district, for which the home district pays tuition and fees. Also includes a small number of students who are enrolled in public schools outside their home district, for whom the home districts pays tuitions or fees or transfers funds. All disability categories were collapsed, as there was an insufficient sample size for individual categories to be detailed accordingly.

Total Special Education Spending in Alabama

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

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

As shown in Table 2, the expenditure per *preschool* special education student for special education services, without capital and transportation, is \$6,340, and the estimated average general education expenditure per preschool special education student, without capital and transportation, is \$2,201, for a total of \$8,541. The statewide special education expenditure (not including capital or transportation) on preschool special education students is approximately \$44.5 million, with total (general and special) education spending on preschool special education students approximating \$60 million.

When capital and transportation is included, the expenditure per *preschool* special education student for special education services is \$7,122, and the average general education expenditure per preschool special education student is \$3,187, for a total of \$10,309. Including capital and transportation, the statewide special education expenditure for preschool special education students is \$50 million, with total (general and special) education spending on preschool special education students approximating \$72.4 million.

Excluding capital and transportation, the average expenditure per *school-aged* special education student for special education services, is \$4,694, and the average general education expenditure per special education student is \$3,932, for a total of \$8,626. The statewide special education expenditure (excluding capital or transportation) for school-aged special education students is more than \$434 million, with total (general and special) education spending on *school-aged* special education students exceeding \$798 million.

¹³ Total number of special education students in the state includes 371 homebound and hospital students. This total does not include 162 preschool students in non-public institutions or agencies because there were no such students in our sample. Thus, this report does not provide expenditure data for these students.

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

When capital and transportation are included, the average expenditure per *school-aged* special education student for special education services is \$5,333, and the average general education expenditure per *school-aged* special education student is \$5,096, for a total of \$10,429. Including capital and transportation, the statewide special education expenditure for *school-aged* special education students is almost \$494 million, with total (general and special) education spending on *school-aged* special education students exceeding \$965 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 \$4,810, and the average general education expenditure per special education student, without capital and transportation, is \$3,810, for a total of \$8,620. The statewide special education expenditure (not including capital or transportation) for all special education students is approximately \$479 million, with total (general and special) education spending on all special education students exceeding \$858 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 \$5,459, and the average general education expenditure per special education student is \$4,962, for a total of \$10,421. Including capital and transportation, the statewide special education expenditure is almost \$544 million, with total (general and special) education spending on special education students exceeding \$1 billion.

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 \$10,309 average total (general and special) education expenditure, \$6,182 is spent on personnel, \$2,359 on operating costs, \$1,385 on capital, and \$383 on transportation. For school-aged special education students, of the \$10,429 average total (general and special) education expenditure (including capital and transportation), \$5,609 is spent on personnel, \$3,016 on operating costs, \$1,404 on capital, and \$400 on transportation. For all special education students (preschool and school-aged combined), of the \$10,421 average total (general and special) education expenditure, \$5,649 is spent on personnel, \$2,970 is spent on operating costs, \$1,403 is spent on capital, and \$399 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. This is in contrast to the data in Table 18a, which shows that the average total (general and special) expenditure for transportation per school-aged special education student is \$1,840. 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 \$400 per student.

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

		Total Count Special Education Students in the State ¹⁶	Total Number of Students in Sample	<i>Special Education</i> Expenditure per Special Education Student	<i>General Education</i> Expenditure per Special Education Student	Total (Special and General) Education Expenditure per Special Education Student	<i>Total Special Education</i> Expenditure	<i>Total General Education</i> Expenditure for Special Education Students	Total (General and Special) Education Expenditure for Special Education Students
Preschool (Ages 3-5)	Without Capital and Transportation	7,019	25	\$6,340	\$2,201	\$8,541	\$44,503,484	\$15,446,596	\$59,950,080
	With Capital and Transportation	7,019	25	\$7,122	\$3,187	\$10,309	\$49,990,652	\$22,370,892	\$72,361,544
School- Aged (Ages 6-22)	Without Capital and Transportation	92,582	526	\$4,694	\$3,932	\$8,626	\$434,535,389	\$363,995,995	\$798,531,384
	With Capital and Transportation	92,582	526	\$5,333	\$5,096	\$10,429	\$493,741,662	\$471,770,457	\$965,512,119
All (Ages 3-22)	Without Capital and Transportation	99,601	551	\$4,810	\$3,810	\$8,620 ¹⁷	\$479,036,528	\$379,442,590	\$858,479,118
	With Capital and Transportation	99,601	551	\$5,459	\$4,962	\$10,421 ¹⁸	\$543,730,580	\$494,142,835	\$1,037,873,415

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

¹⁶ The total number of special education students in the state (3-22) includes 371 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 371 homebound and hospital students.

¹⁷ Standard error of the mean total expenditure per special education student, not including capital or transportation, is \$389.

¹⁸ Standard error of the mean total expenditure per special education student, including capital or transportation, is \$472.

Table 3**Estimated Average Personnel, Operating, Capital, and Transportation Expenditures per Special Education Student in Alabama, 1999-00**

	Total Number of Students in State	Total Number of Students in Sample	Total (Special and General) Education Expenditures	Personnel Expenditures	Operating Expenditures ¹⁹	Capital Expenditures	Transportation Expenditures
Preschool (3-5)	7,019	25	\$10,309	\$6,182	\$2,359	\$1,385	\$383
School-Aged (6-22)	92,582	526	\$10,429	\$5,609	\$3,016	\$1,404	\$400
All (3-22)	99,601	551	\$10,421 ²⁰	\$5,649	\$2,970	\$1,403	\$399

¹⁹ 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.

²⁰ Standard error of the mean total expenditure per special education student is \$472.

Table 4 compares average spending on a school-aged special education student and a school-aged general education student in the state. As shown, the estimated education expenditure per school-aged special education student is \$10,429, compared to \$6,660 for a general education student. The ratio of special education spending to general education spending for school-aged students in Alabama is estimated to be 1.57. That is, the total expenditure to educate the average school-aged student with disabilities is an estimated *1.57 times* that expended to educate the typical school-aged general education student with no special needs.

Table 4

**Comparison of Special Education to General Education Spending in Alabama
for School-aged Students, 1999-00²¹**

Total (Special and General) Education Expenditure per Special Education Student	\$10,429
Total Education Expenditure per General Education Student	\$6,660
Ratio of Spending on a Special Education Student vs. a General Education Student	1.57

Table 5, below, compares special education to general education spending for school-aged students across all nine SEEP states and the nation. As shown, Alabama has the lowest spending ratio across the nine SEEP states, at 1.57. The largest ratio among the states is 2.73. Also of note, Alabama's spending ratio is significantly lower than the national average of 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. As shown, the total expenditure per school-aged special education student in Alabama is significantly lower than average when compared to the other states, at \$10,429.

²¹ Expenditure data for general education preschool students are not available.

Table 5

Comparison of Special Education to General Education Spending for School-aged Students Across all SEEP States and the Nation, 1999-00

	State A	Alabama	State B	State C	State D	State E	State F	State G	State H	U.S.
<i>Special Education</i> Expenditure per Special Education Student	\$5,633	\$5,333	\$6,316	\$7,093	\$9,380	\$11,432	\$12,507	\$6,157	\$16,860	See footnote
<i>General Education</i> Expenditure per Special Education Student	\$4,481	\$5,096	\$4,810	\$4,120	\$5,670	\$5,661	\$5,233	\$4,691	\$3,116	See footnote
Total (Special and General) Education Expenditure per School-aged Special Education Student	\$10,114	\$10,429	\$11,126	\$11,213	\$15,050	\$17,093	\$17,740	\$17,848	\$19,976	\$12,474
Education Expenditure per School-aged General Education Student ²²	\$6,303	\$6,660	\$6,940	\$5,933	\$7,410	\$9,229	\$7,869	\$6,351	\$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	1.60	1.89	2.03	1.85	2.23	1.71	2.73	1.90

²² National number applies to ages 3-22

Table 6 further delineates the estimated education expenditure per general education student, for whom the total expenditure of \$6,660 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 \$430 per student for transportation is an average across the 410,586 students in the state who receive this service, not across all 607,192 general education students in the state. The largest expenditure component of the general education student cost is general education teachers, at approximately \$3,211 per student. The second largest expenditure is for non-class capitalization costs generated by general school administration, at \$835 per student. The total expenditure for general education students in the state is approximately \$4 billion.

Table 6

**General Education Expenditures per School-aged General Education Student in Alabama
1999-00**

Education Spending Components	Expenditure per student served	Total Population of General Students in this Category	Total Expenditures
Total general central office administration and support	\$524	607,192	\$318,449,213
Non class capitalization costs generated by general district administration	\$39	607,192	\$23,601,567
General school administration professional staff	\$431	607,192	\$261,528,264
General school administration non-certified staff	\$461	607,192	\$280,019,291
General school administration non-personnel expenditures	\$90	607,192	\$54,623,836
Non class capitalization costs generated by general school administration	\$835	607,192	\$507,111,687
School-aged – general education teachers	\$3,211	607,192	\$1,949,584,462
School-aged – general education paraprofessionals and aides	\$238	315,048	\$75,107,402
School-aged general education non-personnel expenditures	\$349	607,192	\$211,937,056
Class capitalization costs generated by general education teachers	\$307	602,879	\$185,057,066
General transportation	\$430	410,586	\$176,657,819
TOTAL	\$6,660	607,192	\$4,043,677,664

Table 7 provides per student expenditures for preschool special education students across Alabama and the other SEEP states. As shown, the range of total per student expenditures is large, from \$10,309 in Alabama (the lowest spending state) to \$31,114 in the highest spending state.

Table 7

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

	Alabama	State A	State B	State C	State D	State E	State F	State G
<i>Special Education</i> Expenditure per Special Education Student	\$7,122	\$10,523	\$10,462	\$9,423	\$10,806	\$18,602	\$17,029	\$29,233
<i>General Education</i> Expenditure per Special Education Student	\$3,187	\$1,953	\$2,820	\$4,095	\$5,058	\$2,741	\$5,101	\$1,881
<i>Total (Special and General)</i> Education Expenditure per Special Education Student	\$10,309	\$12,476	\$13,282	\$13,518	\$15,864	\$21,343	\$22,130	\$31,114

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

Table 8 provides expenditures for all special education students (ages 3-22) across the SEEP states and the nation. The total expenditure per student in Alabama (\$10,421) is low compared to the other SEEP states and the national average (\$12,474).

Table 8

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

	State A	Alabama	State B	State C	State D	State E	State F	State G	State H	U.S. ²⁵
<i>Special Education</i> Expenditure per Special Education Student	\$6,015	\$5,459	\$6,466	\$6,540	\$7,511	\$10,198	\$11,839	\$12,311	\$18,105	\$8,080
<i>General Education</i> Expenditure per Special Education Student	\$4,351	\$4,962	\$4,635	\$4,706	\$3,860	\$5,414	\$5,637	\$5, 215	\$2,994	\$4,394
<i>Total</i> (Special and General) Education Expenditure per Special Education Student	\$10,366	\$10,421	\$11,101	\$11,246	\$11,371	\$15,612	\$17,476	\$17,526	\$21,099	\$12,474

²⁴ Includes the following services: Personnel, central office administration and support, school administration and support, assessment (school-aged only), non-personnel, fees and tuition for students placed in non-public institutions, homebound/hospital programs (school-aged only), summer school, capital, and transportation. States are not necessarily in the same order in every comparison table in this report (i.e., State A in one table may not be the same state as State A in another table).

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

Personnel

Average Personnel Expenditures by Category of Disability

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

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

Furthermore, because of the small sample size of students, five disability categories—deaf-blindness, developmental delay, emotional disturbance, hearing-impairment/deafness, and traumatic brain injury—were collapsed into the “other disabilities” category.

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

Table 9 shows that the highest level of spending on personnel is for special education students with multiple disabilities, at \$10,406. The second highest level of spending is for students with orthopedic impairment, at \$8,844. The total personnel expenditure for a preschool special education student is \$6,182, and the overall average among all special education students (aged 3-22) is \$5,787.

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

	Total (General and Special) Education Personnel Expenditures Per Special Education Student
School-aged Students in Schools Operated by the Public School District in which the Student Resides ²⁷	
Autism	\$8,631
Mental Retardation	\$7,133
Multiple Disabilities	\$10,406
Orthopedic Impairment	\$8,844
Other Health Impairment	\$6,327
Specific Learning Disability	\$4,330
Speech or Language Impairment	\$5,547
Visual Impairment/Blindness	\$4,697
Other Disabilities ²⁸	\$9,498
Preschool Students	\$6,182
Overall Average, Including Preschool ²⁹	\$5,787

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

²⁷ Schools operated by the public school district in which the student resides include state schools. Data by disability are shown only for school-aged students placed in schools operated by public school districts in which they reside, including state schools. As of yet, data by disability are not provided for preschool or school-aged students placed in schools not operated by the public school district in which the student resides and for whom the home district pays tuitions or transfers funds.

²⁸ Other disabilities include deaf-blindness, developmental delay, emotional disturbance, hearing impairment/deafness, and traumatic brain injury. These disabilities were collapsed into a single category, as the individual sample sizes of students with these disabilities were insufficient.

²⁹ This figure does not include expenditures associated with students in hospital/homebound programs.

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 9.³⁰ Table 10 lists five service settings: general elementary class, general secondary class, special education class, resource specialist, and related services. The bottom row of the table provides “overall average” hours spent in each setting. Note that, except for the general elementary and general secondary settings, the service categories are not mutually exclusive; that is, a student may receive services from more than one of the categories listed. (See Table 1 in this report for the counts of students by disability category.)

As shown in Table 10, special education students spend most of their time either in a general education class, elementary or secondary, or a special education class. Students with emotional disturbance, developmental delay, and multiple disabilities spend more hours in a special education class than any other setting. Students with mental retardation spend more hours with a resource specialist (398 per year) than do students with any other disability. On average, students spend 788 hours in an elementary general education class or 900 hours in a secondary general education class, 542 hours in a special education class, 215 hours with a resource teacher, and 52 hours with a related service provider.

Table 10

Hours per Year Special Education Students in Alabama Spend in Each Type of Service, by Disability, 1999-00

	General Education Class		Special Education Class (3)	Resource Specialist (4)	Related Services (5)
	Elementary (1)	Secondary (2)			
Autism	769	-	769	282	79
Deaf-blindness	-	-	875	-	-
Developmental Delay	892	-	1,020	175	86
Emotional Disturbance	736	363	911	105	30
Hearing Impairment/Deafness	911	750	345	264	69
Mental Retardation	547	457	661	398	53
Multiple Disabilities	604	494	908	380	86
Orthopedic Impairment	1,140	769	531	279	69
Other Health Impairment	800	640	459	363	35
Specific Learning Disability	778	1,029	244	173	16
Speech or Language Impairment	922	724	80	94	46
Traumatic Brain Injury	958	711	452	303	59
Visual Impairment/Blindness	1,043	973	684	114	56
Overall Average	788	900	542	215	52

³⁰ See footnote 26 (Table 9) for an explanation of how personnel expenditures are derived according to service and resources.

Transportation

Transportation Services and Expenditures

Information from the District and Student Information Surveys was used to determine per student and total expenditures on transportation services for special education students. Because it was not always possible to determine whether the transportation received by a special education student was a special transportation accommodation or whether it was a general transportation service (as received by all students), we made several assumptions. We defined transportation to be a general education service when it was provided to the general education student population and when no special accommodations were made, while we defined special education transportation services to include only those services specifically designed for students with disabilities. Such services may include a special bus, a modified school bus, special transportation routes, the use of an aide or attendant to assist the student (on either the special bus or the regular bus), or reimbursement for transportation expenses.

Students with more severe disabilities are likely to require such services, while students with less severe disabilities are frequently transported from home to school on regular buses along with the general education students. These students usually do not require the assistance of aides or other special accommodations. We assumed that, in most cases, these students were receiving transportation similar to that provided for general education students, and therefore that these were general education transportation services. The resulting expenditures per student were then weighted to produce statewide estimates.

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

1. The student was transported to a special school or to multiple schools including vocational schools.
2. The student was transported from home to a general education school and required a wheelchair lift or other special arrangements, or was accompanied by an aide. (If the student was transported to a general education school and did not require any special accommodations, the student was assigned to the category of general transportation.)
3. The student was transported to a general education school and had an “Abilities Index” score over 34.³¹
4. The student’s family received reimbursement for transportation expenses.

Table 11 shows general and special transportation expenditures for special education students and the percentage of special education students receiving transportation services. The data show that 22% of special education students receive some form of transportation services. We estimate that approximately 15% of students with disabilities ride regular buses without special accommodations, and that about 7% receive special transportation services or reimbursement.

Total transportation expenditures for special education students are approximately \$39.7 million for the 1999-2000 school year, of which \$33 million are for special transportation services. The average expenditure for a special education student receiving general transportation services is

³¹ The “Abilities Index” was developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. We selected a mean score of 34 as the cut-off for assigning students to special transportation services because this was the mean score of students who were transported to special education schools in our sample. We assumed that those with higher than this mean score would *likely* require special transportation services.

approximately \$462. For a special education student receiving special transportation services, it is more than ten times that amount, at \$4,840.

Table 11

Transportation Expenditures for Special Education Students in Alabama, 1999-00

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	14,380	15%	\$462	\$6,640,444
Special Transportation Services Funded by Special Education	6,831	7%	\$4,840	\$33,059,825
Total		22%		\$39,700,269

The “Abilities Index”

Tables 12 through 14 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.³² It is a functional assessment, which measures the 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 appellation 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 rates 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

³² See Simeonsson, R., et al. (1995).

specific weight³³ 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 average, taking into account all the ratings in the different areas. The highest total score a student can obtain is 145, meaning that the student has a severe, profound disability in all the areas measured.

In Tables 12-14, students were classified into four quartiles based on their “Abilities Index” score. The score range for Quartile I (25th percentile of the population and below) is 0-3, the score range for Quartile II (26th to 50th percentile) is 3.0-10, for Quartile III (51st to 75th percentile) it is 10-21.2, and for Quartile IV (76th to 99th percentile) it is 21.3 or above.

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. 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 12 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. As expected, personnel expenditures per student increase by quartile, from \$5,346 per student for Quartile I to \$6,750 for Quartile IV. The average personnel expenditure across all quartiles and including preschool students is \$5,787.

Table 12

***Personnel Expenditures per Special Education Student in Alabama,
by “Abilities Index” Score, Ages 3-22, 1999-00***

	Total (General and Special) Personnel Expenditure per Student
Quartile I	\$5,346
Quartile II	\$5,675
Quartile III	\$5,712
Quartile IV	\$6,750
Overall Average	\$5,787

Table 13 provides average yearly expenditures per special education student by “Abilities Index” score. As shown, the average special education expenditure for the 551 students in the sample is \$5,459, and the average total (special and general) education expenditure is \$10,421. As expected, expenditures increase as the severity of the students’ disabilities increase. Thus, the

³³ Simeonsson developed these weights.

highest average expenditure is for those in Quartile IV, with a total average expenditure of \$13,887 per student.

Table 13
Expenditures per Special Education Student in Alabama,
by “Abilities Index” Score, Ages 3-22, 1999-00

	Total Number of Students in Sample ³⁴	Special Education Expenditure per Student	Total (General and Special) Education Expenditure per Student
Quartile I	78	\$3,496	\$9,375
Quartile II	145	\$4,886	\$9,659
Quartile III	155	\$4,463	\$9,928
Quartile IV	173	\$10,665	\$13,887
Overall Average	551	\$5,459	\$10,421

Table 14 provides average expenditures for special education students, ages 3-22, by educational environment (as defined by OSEP in Appendix E) and “Abilities Index” Quartile. The educational environments in this table are placement categories, as defined by the Office of Special Education Programs (OSEP), U.S. Department of Education.³⁵ 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.

³⁴ Total number of students in sample for whom “Abilities Index” information was obtained.

³⁵ 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.

Private separate facility and home/hospital environments are not reported, due to an insufficient sample size. 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, the per student expenditures in the *General Education Class* environment vary slightly but generally increase by quartile, from \$9,672 for Quartile I to \$11,254 for Quartile IV. The overall average for this educational environment is \$9,940. The overall averages for the other educational environments are as follows: *Resource Room*, \$10,950; *Separate Special Education Class*, \$9,515; and *Public Separate Facility*, \$9,042. As in the other tables, a dash in a cell indicates insufficient sample size to report separately.

Table 14

**Expenditures per Special Education Student in Alabama,
by Educational Environment and “Abilities Index” Quartile, Ages 3-22, 1999-00³⁶**

Educational Environment	Number of Students in Sample	Quartile I	Quartile II	Quartile III	Quartile IV	Overall Average
General Education Class	339	\$9,672	\$9,328	\$9,949	\$11,254	\$9,940
Resource Room	95	--	\$11,763	\$10,299	--	\$10,950
Separate Special Education Class	33	--	--	--	--	\$9,515
Public Separate Facility ³⁷	67	--	--	\$8,293	\$9,290	\$9,042

Total Expenditures

Expenditures by Disability

Table 15 provides average yearly expenditures, both general and special, by disability category in Alabama for 1999-2000. General education expenditures include central office administration, school administration, general education teachers and other general education personnel, non-personnel items such as materials and supplies, and transportation. Special education expenditures include the same general categories, except that the focus is on special education. For example, for central office costs, only expenditures for the office of the district’s special education director are presented. Special education personnel for direct instruction and related services include special education teachers, related service providers, paraprofessionals, and aides. Special education expenditures are also provided for special transportation and incremental assessment activities conducted by special education consulting teachers, psychologists, counselors, and social workers.

Data by disability include only school-aged students in schools operated by the public school district in which they reside, as well as state schools. Due to insufficient sample sizes, data for preschool students and for school-aged students in non-public institutions or agencies are not disaggregated by disability. This latter group of students in non-public institutions or agencies is also only included in the overall average. Also, five disability categories—deaf-blindness,

³⁶ Dashes in cells indicate an insufficient sample size to report data separately.

³⁷ Overall average of Public Separate Facility does not include 1 student with a speech or language impairment, as the weighted for this student is 3,360. This average also does not include 8 students with a specific learning disability, as the weighted value for these students is 1,261.

developmental delay, emotional disturbance, hearing-impairment/deafness, and traumatic brain injury—are collapsed into the “Other Disabilities” category.

Table 15 shows that multiple disabilities is the disability category associated with the highest total per student cost (\$15,816), while specific learning disability is associated with the lowest total cost (\$8,037). The overall average expenditure across all students is \$10,421. The largest discrepancy between special and general expenditures per student is also for students with multiple disabilities, with the special education expenditure (\$11,460) almost 3 times as large as the general education expenditure (\$4,356). There are three disability categories—specific learning disability, speech or language impairment, and other health impairment—for which the general education expenditure is larger than the special education expenditure. Overall, the per student special education expenditure is about equal to the per student general education expenditure.

Table 15

Expenditures per Special Education Student in Alabama, by Disability, 1999-00

	Number of Students in Sample	Special Education Expenditure Per Special Education Student	General Education Expenditure Per Special Education Student	Total (General and Special) Education Expenditure Per Special Education Student
School-aged Students in Schools Operated by the Public School District in which the Student Resides ³⁸				
Autism	26	\$9,969	\$3,635	\$13,604
Mental Retardation	118	\$8,596	\$3,475	\$12,071
Multiple Disabilities	24	\$11,460	\$4,356	\$15,816
Orthopedic Impairment	22	\$9,244	\$5,002	\$14,246
Other Health Impairment	54	\$4,662	\$5,488	\$10,150
Specific Learning Disability	156	\$2,132	\$5,905	\$8,037
Speech or Language Impairment	35	\$3,141	\$6,316	\$9,457
Visual Impairment/Blindness	36	\$3,149	\$5,597	\$8,746
Other Disabilities ³⁹	47	\$10,672	\$3,790	\$14,462
Preschool	25	\$7,122	\$3,187	\$10,309
Overall Average, Including Preschool ⁴⁰	551	\$5,459	\$4,962	\$10,421

³⁸ Schools operated by the public school district in which the student resides include state schools. Data by disability are shown only for school-aged students placed in schools operated by public school districts in which they reside, including state schools. Data by disability are not provided for preschool or school-aged students placed in schools not operated by the public school district in which the student resides and for whom the home district pays tuitions or transfers funds.

³⁹ Other disabilities include deaf-blindness, developmental delay, emotional disturbance, hearing impairment/deafness, and traumatic brain injury. These disabilities were collapsed into a single category, as the individual sample sizes of students with these disabilities were insufficient.

⁴⁰ This figure does not include expenditures associated with students in hospital and homebound programs.

Table 16 expands upon Table 15, providing expenditure data by disability category across all SEEP states. Table 16 also provides disability rates by state. Note that if the sample size by disability was low for any one state, it was 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, Alabama expenditures by disability are generally below average among the SEEP states. The state’s per student expenditure on autism, for example, is lowest among the SEEP states, at \$13,604. Alabama’s per student expenditures on multiple disabilities, orthopedic impairment, and specific learning disability are also lowest among the nine states.

Table 16
Expenditures per School-aged Special Education Student by Disability, Across All SEEP States, Ages 6-22, 1999-00⁴¹

	Per Pupil Expenditure	Alabama	State A	State B	State C	State D	State E	State F	State G	State H
Autism	SE	\$ 9,969	N/A	\$ 13,407	\$ 17,585	\$ 13,336	\$ 12,869	\$ 20,191	N/A	\$16,053
	GE	\$ 3,635	N/A	\$ 4,377	\$ 3,155	\$ 3,785	\$ 3,654	\$ 4,897	N/A	\$4,177
	Total	\$ 13,604	N/A	\$ 17,784	\$ 20,740	\$ 14,121	\$ 16,523	\$ 25,088	N/A	\$20,230
% disability rate**		0.60%	1.40%	1.25%	0.90%	0.90%	0.93%	1.20%	0.49%	0.74%
Deaf-Blindness	SE	N/A	N/A	N/A						
	GE	N/A	N/A	N/A						
	Total	N/A	N/A	N/A						
% disability rate		0.02%	0.30%	0.02%	0.02%	0.04%	0.02%	0.01%	0.01%	0.01%
Developmental Delay	SE	N/A	N/A	N/A						
	GE	N/A	N/A	N/A						
	Total	N/A	N/A	N/A						
% disability rate		0.70%	0%	0%	0.20%	0%	0%	0%	0%	0%
Emotional Disturbance	SE	N/A	N/A	N/A	\$ 5,879	\$ 5,747	\$ 10,129	\$ 13,428	\$9,322	N/A
	GE	N/A	N/A	N/A	\$ 4,476	\$ 3,841	\$ 7,234	\$ 4,762	\$4,980	N/A
	Total	N/A	N/A	N/A	\$ 10,356	\$ 9,588	\$ 17,363	\$ 18,190	\$14,302	N/A
% disability rate		6.10%	3.3%	8.04%	8.70%	7.90%	6.62%	11.90%	6.48%	8.68%
Hearing Impairment/Deafness	SE	N/A	N/A	\$ 11,672	N/A	N/A	N/A	\$ 10,613	N/A	\$9,204
	GE	N/A	N/A	\$ 6,008	N/A	N/A	N/A	\$ 5,471	N/A	\$7,394
	Total	N/A	N/A	\$ 17,680	N/A	N/A	N/A	\$ 16,084	N/A	\$16,598
% disability rate		1.10%	1.40%	1.23%	1.10%	0.90%	0.72%	1.50%	1.13%	0.84%
Mental Retardation	SE	\$ 8,596	\$ 16,731	\$ 9,666	\$ 8,768	\$ 11,044	N/A	\$ 16,848	\$7,140	\$20,239
	GE	\$ 3,475	\$ 2,931	\$ 3,707	\$ 2,968	\$ 3,060	N/A	\$ 3,730	\$4,443	\$3,644
	Total	\$ 12,071	\$ 19,662	\$ 13,373	\$ 11,736	\$ 14,104	N/A	\$ 20,578	\$11,584	\$23,884
% disability rate		24.10%	13.60%	16.07%	10.70%	10.40%	2.40%	4.40%	23.88%	4.50%
Multiple Disabilities	SE	\$ 11,460	N/A	\$ 15,483	N/A	N/A	\$ 10,797	\$ 17,801	\$13,027	\$19,214
	GE	\$ 4,356	N/A	\$ 2,982	N/A	N/A	\$ 5,674	\$ 5,239	\$3,201	\$4,256
	Total	\$ 15,816	N/A	\$ 18,465	N/A	N/A	\$ 16,461	\$ 23,040	\$16,228	\$23,469
% disability rate		1.50%	0%	0.73%	3.90%	0.70%	8.18%	5.20%	5.82%	1%
Orthopedic Impairment	SE	\$ 9,244	N/A	\$ 9,734	N/A	N/A	N/A	\$ 15,309	N/A	N/A
	GE	\$ 5,002	N/A	\$ 4,790	N/A	N/A	N/A	\$ 5,660	N/A	N/A
	Total	\$ 14,246	N/A	\$ 14,524	N/A	N/A	N/A	\$ 20,968	N/A	N/A
% disability rate		0.70%	5.10%	0.90%	0.90%	0.60%	0.33%	0.70%	1.12%	0.53%

⁴¹ N/A signifies expenditure data included in "Other Disabilities" category, except data for Developmental Delay in New York. According to OSEP there is no category Developmental Delay in NY.

Table 16, continued

	Per Pupil Expenditure	Alabama	State A	State B	State C	State D	State E	State F	State G	State H
Other Health Impairment	SE	\$ 4,662	N/A	\$6,512	\$5,334	\$6,638	\$5,937	\$10,830	N/A	\$8,295
	GE	\$ 5,487	N/A	\$6,677	\$4,451	\$4,863	\$6,977	\$5,621	N/A	\$6,505
	Total	\$ 10,150	N/A	\$13,189	\$9,785	\$11,501	\$12,914	\$16,451	N/A	\$14,801
% disability rate		3.1%	0.0%	1.7%	7.7%	4.4%	0.7%	5.0%	2.0%	7.0%
Specific Learning Disability	SE	\$ 2,132	N/A	\$ 3,984	\$ 4,613	\$ 4,308	\$ 7,931	\$ 9,148	\$ 5,655	\$7,197
	GE	\$ 5,905	N/A	\$ 5,068	\$ 4,960	\$ 5,338	\$ 6,693	\$ 5,932	\$ 5,771	\$6,103
	Total	\$ 8,037	N/A	\$ 9,052	\$ 9,573	\$ 9,647	\$ 14,624	\$ 15,080	\$ 11,425	\$13,301
% disability rate		44.2%	62.3%	42.7%	43.4%	53.1%	56.1%	54.9%	38.5%	58.0%
Speech/Language Impairment	SE	\$ 3,141	N/A	\$ 3,594	N/A	\$ 4,734	\$ 8,709	\$ 7,251	N/A	\$ 5,271
	GE	\$ 6,316	N/A	\$ 4,744	N/A	\$ 3,693	\$ 4,995	\$ 6,058	N/A	\$ 6,051
	Total	\$ 9,457	N/A	\$ 8,337	N/A	\$ 8,427	\$ 13,704	\$ 13,309	N/A	\$ 11,322
% disability rate		17.3%	11.1%	26.5%	22.0%	20.4%	23.7%	14.4%	20.0%	18.1%
Traumatic Brain Injury	SE	N/A	N/A	N/A	N/A	N/A	\$ 13,934	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	\$ 6,048	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	\$ 19,982	N/A	N/A	N/A
% disability rate		0.2%	0.0%	0.3%	0.2%	0.2%	0.0%	0.3%	0.2%	0.2%
Visual Impairment/Blindness	SE	\$ 3,149	N/A	\$ 9,273						
	GE	\$ 5,327	N/A	\$ 6,107						
	Total	\$ 8,476	N/A	\$ 15,380						
% disability rate		0.5%	0.4%	0.6%	0.4%	0.4%	0.2%	0.5%	0.5%	0.3%
Other Disabilities	SE	\$ 10,672	\$ 12,826	\$ 5,563	\$ 7,659	\$ 13,629	\$ 14,557	\$ 21,385	\$ 4,034	\$ 11,270
	GE	\$ 3,790	\$ 3,312	\$ 5,237	\$ 3,410	\$ 4,376	\$ 5,710	\$ 5,688	\$ 4,761	\$ 5,464
	Total	\$ 14,462	\$ 16,137	\$ 10,800	\$ 11,069	\$ 18,004	\$ 20,267	\$ 27,076	\$ 8,795	\$ 16,735
Average	SE	\$ 5,333	\$ 16,860	\$ 6,157	\$ 7,093	\$ 5,633	\$ 11,432	\$ 12,507	\$ 6,316	\$ 9,380
	GE	\$ 5,096	\$ 3,116	\$ 4,691	\$ 4,120	\$ 4,481	\$ 5,661	\$ 5,233	\$ 4,810	\$ 5,670
	Total	\$ 10,429	\$ 19,976	\$ 10,848	\$ 11,213	\$ 10,114	\$ 17,093	\$ 17,740	\$ 11,126	\$ 15,050

Table 17 provides the total expenditure per special education student by disability and type of educational environment (as defined by OSEP), and is to be read in conjunction with Table 10. Note that although students with other health impairments spend a significant amount of their time (459 hours per year) in a special education classroom setting (as shown in Table 10), the cost for this setting is not shown in Table 17 due to an insufficient sample size of students with other health impairments in this particular setting. The same condition applies to mental retardation. Unfortunately, the sample sizes by disability and by educational environment were only sufficient for 5 disability categories. Nonetheless, several comparisons can be made. The average per student expenditure across all disabilities within the general education placement category is \$9,940. This expenditure is higher for the resource room setting, at \$10,950, lower for a separate special education class, at \$9,515, and then lower for the public separate facility setting, at \$9,042 per student.

Table 17

**Expenditures per Special Education Student in Alabama
by Disability Type and Educational Environment, 1999-00⁴²**

Disability Type	General Education Class	Resource Room	Separate Special Education Class	Public Separate Facility ⁴³
Mental Retardation	\$12,835	\$12,030	--	--
Other Health Impairment	\$10,996	--	--	--
Specific Learning Disability	\$7,758	\$9,640	--	--
Speech or Language Impairment	\$9,866	--	--	--
Visual Impairment/Blindness	--	--	--	\$20,428
Other Disabilities	\$14,583	\$10,196	\$9,516	\$8,804
Average Overall ⁴⁴	\$9,940	\$10,950	\$9,515	\$9,042

⁴² Dashes in cells indicate an insufficient sample size; these students are placed in the "other disabilities" category.

⁴³ Overall average of Public Separate Facility does not include 1 student with a speech or language impairment, as the weighted for this student is 3,360. This average also does not include 8 students with a specific learning disability, as the weighted value for these students is 1,261.

⁴⁴ Includes students placed in non-public institutions or agencies for whom the home district pays tuition or fees or transfers funds, as well as preschool students, if applicable.

Special Education Spending by Service Category

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

Tables 18a and 18b present data on the special and general education spending by service for school-aged and preschool special education students, respectively. For five of the service categories, both special education expenditures and general education expenditures are presented. General education spending is not shown for those services specifically designed for and provided to special education students (e.g., special school administration and support, assessment services, and homebound and hospital programs). General education spending is also not shown for students placed in public or non-public institutions or agencies (excluding state special schools) not operated by the public school district in which the students reside and for whom the home district pays tuition and fees or transfers funds. Furthermore, data on general education summer school programs were not collected.

To determine the expenditures associated with each service, data from the district and student files were combined to determine the special and general education expenditures for school-aged and preschool special education students. In Table 18a, column 2 shows the special education expenditure by service for school-aged special education students receiving them, and column 3 shows the estimated number of students who receive these services. Columns 4 and 5 show the general education expenditures for special education students and the estimated number of students receiving each service, respectively. Table 18a also shows the per student and total expenditure by service category and the percentage of total spending that is attributed to each (columns 6, 7, and 8). Expenditures by service were also estimated for preschool special education students, as shown in Table 18b. The per student expenditures in both tables were calculated using weighted averages based on the estimated total number of students receiving each type of service. Thus, these expenditures are based on the number of students receiving these services, *not* on the total number of special education students in the state.

For school-aged students, Table 18a shows that more than \$965 million is spent on special and general education services for school-aged special education students in Alabama. The average expenditure per student for the special education portion of the district central office administration and support is \$353, with the general education component of district administration estimated at \$524. 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 \$1,000 per special education student.

A third category of services includes direct instruction and related service personnel. The total general and special education expenditure for this category of services for a special education student is \$5,756. As one would expect, the total expenditures on direct instruction and related service personnel account for more than half of the total expenditures for school-aged special education students.

Another service category that is costly for school-aged students is tuition, fees, and related service personnel for schools not operated by the public school district in which the student resides. At \$67.8 million, this category accounts for 7% of the total expenditures for school-aged special education students, although the number of students enrolled in these programs (1,991) is only 2% of the total special education population.

Table 18b shows that approximately \$72 million was spent on educational services, both special and general, for preschool special education students in Alabama in 1999-2000. The largest expenditure is on direct instruction and related services, accounting for 60% of the total expenditure (\$43.4 million). The next largest expenditure is on facilities for preschool students. This category accounts for 13.5% of the total expenditure for preschool students.

Table 18a
Special and General Education Spending for School-Aged Special Education Students in Alabama, by Service, 1999-00⁴⁵

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 Population of Students Served (3)	Expenditure Per Special Education Student Served (4)	Total Population of Students Served (5)			
District Central Office Administration and Support ⁴⁶	\$353	92,560	\$524	92,560	\$877	\$81,185,536	8.4%
Facilities ⁴⁷	\$309	92,529	\$1,096	92,529	\$1,405	\$129,969,946	13.5%
School-Aged Students in Schools Operated by the Public School District in Which the Student Resides							
Special School Administration and Support ⁴⁸	\$3,622	75	Not a general education expenditure		\$3,608	\$270,631	0.03%
General School Administration and Support ⁴⁹	Not a special education expenditure		\$1,000	90,145	\$1,000	\$90,109,030	9.3%
Direct Instruction and Related Service Personnel ⁵⁰	\$3,504	90,220	\$2,745	74,001	\$5,756	\$519,300,662	53.8%
Non-Personnel Items ⁵¹	\$137	90,220	\$284	78,139	\$383	\$34,535,112	3.6%
Assessment ⁵²	\$9	97,239	Not a general education expenditure		\$9	\$891,691	0.1%
Summer School Programs	\$627	4,214	Data not available ⁵³		\$627	\$2,642,402	0.3%
Transportation	\$4,846	6,321	\$462	13,793	\$1,840	\$37,010,789	3.8%
Homebound and Hospital Programs ⁵⁴	\$4,872	371	Not a general education expenditure		\$4,872	\$1,807,410	0.2%
School-Aged Students Placed in Non-Public Institutions							
Tuition, Fees, and Related Service Personnel	\$34,040	1,991	Not a general education expenditure		\$34,048	\$67,788,910	7.0%
Total Education Expenditure for Special Education Students	\$5,333	92,582	\$5,096	92,582	\$10,429	\$965,512,119	100%

⁴⁵ The numbers in this table are weighted averages based on the estimated total population of students served in each category.

⁴⁶ District central office expenditures support all students residing within the district, regardless of placement, except state special schools.

⁴⁷ Expenditures on facilities are estimated using data from a variety of sources about the space requirements for different types of classroom and non-classroom buildings within districts, the cost per square foot of construction, and the average ages of school buildings in different parts of the country. Facilities expenditures for students placed in schools not operated by the public school district in which they reside include only expenditures for central office facilities. Expenditures for classroom space are only applied to students served within schools operated by the public school district in which they reside.

⁴⁸ 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.

⁴⁹ General education expenditures for school administration refer to expenditures for general education schools operated by the school district in which the student resides.

⁵⁰ Students in homebound and hospital programs are not included under this service category.

⁵¹ Associated with direct instruction and related service personnel.

⁵² Assessment services included in this figure are provided by special education consulting teachers, psychologists, counselors, and social workers assigned to schools. Expenditures for assessment services provided by other personnel (i.e., district central office staff and general and special education teachers) are included in the expenditure data for district central office administration and support and direct instruction and related service personnel. Note that a substantial portion of the time spent by teachers and district office staff is for assessment activities. Hence, the majority of expenditures for assessment are associated with these staff members. Thus, these data are not the total expenditures for assessment services. The data do not allow the school-aged and preschool assessment expenditures to be disaggregated. However, the assessment expenditures apply primarily to school-aged students. Students placed in schools not operated by the public school district in which the student resides and students in homebound and hospital programs are not included in the estimate.

⁵³ Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided.

⁵⁴ 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.

Table 18b

Special and General Education Spending for Preschool Special Education Students in Alabama, by Service, 1999-00⁵⁵

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 Population of Students Served (3)	Expenditure per Special Education Student Served (4)	Total Population of Students Served (5)			
District Central Office Administration and Support ⁵⁶	\$263	6,989	\$524	6,989	\$787	\$5,503,071	7.6%
General School Administration and Support	Not a special education expenditure		\$859	6,979	\$859	\$5,993,838	8.3%
Direct Instruction and Related Service Personnel	\$5,442	7,019	\$3,304	1,572	\$6,182	\$43,391,957	60.1%
Non-Personnel Items ⁵⁷	\$582	7,019	\$347	1,709	\$667	\$4,680,154	6.5%
Summer School Programs	\$497	531	Data not available ⁵⁸		\$497	\$263,513	0.4%
Transportation	\$4,761	510	\$447	587	\$2,452	\$2,689,481	3.7%
Facilities ⁵⁹	\$429	7,128	\$935	7,128	\$1,364	\$9,721,983	13.5%
Total Special and General Education Expenditure for Special Education Students	\$7,122	7,019	\$3,187	7,019	\$10,309	\$72,243,997	100%

⁵⁵ The numbers in this table are weighted averages based on the estimated total population of students served in each category. These data are available only for preschool students who are enrolled in the public school district in which they reside, including state schools. Due to an insufficient sample size, data on preschool students who are placed in non-public institutions are not available.

⁵⁶ District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs and special schools.

⁵⁷ Associated with direct instruction and related service personnel.

⁵⁸ 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.

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

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Appendix A
National SEEP Research Questions

National SEEP Research Questions

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

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

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

1.2 What are the per student expenditures for personnel?

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

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

1.4 What are the per student expenditures for transportation?

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

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

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

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

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

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

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

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

1) Student characteristics:

Grade level

Age

Race/ethnicity

Gender

SES

Disability type

Cognitive/physical/behavioral needs

2) Placement type:

Integrated public school

Regular classroom

Resource room

Special classroom

Related service room

Separate public school

Private school

Residential

3) School characteristics:

Size

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

Poverty level

Urban/suburban/rural status

Race/ethnicity

Language fluency

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

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

4) District characteristics:

Size

Poverty level
Urban/suburban/rural status
Race/ethnicity
SES (e.g., assessed property values per student, median household income)
District-to-school funding allocation formulas
District philosophy (site-based decision-making, amount of auxiliary services)

5) State characteristics:

State-to-district funding allocation formulas
State regulations regarding service provision
State policies regarding identification
State philosophy (devolution to districts)

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

- 2.1 What are the identification rates for students with specific types of disabilities?
- 2.2 How do the above rates vary by type of school, district, and state?

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

- 3.1 How do special education programs and services interact with general education, Title I, programs for limited-English proficient (LEP) students, and programs for migrant populations?
- 3.2 What other kinds of social service agencies (e.g., public health, Medicaid, mental health, law enforcement, or social services) are involved in direct provision or financial support of services to students with disabilities? What specific services are provided? To what extent do these other social service agencies provide financial support for services provided within the schools? For example, to what extent have districts pursued Medicaid billing? What are the implications of the schools being the payer of last resort?
- 3.3 How do these interactions with other programs and other social service agencies vary by level (elementary versus secondary), program (e.g., general education, Title I, LEP), or poverty of students (e.g., percent eligible for free lunch)?
- 3.4 What impact has the new flexibility to blend funds to implement school-wide projects had on resource allocation to special education?

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

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

4.1 How do integration/mainstreaming practices vary by type of student, school, district, and state?

4.2 What are the excess expenditures on special education students in the LRE compared to other environments?

4.3 What impact does the movement towards more integrated/mainstreamed placements have on per student expenditures for the population of general education students who are affected?

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

5.1 What is the share of total expenditure that goes to special education?

5.2 To what extent are special education resources used to serve general education students?

5.3 To what extent are general education resources used to serve special education students?

5.4 How do the above shares vary by type of school, placement, district, and state?

5.5 How, at the district level, does the amount spent on special education match up with the amount of resources targeted towards special education, and how does this vary by type of district and state?

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

6.1 How have per student expenditures for special education and general education services changed over the past decade, and has the ratio of special-to-general education expenditures per student changed?

6.2 How has the percentage of support for special education expenditures from federal, state, local public, and local private sources changed over time?

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

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

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

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

Appendix B
National SEEP Sampling Plan

National SEEP Sampling Plan

The nationally representative study sample will collect information about the implementation of special education programs in all of the states and in school districts and schools within those states. The Common Core of Data (CCD) Surveys will serve as the sampling frame for the selection of LEAs (school districts) and schools. This frame will be updated with information, provided by contractors working on ongoing U.S. Department of Education sponsored research efforts. This additional information will include 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 will be 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) will be selected randomly, 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 will be selected from among the universe of approximately 14,000 regular elementary and secondary school districts in the fifty states and the District of Columbia. The district sample will be nationally representative of all school districts and will be 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 regular LEAs, we will select up to a maximum of 30 IEUs. These IEUs will be selected from among those that serve students who reside in the 250 LEAs selected for the national sample and who are counted for state reporting purposes on the roles of the IEU. That is, only those IEUs that receive funding directly from the state to support one or more of the students they serve will be included in the sample.

Central office staff. A 100% sample (up to a maximum of 6) central office staff will be 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 should include 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 will include 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 will be selected from regular elementary and secondary school districts, up to 30 will be selected from IEUs affiliated with the national sample, and 20 will be selected from among the state schools for special education students. The number of elementary and secondary schools selected will be proportional to the district's enrollment; however, a minimum of two elementary schools will be selected in every district (except for districts with only a single school). This base school sample will be 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 will be collected. In addition, data from each school campus will be collected about any personnel or non-personnel resources deployed through any arrangements with local consortia, cooperatives, or IEUs with which the district is affiliated.

Clustered school sample. An additional sample of about 50 elementary and 20 secondary schools offering what we refer to as "clustered programs" will be selected. In these clustered programs, we will collect 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 will not be 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 are clustered into selected non-special education schools in order to take advantage of economies of scale in meeting their specific needs. These clustered schools will be identified based on discussions with the director of special education in the district. The sample of clustered programs will be 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 will sample 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 will be drawn from two sources: the **base school sample** and the **clustered school sample**. The **base school sample** includes general education staff, while the **clustered school sample** does not. Only special education teachers, related service providers, and special education aides will be 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) will be 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 will be asked to select two special education students at random from their classes or caseloads. Specifically, each teacher or service provider will be asked to select one low incidence and one high incidence student from their caseloads. If the individual is serving only one of these two categories (low or high incidence) of students, both students will be selected from that category. The total sample of special education students with internal placements will be approximately 7,200.

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

Appendix C

Alabama SEEP Data Collection Methods

Alabama SEEP Data Collection Methods

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

At the district and school levels, self-administered surveys/questionnaires with multiple parts will gather information from 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. In addition are surveys for teachers and teacher assistants that solicit information on how they spend their time, their participation in professional development, and the resources available in their classrooms. Insofar as possible, the surveys provide choices to be marked so that they can be completed and summarized easily.

Specific data collection instruments and their descriptions follow:

- **Request for Documents and Materials from the State Director of Special Education programs.** A description of the information sought and the types of documents or materials that could provide it: state budgets for federal education funds retained at the state level, federal funding allocations for all districts and other agencies in the state, and other relevant reports.
- **District Questionnaire.** This questionnaire is divided into four sections:
 - **Part I** focuses on general demographic and other information about the district.
 - **Part II** focuses on detailed information about the special education program. The data requested include enrollments, levels of service, budgets, expenditures, decision making, professional development and other related items. We also 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 are used to support special education transportation services.
- **Intermediate Educational Unit (IEU) Questionnaire.** This questionnaire is similar to the district questionnaire.
- **Central office staff questionnaire.** This questionnaire 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, IEP activities, and initial eligibility determination. To benchmark this information, we also ask about basic job and background characteristics for each individual.

- **School Questionnaire.** The school questionnaire is a five-part instrument that is analogous to the District Questionnaire. It is 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 800 schools in the sample. Each part is described in more detail below.
 - **Part I** includes general information on school characteristics, demographics, and programs. It will include a request for documents or materials that could provide it: roster of all school employees, roster of teachers and class sizes or caseloads (or master class schedules), schedule of aide time allocations to classrooms, list of other personnel (paid or unpaid) who provide services in the school, and school-level budgets for specified federal education programs.
 - **Part II** asks for detailed enrollment data for the special education program at the school. Part II itself is divided into three sections II-A, II-B, and II-C. Each part is virtually identical, but is focused on collecting data on three types of special education programs that may be operating at the school. Part II-A focuses on the standard special education program that is operating in virtually all regular elementary or secondary schools or any special education school. Part II-B focuses on special education programs that may be housed at the school site, but which are operated directly by the district office. Enrollments in these types of programs are generally not regarded as part of the total school enrollment. Part II-C focuses on special education programs that are housed at the school site, but which are operated by 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 basically a request for certain documents and materials from the school. Specifically, it requests information on personnel (both general and special education) serving students at the school and non-personnel budgets for instructional supplies, equipment, etc. We are 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 are requested when available, we most commonly receive hardcopy materials from the schools that AIR staff use to code personnel and non-personnel expenditure information.
- **Special education teacher and service provider questionnaire.** This will be administered to virtually all special education teachers and service providers within the sample schools. The questionnaire is a self-administered survey. The major focus of this questionnaire is to obtain information on the specific structure and characteristics of the service delivery system for special education. We want to know how much time special education teachers spend in various settings such as the general education classroom, special classes, separate resource rooms as well as the class sizes, subjects taught, and composition of students (by disability and eligibility for other programs such as Title I). In addition, the questionnaire asks for information on the educational background, current job responsibilities, and professional development activities of teachers or related service providers and on the time spent on non-teaching activities and responsibilities.
- **General education teacher questionnaire.** This will be administered to a 20% sample of general education teachers (up to a maximum of 6 at the elementary level and 9 at the secondary level) selected from within the sample schools. The questionnaire is a self-administered survey. This questionnaire has the same basic items as the **Special Education Teacher Questionnaire** but has been customized for General Education Classroom Teachers. A primary goal is to determine the extent to which special education students are served in the general education classroom.
- **Special Education Teacher Aide Questionnaire.** This will be administered to virtually all special education teacher aides (about 1,700 respondents) from the sample schools. This questionnaire is a

self-administered survey. It is primarily focused on collecting information on how special education aides spend their time and their background and training.

- **Special Education Student Information Forms.** These include two different surveys: one for special education students with internal placements and one for special education students with external placements. We will sample about 8,400 students.
- **Students with internal placements.** Each special education teacher or service provider included in the sample are given procedures for selecting a sample of 3 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% sample (up to a maximum of 6) 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

Alabama SEEP District and School Response Rates

Summary of District and School Response Rates in Alabama

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 (58.6%) was the District Part II Special Education Program survey. On average, about 48.3% of the other four surveys were returned. In addition, about a third of the district provided budgetary and payroll documents. Data also show that response rates were generally higher at the school level than the district level. At the school level, most surveys exceeded a 50% response rate. The highest survey response rate was for Part IIB, District-Operated Special Education Programs, at 58.3%. The combined response rates for teachers and aides averaged approximately 52.3%, and 46.5% 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.

	COUNT SENT	COUNT RECEIVED	RESPONSE RATE
DISTRICT SURVEYS			
Part I - District Demographics	29	15	51.7%
Part II - Special Education Program	29	17	58.6%
Part III - Fiscal and Payroll Information	29	13	44.8%
Part IV - Transportation	29	14	48.3%
Central Office Staff⁶⁰	29	14	48.3%
Student Information Form- Externally Placed⁶¹	**	11	**
DISTRICT DOCUMENTS			
District Budget		9	31.0%
Non-Personnel Budget		9	31.0%
Payroll Report		11	37.9%
SCHOOL SURVEYS			
Part I - Programs and Demographics	127	71	55.9%
Part IIA - School-Operated Special Education Programs	127	72	56.7%
PartIIB - District-Operated Special Education Programs	127	74	58.3%
Part IIC - IEU-Operated Special Education Programs	127	68	53.5%
Part III - Roster Requests	127	67	52.8%
General Education Teacher	805	441	54.8%
Special Education Teacher	586	281	48.0%
Special Education Aide	291	159	54.6%
Student Information Form- Internally Placed	1172	545	46.5%

⁶⁰ 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.

⁶¹ 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.

ALABAMA DISTRICT SURVEY RESPONSE RATES - FINAL

AIR ID	Lea ID	District Name	District survey components received					District surveys sent received			District documents		
			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
AL-25	0103090	SUMTER COUNTY SCH DIST		1	1	1			6	3	0	0	0
AL-26	0103240	TALLASSEE CITY SCH DIST	1	1			2	1	6	3	0	0	0
AL-27	0103360	TUSCALOOSA CITY SCH DIST			1	1			6	3	0	1	1
AL-28	0103430	VESTAVIA HILLS CITY SCH DIST							6	3	0	0	0
AL-29	0103480	WASHINGTON COUNTY SCH DIST	1	1	1	1	2		6	3	1	1	1
AL-30	0100007	HOOVER CITY SCH DIST	1	1	1	1	1	3	6	3	1	1	1

		TOTALS	15	17	13	14	58	11	174	87	9	9	11
29	Alabama	Final Response Rate	51.7%	58.6%	44.8%	48.3%	33.3%	12.6%			31.0%	31.0%	37.9%
		Final General Response Rate	46.4%	52.1%	44.2%	45.7%	32.9%	31.1%			29.3%	18.3%	27.1%

**ALABAMA SCHOOL SURVEY RESPONSE
RATES - FINAL**

AIR ID	District Name	School Name	School survey components received								School survey components sent				School documents received					
			Part I - program s & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
AL-01-01	BIRMINGHAM CITY SCH DIST	BAKER ELEMENTARY SCHOOL	1	1	1	1	1	6	2	1	4	6	3	1	6	1	1	0	0	0
AL-01-02	BIRMINGHAM CITY SCH DIST	FAIRVIEW ELEMENTARY SCHOOL										6	1	3	2	0	0	0	0	0
AL-01-04	BIRMINGHAM CITY SCH DIST	NORTH ROEBUCK ELEM SCHOOL						1	1			6	5	1	10	0	0	0	0	0
AL-01-05	BIRMINGHAM CITY SCH DIST	RIGGINS ELEMENTARY SCHOOL										6	2		4	0	0	0	0	0
AL-01-06	BIRMINGHAM CITY SCH DIST	T R WRIGHT ELEM SCH-MAGNET	1	1	1	1	1	6	5	4	10	6	6	4	12	1	1	0	0	1
AL-01-07	BIRMINGHAM CITY SCH DIST	GREEN ACRES MIDDLE SCHOOL										9	5	6	10	0	0	0	0	0
AL-01-08	BIRMINGHAM CITY SCH DIST	LINCOLN MIDDLE SCHOOL	1	1			1	1	3	1	5	9	12	3	24	0	0	0	0	0
AL-01-09	BIRMINGHAM CITY SCH DIST	SMITH MIDDLE SCHOOL										9	3	5	6	0	0	0	0	0
AL-01-11	BIRMINGHAM CITY SCH DIST	WORKSHOP INC	1	1	1	1	1		1		2		1		2	0	0	0	0	0
AL-01-12	BIRMINGHAM CITY SCH DIST	ENSLEY HIGH ALT CENTER										9	8	6	16	0	0	0	0	0
AL-01-13	BIRMINGHAM CITY SCH DIST	ENGLE DAY TREATMENT											4	1	8	0	0	0	0	0
AL-01-14	BIRMINGHAM CITY SCH DIST	KENNEDY ALTERNATIVE										8	3	3	6	0	0	0	0	0
AL-01-17	BIRMINGHAM CITY SCH DIST	SUN VALLEY ELEMENTARY SCH										6	3	2	6	0	0	0	0	0

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent					School documents received					
			Part I - program s & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster request s	Gen Ed teacher quest-ionnaire s	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher quest-ionnaire s	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
AL-01-18	BIRMINGHAM CITY SCH DIST	SPAULDING ELEMENTARY SCHOOL										6				0	0	0	0	0
AL-01-19	BIRMINGHAM CITY SCH DIST	GLEN IRIS ELEMENTARY SCHOOL	1	1	1	1	1	5	5		8	6	6		12	1	1	0	0	0
AL-01-20	BIRMINGHAM CITY SCH DIST	DANIEL PAYNE MIDDLE SCHOOL										6	2	1	4	0	0	0	0	0
AL-01-21	BIRMINGHAM CITY SCH DIST	PRINCETON ALTERNATIVE SCH										6	1		2	0	0	0	0	0
AL-01-22	BIRMINGHAM CITY SCH DIST	HUDSON MIDDLE SCHOOL										6	7	3	14	0	0	0	0	0
AL-01-23	BIRMINGHAM CITY SCH DIST	JEFFERSON COUNTY FAMILY COURT DTN. CENTER										3	1		2	0	0	0	0	0
AL-01-24	BIRMINGHAM CITY SCH DIST	HOMEBOUND PROGRAM	1	1					4		7		4		8	0	0	0	0	0
AL-02-01	JACKSON COUNTY SCH DIST	NORTH SAND MOUNTAIN SCHOOL	1	1	1	1	1	6	3	1	6	6	3	1	6	1	0	0	1	1
AL-02-02	JACKSON COUNTY SCH DIST	PISGAH SCHOOL	1	1	1	1	1	6	3		6	6	3	1	6	0	0	0	0	0
AL-03-01	WINSTON COUNTY SCH DIST	DOUBLE SPRINGS ELEM SCHOOL	1	1	1	1	1	6	1	4	2	6	7	5	14	1	1	0	0	0
AL-03-02	WINSTON COUNTY SCH DIST	WINSTON COUNTY HIGH SCHOOL		1				1			2	9	8	3	16	0	0	0	0	0

ALABAMA SCHOOL SURVEY RESPONSE

RATES – FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent							School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget	
AL-04-01	BALDWIN COUNTY SCH DIST	ELBERTA SCHOOL										6	3	2	6	0	0	0	0	0	
AL-04-02	BALDWIN COUNTY SCH DIST	DAPHNE HIGH SCHOOL		1	1	1	1	1	9	7	5	11	9	8	5	16	0	0	0	0	0
AL-04-03	BALDWIN COUNTY SCH DIST	FAIRHOPE MIDDLE SCH	1					1	9	7	3	14	9	8	3	16	0	0	0	0	0
AL-04-04	BALDWIN COUNTY SCH DIST	BALDWIN CO REG DETENT CTR	1	1	1	1	1	1	2	1	4	2	2	1	4	2	1	0	0	0	0
AL-04-05	BALDWIN COUNTY SCH DIST	BAY MINETTE ELEMENTARY	1	1	1	1	1	1	6	8	4	16	6	10	4	20	1	0	1	0	0
AL-04-06	BALDWIN COUNTY SCH DIST	SUMMERDALE ELEMENTARY SCH	1	1	1	1	1	1	5	2	2	4	6	3	2	6	1	1	0	0	1
AL-04-07	BALDWIN COUNTY SCH DIST	ELSANOR SCHOOL	1	1	1	1	1	1		1		2	6	3	1	6	1	1	0	0	0
AL-04-08	BALDWIN COUNTY SCH DIST	PINE GROVE ELEMENTARY SCH	1	1	1	1	1	1	6	5	1	10	6	6	1	12	1	1	0	0	1
AL-05-01	CLEBURNE COUNTY SCH DIST	RANBURNE HIGH SCHOOL	1	1	1	1	1	1	9	3	1	6	9	3	1	6	1	0	0	0	0
AL-05-02	CLEBURNE COUNTY SCH DIST	RANBURNE ELEMENTARY SCHOOL	1	1	1	1	1	1	6	2	1	4	6	2	1	4	0	0	0	0	0

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent						School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
AL-06-01	COLBERT COUNTY SCH DIST	CHEROKEE ELEMENTARY SCHOOL										6	1	2	2	0	0	0	0	0
AL-06-02	COLBERT COUNTY SCH DIST	HATTON ELEMENTARY SCHOOL														0	0	0	0	0
AL-06-03	COLBERT COUNTY SCH DIST	COLBERT HEIGHTS HIGH SCHOOL		1			1	9	4	3	8	9	4	3	8	0	0	0	0	0
AL-07-01	DECATUR CITY SCH DIST	FRANCES NUNGESTER ELEM SCH	1	1	1		1	6	2		4	6	2		4	1	1	0	0	1
AL-07-02	DECATUR CITY SCH DIST	DECATUR HIGH SCHOOL						7	5	1	10	9	10	3	20	0	0	0	0	0
AL-07-03	DECATUR CITY SCH DIST	LEON SHEFFIELD ELEM SCH	1	1	1	1	1	6	2		4	6	2		4	1	0	0	0	0
AL-07-04	DECATUR CITY SCH DIST	CHESTNUT GROVE ELEM SCHOOL										6	2	2	4	0	0	0	0	0
AL-08-01	DOTHAN CITY SCH DIST	KELLY SPRINGS ELEM SCHOOL														0	0	0	0	0
AL-08-02	DOTHAN CITY SCH DIST	BEVERLYE MIDDLE SCHOOL														0	0	0	0	0
AL-08-03	DOTHAN CITY SCH DIST	SELMA ST ELEMENTARY SCHOOL														0	0	0	0	0
AL-09-01	GADSDEN CITY SCH DIST	WALNUT PARK ELEMENTARY SCH	1	1	1	1	1	6	2	1	4	6	2	1	4	1	0	0	0	1
AL-09-02	GADSDEN CITY SCH DIST	DISQUE MIDDLE SCHOOL	1	1	1	1	1	9	3	2	6	9	3	2	6	1	0	1	1	1

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent							School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget	
AL-09-03	GADSDEN CITY SCH DIST	LITCHFIELD HIGH SCHOOL										9	2		4	0	0	0	0	0	
AL-09-04	GADSDEN CITY SCH DIST	JESSIE DEAN SMITH ELEM SCH	1	1			1	4		1		6	1	1	2	1	1	1	1	1	
AL-10-02	GENEVA COUNTY SCH DIST	SAMSON ELEMENTARY SCHOOL	1	1	1	1	1	6	3	1	6	6	3	1	6	1	1	0	0	1	
AL-10-03	GENEVA COUNTY SCH DIST	SLOCOMB ELEMENTARY SCHOOL	1	1				4	3	1	6	6	3	2	6	0	0	0	0	0	
AL-10-04	GENEVA COUNTY SCH DIST	SAMSON HIGH SCHOOL										9	2	1	4	0	0	0	0	0	
AL-11-01	GREENE COUNTY SCH DIST	CARVER ELEMENTARY SCHOOL										6	5	3	10	0	0	0	0	0	
AL-12-01	HARTSELLE CITY SCH DIST	HARTSELLE HIGH SCHOOL										9	5	3	10	0	0	0	0	0	
AL-12-02	HARTSELLE CITY SCH DIST	BARKLEY BRIDGE ELEM SCH	1	1	1			6	3	3	6	6	4	3	8	1	0	0	0	0	
AL-13-01	HOMEWOOD CITY SCH DIST	EDGEWOOD ELEMENTARY SCHOOL										6	5	4	10	0	0	0	0	0	
AL-14-02	LANETT CITY SCH DIST	LB SYKES LANETT JHS	1	1			1	8	2		4	9	2	1	4	1	1	1	0	0	
AL-14-03	LANETT CITY SCH DIST	LANETT CENTRAL ELEM SCH			1	1						6	8	3	16	0	0	0	0	0	
AL-14-04	LANETT CITY SCH DIST	LANETT SENIOR HIGH SCHOOL										9	3	4	6	0	0	0	0	0	

**ALABAMA SCHOOL SURVEY RESPONSE
RATES - FINAL**

AIR ID	District Name	School Name	School survey components received						School survey components sent						School documents received					
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
AL-15-01	LEE COUNTY SCH DIST	SMITHS STATION PRIMARY SCH	1	1	1	1	1	6	1	3	2	6	3	3	6	1	1	0	1	1
AL-15-02	LEE COUNTY SCH DIST	SMITHS STATION HIGH SCHOOL	1	1	1	1	1	3	4	2	8	9	7	3	14	1	0	1	1	1
AL-16-01	MARION COUNTY SCH DIST	GUIN ELEMENTARY SCHOOL	1	1	1	1	1	5	1	1	1	6	2	1	4	1	1	0	0	1
AL-16-02	MARION COUNTY SCH DIST	HAMILTON MIDDLE SCHOOL	1	1	1		1	7	5	1	9	9	5	3	10	0	0	0	0	0
AL-16-03	MARION COUNTY SCH DIST	BRILLIANT ELEMENTARY SCHOOL	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	0	1	0
AL-17-01	MOBILE COUNTY SCH DIST	LILLIE B WILLIAMSON HS										9	10	3	20	0	0	0	0	0
AL-17-02	MOBILE COUNTY SCH DIST	BESSIE C FONVIELLE ELEM SCH		1	1	1	1	4	5	2	10	6	6	3	12	1	0	0	0	1
AL-17-03	MOBILE COUNTY SCH DIST	JOHN WILL ELEMENTARY SCHOOL	1	1	1	1	1	6	1	5	2	6	5	5	10	1	1	0	1	0
AL-17-04	MOBILE COUNTY SCH DIST	MORNINGSIDE ELEMENTARY SCH	1	1	1	1	1	6	6	2	12	6	6	2	12	1	1	0	0	1
AL-17-05	MOBILE COUNTY SCH DIST	S W AL REG SCH/DEAF-BLIND	1	1	1	1	1		7	4	13		9	5	18	0	0	0	0	0
AL-17-06	MOBILE COUNTY SCH DIST	PILLANS MIDDLE SCHOOL										9	13	3	26	0	0	0	0	0

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent							School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget	
AL-17-07	MOBILE COUNTY SCH DIST	THEODORE MIDDLE SCHOOL										9	10	2	20	0	0	0	0	0	
AL-17-08	MOBILE COUNTY SCH DIST	MAE EANES MIDDLE SCHOOL			1	1						9	11	5	22	0	0	0	0	0	
AL-17-09	MOBILE COUNTY SCH DIST	KATE SHEPHARD ELEM SCHOOL										6	16	4	32	0	0	0	0	0	
AL-17-11	MOBILE COUNTY SCH DIST	MARY B AUSTIN ELEM SCHOOL							5	1	1	1	6	3	1	6	0	0	0	0	0
AL-17-12	MOBILE COUNTY SCH DIST	NAN GRAY DAVIS ELEM SCHOOL		1	1		1		6	7	2	14	6	8	2	16	1	1	0	0	1
AL-17-13	MOBILE COUNTY SCH DIST	MARY G MONTGOMERY HIGH SCH	1	1	1	1	1		5	9	2	18	9	11	3	22	1	0	0	0	0
AL-17-14	MOBILE COUNTY SCH DIST	OLD SHELL CREATIVE/PERF ART					1		3	1	1	4	6	3	1	6	0	0	0	0	0
AL-17-15	MOBILE COUNTY SCH DIST	WOODCOCK ELEMENTARY SCHOOL			1	1						6	6	3	12	0	0	0	0	0	0
AL-17-16	MOBILE COUNTY SCH DIST	AUGUSTA EVANS SCHOOL	1	1	1	1	1			8	5	16		9	5	18	1	1	0	0	0
AL-17-17	MOBILE COUNTY SCH DIST	BOOKER T WASHINGTON MDSCH											7	2	14	0	0	0	0	0	0

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent							School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget	
AL-17-18	MOBILE COUNTY SCH DIST	ALBA MIDDLE SCHOOL			1	1		2				9	6	3	12	0	0	0	0	0	
AL-18-01	MONROE COUNTY SCH DIST	MONROEVILLE MIDDLE SCHOOL	1	1	1	1	1	6	3	2	6	6	3	2	6	0	0	0	0	0	
AL-18-02	MONROE COUNTY SCH DIST	MONROE COUNTY HIGH SCHOOL	1	1	1	1	1	9	4	2	8	9	4	2	8	1	1	1	0	0	
AL-18-03	MONROE COUNTY SCH DIST	BEATRICE ELEMENTARY SCHOOL	1	1	1	1	1	3	1		2	6	1		2	1	1	0	0	0	
AL-19-01	MONTGOMERY COUNTY SCH DIST	BEAR ELEMENTARY SCHOOL	1	1	1	1	1	6	1		2	6	2		4	1	1	0	0	0	
AL-19-02	MONTGOMERY COUNTY SCH DIST	DANNELLY ELEMENTARY SCHOOL	1		1	1	1	6	3	2	5	6	7	3	14	1	0	1	0	0	
AL-19-03	MONTGOMERY COUNTY SCH DIST	MCINTYRE JUNIOR HIGH SCHOOL										9	6	4	12	0	0	0	0	0	
AL-19-04	MONTGOMERY COUNTY SCH DIST	MACMILLAN ELEMENTARY SCHOOL	1	1	1	1	1	6	1		2	6	1		2	1	1	0	0	1	
AL-19-05	MONTGOMERY COUNTY SCH DIST	HARRISON ELEMENTARY SCHOOL	1	1	1	1	1	6	4	3	8	6	4	3	8	0	0	0	0	0	
AL-19-06	MONTGOMERY COUNTY SCH DIST	DOZIER ELEMENTARY SCHOOL	1	1	1	1	1	6	6	4	12	6	6	4	12	1	0	0	0	1	

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent							School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget	
AL-19-07	MONTGOMERY COUNTY SCH DIST	NEW CHALLENGE ALTERNATIVE	1	1	1	1	1	5	1		1	9	2		4	1	0	0	0	1	
AL-19-08	MONTGOMERY COUNTY SCH DIST	MCINNIS SCHOOL											1	1	2	0	0	0	0	0	
AL-19-09	MONTGOMERY COUNTY SCH DIST	GEORGIA WASHINGTON JR HIGH	1	1	1	1	1	8	4		8	9	4		8	1	0	0	0	1	
AL-19-10	MONTGOMERY COUNTY SCH DIST	BREWBAKER INTERMEDIATE SCH	1	1	1	1	1	5	5	4	10	6	6	6	12	1	0	0	0	0	
AL-19-11	MONTGOMERY COUNTY SCH DIST	MADISON PARK ALT SCHOOL										9	2	1	4	0	0	0	0	0	
AL-19-13	MONTGOMERY COUNTY SCH DIST	SOUTHLAWN ELEMENTARY	1	1	1	1	1	6	3	3	6	6	4	3	8	1	1	0	0	0	
AL-20-01	MORGAN COUNTY SCH DIST	WEST MORGAN ELEMENTARY SCH	1	1	1	1	1	6	4	1	8	6	4	1	8	1	1	0	0	0	
AL-20-02	MORGAN COUNTY SCH DIST	DANVILLE HIGH SCHOOL	1	1	1	1	1	7	3		6	9	3		6	1	0	1	0	0	
AL-20-03	MORGAN COUNTY SCH DIST	COTACO SCHOOL	1	1	1	1	1	6	8	4	16	6	10	4	20	1	1	1	0	1	
AL-20-04	MORGAN COUNTY SCH DIST	UNION HILL SCHOOL			1	1						6	4		8	1	1	0	0	0	

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received								School survey components sent				School documents received					
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
AL-21-01	PERRY COUNTY SCH DIST	ROBERT C HATCH HIGH SCHOOL	1	1	1	1	1	9	5	2	10	9	5	2	10	1	1	0	0	1
AL-21-03	PERRY COUNTY SCH DIST	MARION ELEMENTARY SCHOOL	1		1	1	1	6	5	2	10	6	5	4	10	1	0	0	0	0
AL-22-01	PIEDMONT CITY SCH DIST	SOUTHSIDE ELEMENTARY SCHOOL	1	1	1	1		4	2	1	4	6	3	1	6	0	0	0	0	0
AL-23-01	SHELBY COUNTY SCH DIST	SHELBY ELEMENTARY SCHOOL	1	1	1	1	1	6	2	2	4	6	3	3	6	1	1	1	0	0
AL-23-02	SHELBY COUNTY SCH DIST	RIVERCHASE MIDDLE SCHOOL			1	1						9	5	5	10	0	0	0	0	0
AL-23-03	SHELBY COUNTY SCH DIST	PELHAM HIGH SCHOOL										9	7	3	14	0	0	0	0	0
AL-23-04	SHELBY COUNTY SCH DIST	COLUMBIANA MIDDLE SCHOOL	1	1	1	1	1	6	4	3	8	9	11	5	22	1	1	0	0	1
AL-23-05	SHELBY COUNTY SCH DIST	INVERNESS ELEMENTARY SCHOOL	1	1	1	1	1	3	4	3	8	6	6	5	12	1	1	0	0	0
AL-23-06	SHELBY COUNTY SCH DIST	CHELSEA MIDDLE SCHOOL	1	1	1	1	1	9	5	5	8	9	5	5	10	1	1	1	0	1
AL-23-07	SHELBY COUNTY SCH DIST	CHELSEA ELEMENTARY SCHOOL	1	1	1	1	1	5	5	4	10	6	6	4	12	1	1	0	1	0

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent							School documents received				
			Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget	
AL-24-01	SAINT CLAIR COUNTY SCH DIST	STEELE JUNIOR HIGH SCHOOL	1	1	1		1	5	1	1	2	6	1	1	2	1	0	0	0	1	
AL-24-02	SAINT CLAIR COUNTY SCH DIST	MOODY ELEMENTARY SCHOOL										6	2	1	4	0	0	0	0	0	
AL-24-03	SAINT CLAIR COUNTY SCH DIST	SPRINGVILLE HIGH SCHOOL										9	2		4	0	0	0	0	0	
AL-25-01	SUMTER COUNTY S DIST	LIVINGSTON JUNIOR HIGH SCH			1	1		5	3	2	6	6	10	2	20	0	0	0	0	0	
AL-26-01	TALLASSEE CITY SCH DIST	TALLASSEE ELEMENTARY SCHOOL	1	1	1	1	1	5	2	1		6	6	2	12	0	0	0	0	0	
AL-26-02	TALLASSEE CITY SCH DIST	SOUTHSIDE MIDDLE SCHOOL	1	1	1	1	1	5	4	1	8	9	4	1	8	1	1	1	0	0	
AL-27-01	TUSCALOOSA CITY SCH DIST	CENTRAL ELEMENTARY SCHOOL	1	1	1	1		6	2	3	4	6	2	3	4	1	1	0	0	0	
AL-27-02	TUSCALOOSA CITY SCH DIST	WESTLAWN MIDDLE SCHOOL										6	8	1	16	0	0	0	0	0	
AL-27-03	TUSCALOOSA CITY SCH DIST	ROCK QUARRY ELEMENTARY	1	1	1	1	1	6	5	6	9	6	5	10	10	1	1	0	0	1	
AL-27-04	TUSCALOOSA CITY SCH DIST	EASTWOOD MIDDLE SCHOOL	1					7	4	3	8	9	8	4	16	0	0	0	0	0	
AL-28-01	VESTAVIA HILLS CITY SCH DIST	VESTAVIA HILLS HIGH SCHOOL										9	4	2	8	0	0	0	0	0	
AL-28-02	VESTAVIA HILLS CITY SCH DIST	VESTAVIA HILLS ELEM SCH W	1	1	1	1		6	2	3	6	6	4	3	8	1	1	1	0	1	

ALABAMA SCHOOL SURVEY RESPONSE

RATES - FINAL

AIR ID	District Name	School Name	School survey components received							School survey components sent						School documents received				
			Part I - program s & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster request s	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms-internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
AL-29-01	WASHINGTON COUNTY SCH DIST	MILLRY HIGH SCHOOL	1	1	1	1		6	4		7	6	4		8	1	0	1	0	0
AL-29-02	WASHINGTON COUNTY SCH DIST	FRANK W BOYKIN ELEM SCH	1	1	1	1	1	6	3		6	6	3		6	1	1	1	1	1
AL-30-01	HOOVER CITY SCH DIST	GREYSTONE ELEMENTARY SCH	1	1	1		1	6	2	4	4	6	3	4	6	0	0	0	0	0
AL-30-02	HOOVER CITY SCH DIST	GWIN ELEMENTARY SCHOOL	1	1	1		1	6	3	4	6	6	3	4	6	1	1	0	1	0
AL-30-03	HOOVER CITY SCH DIST	HOOVER HIGH SCHOOL	1	1	1	1	1	8	12	6	24	9	15	6	30	0	0	0	0	0
AL-SE-01		Alabama School for the Blind	1	1			1		16	9	32		21	12	42	1	1	0	1	1

		TOTALS	71	72	74	68	67	441	281	159	545	805	586	291	1172					
127	Alabama	Final Response Rate	55.9%	56.7%	58.3%	53.5%	52.8%	54.8%	48.0%	54.6%	46.5%									
		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.⁶² 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

⁶² Source: "OSEP IDEA, Part B Data Collection History" (September 2001).

percent) and in general education school buildings for the remainder of the school day. Optional placement instructions for 3- through 5-year-olds state that a public separate school facility

includes children who are served in publicly operated programs, set up primarily to serve children with disabilities that are not housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public, separate day school for 50 percent or more of the time receiving services.

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

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

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

Appendix F
The “Abilities Index”

The ABILITIES Index⁶³

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.

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.

⁶³ This 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.

Student Abilities Index⁶⁴

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

	A		B		I	L						I		T		I	E		S
	Audition (Hearing) Rate Both		Behavior & Social Skills Rate Both		Intellectual Functioning	Limbs (Use of hands, arms, and legs) Rate All						Intentional Communication Rate Both		Tonicity (Muscle Tone) Rate Both		Integrity of Physical health	Eyes (Vision) Rate Both		Structural Status
	Left Ear	Right Ear	Social Skills	Inapprop. Behavior	Thinking & Reasoning	Left Hand	Left Arm	Left Leg	Right Hand	Right Arm	Right Leg	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

⁶⁴ This 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.