

# **Missouri Special Education Expenditure Project (SEEP)**

## **Final Report**

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## Executive Summary

### Background

The Missouri Special Education Expenditure Project provides special education expenditure information that is representative for the state of Missouri. 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 Missouri 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 Missouri's interests and policy concerns.

### Objective of the Study

The objective of the Missouri 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 Missouri with spending in other SEEP states and the nation so that Missouri may assess expenditure estimates in relation to other jurisdictions.

### General Approach

Comprehensive in nature, the Missouri 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, 29 districts and 105 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 Missouri tend to be slightly lower than the national average, as well as slightly lower than the other SEEP states. Across all special education students in the state, ages 3-22, the per student special education expenditure is \$6,013 and the per student general education expenditure for special education students is \$4,350, totaling \$10,363 per special education student. The total expenditure per school-aged special education student in Missouri is \$10,114; in contrast, the total national special education expenditure per school-aged student is \$12,474. The total expenditure per preschool student in Missouri is \$13,282. Special education expenditures in Missouri tend to be low to average when compared to the other eight SEEP states.

The ratio of total (general and special) education spending per special education student (aged 3-22) to total spending per general education student (aged 6-22) in Missouri is approximately 1.64—considerably lower than the national ratio of 1.90.

Total special education expenditures in the state (for all ages 3-22) amount to approximately \$811.6 million, with \$700.2 million spent on school-aged (ages 6-22) students and \$111.7 million for preschool (ages 3-5) students.

The single disability category associated with the highest per student expenditure is autism, at \$14,121 per student. The disability category associated with the next highest cost is mental retardation, at \$14,104 per student. The disability associated with the lowest cost is speech or language impairment, at \$8,427.

## I. Introduction

### Overview of the Study

In December 1999, the Missouri Department of Education, Division of Special Education, contracted with the Center for Special Education Finance at the American Institutes for Research to conduct the Special Education Expenditure Project (SEEP). The purpose of this study is to obtain special education expenditure data representative of the state.

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

### *Missouri SEEP Research Questions*

In contracting for this study, Missouri 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 Missouri?
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?
4. What are the total and per student expenditures for direct instruction and related service personnel?
5. What are the total and per student expenditures for indirect costs such as administration and office support?
6. What are the total and per student expenditures on transportation for special education students?

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<sup>1</sup> The other eight states contracting for comparable SEEP studies are Alabama, Delaware, Indiana, Kansas, New Jersey, New York, Ohio, and Rhode Island.

<sup>2</sup> These are Maryland, Wyoming, and the Milwaukee Public School District.

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 Missouri 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 state's sample size from 4 to 29 districts and from 7 to 105 schools. This sample, which was chosen randomly and stratified according to district size, ensures representation of the state as a whole. A brief description of the methods used in the Missouri SEEP follows.<sup>3</sup> Appendix B provides the national SEEP sampling plan upon which the Missouri SEEP sample is based, Appendix C describes the data collection methods in greater detail, and Appendix D provides detailed survey response rates by sample district and school.

### *Data Collection Procedures*

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

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

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

The research team also obtained 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.

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<sup>3</sup> These methods are described in more detail in the *Data Collection Report*, the *Preliminary Data Report*, and the original contract package submitted to the Missouri Department of Education.

### ***The Resource Cost Model, or “Ingredients,” Approach***

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 Missouri State Department of Education***

AIR kept the Missouri Department of Education continually abreast of issues of concern during the data collection, primarily through the state contact person, Mr. Bill Daly. AIR provided Mr. Daly with up-to-date response rates by district and school. When any of the sample districts hesitated to participate, he was notified and asked to step in as a liaison. Mr. Daly made many calls and sent letters of encouragement to the sample districts, and acted as a liaison between the AIR data analysis team and the sample districts and schools 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 Missouri Department of Education on December 19, 2001.<sup>4</sup> 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)
- References
- Appendices, including research questions for the national SEEP, the SEEP sampling plan and data collection methods, and response rates for the Missouri data collection

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<sup>4</sup> Earlier submissions to the Missouri Department of Education include the *Data Collection Plan*, submitted on February 28, 2000, and the *Preliminary Data Tabulation Report*, submitted on April 30, 2001.

## **II. Findings**

### **Introduction**

This section of the report presents empirical results of the Missouri SEEP data collection, and is divided into the following five sub-sections: summary results, personnel, transportation, the Abilities Index, and total expenditures. Fifteen tables and five exhibits 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 / Exhibits**

Research Questions	Table / Exhibit Number																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14a	14b	15	Ex. II	Ex. III	Ex. IV	Ex. V	
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 Missouri?		X		X		X	X				X	X	X	X	X	X	X			X	X
2. What are the identification rates for students with specific types of disabilities?	X											X									
3. What are the total and per student expenditure on the assessment of special education students, as provided by supplemental special education personnel?														X	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			
8. What are the total and per student general education expenditures for special education students? To what extent are general education resources used to serve special education students?		X		X		X	X							X	X	X				X	X
9. What is the ratio of spending on a special education student versus a general education student?			X	X	*		X					X									
10. What is the total expenditure for special education services?		X												X	X	X					

\* Informs Table 4

\*\* Informs Exhibit III

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

- All tables pertain to the 1999-2000 school year.
- 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, one of which also provides 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. Only Missouri is labeled in these comparison tables; states are presented in order of expenditures, from lowest to highest spending state.

## Summary Results

### *Counts of Missouri Special Education Students*

Table 1 shows the number of school-aged and preschool special education students in Missouri for the school year 1999-2000, as well as the count of special education students for whom we had survey responses. Table 1 shows 134,984 special education students in the state, with 548 of these students included in the study sample.

These data are broken out by primary disability category or by school program. Preschool students are listed separately because they are not counted by primary category of disability.<sup>5</sup> Students in schools not operated by the public school district in which they reside are not disaggregated by disability because of the limited sample size. As shown, the population of special education students with a specific learning disability is larger than all other disability categories in the state, comprising the largest portion of the Missouri SEEP sample, at 28.5%. Speech or language impairment is the next largest disability category in the state, although it comprises only a relatively small portion of the sample, at 9.1%. Teachers were asked to oversample students in low-incidence categories (e.g., autism, multiple disabilities) to ensure an adequate number of these students in the study sample. This likely resulted in a smaller than expected number of students with speech or language impairment being selected for the sample.

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<sup>5</sup> According to the U.S. Department of Education, Office of Special Education Programs. Web site: [www.IDEData.org](http://www.IDEData.org).

Table 1

## Number of Special Education Students by Primary Disability Category in Missouri, 1999-00

Disability Category <sup>6</sup>	Number of Districts Reporting	Total Number and % of Special Education Students in this Category <sup>7</sup>	Number and % of Students in Sample
School-aged students in schools operated by district in which they reside <sup>8</sup>	29	120,002 (88.9%)	494 (90.1%)
Autism	14	1,191 (0.9%)	56 (10.2%)
Emotional disturbance	12	8,331 (6.2%)	46 (8.4%)
Hearing impairment/deafness	8	980 (0.7%)	12 (2.2%)
Mental retardation	18	10,648 (7.9%)	68 (12.4%)
Multiple disabilities	6	605 (0.4%)	15 (2.7%)
Orthopedic impairment	5	702 (0.5%)	7 (1.3%)
Other health impairment	15	6,132 (4.5%)	69 (12.6%)
Specific learning disability	19	65,253 (48.3%)	156 (28.5%)
Speech or language impairment	14	25,570 (18.9%)	50 (9.1%)
Traumatic brain injury	3	280 (0.2%)	7 (1.3%)
Visual impairment/blindness	5	310 (0.2%)	8 (1.5%)
All preschool students in schools operated by district in which they reside <sup>9</sup>	8	9,984 (7.4%)	37 (6.8%)
All school-aged students in schools <i>not</i> operated by district in which they reside <sup>10</sup>	9	3,905 (2.9%)	15 (2.7%)
All preschool students in schools <i>not</i> operated by district in which they reside <sup>11</sup>	2	693 (0.5%)	2 (0.4%)
Total <sup>12</sup>	23	134,984	548

<sup>6</sup> Counts by disability are available only for school-aged students in programs operated by the public school district in which they reside. Total number of districts in the sample is 29, although only 23 districts provided survey information.

<sup>7</sup> Source: U.S. Department of Education, Office of Special Education Programs. Web site: [www.IDEAdata.org](http://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.

<sup>8</sup> This refers to any public school operated by the public school district in which the student resides, including state schools.

<sup>9</sup> All disability categories were collapsed for preschool students, as there was an insufficient sample size for individual disability categories to be detailed accordingly.

<sup>10</sup> Includes school-aged students enrolled in schools outside the district in which they reside, or non-public schools or agencies not operated by the district, for which the home district pays tuition and fees. All disability categories were collapsed, as there was an insufficient sample size for individual categories to be detailed accordingly.

<sup>11</sup> Includes preschool students enrolled in schools outside the district in which they reside, or non-public schools or agencies not operated by the district, for which the home district pays tuition and fees. All disability categories were collapsed, as there was an insufficient sample size for individual disability categories to be detailed accordingly.

<sup>12</sup> Total number of special education students in the state includes 400 homebound and hospital students. This total does not include 33 students with deaf-blindness because there were no such students in our sample.

### ***Total Special Education Spending in Missouri***

Table 2 and Exhibit II present total spending for special education students in Missouri 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.<sup>13</sup> 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, without capital and transportation, the expenditure per *preschool* special education student for special education services is \$7,355, and the general education expenditure per preschool special education student is \$2,170, for a total of \$9,525. The statewide preschool special education expenditure (not including capital or transportation) is approximately \$78.5 million, with total (general and special) education spending on preschool special education students approximating \$101.7 million.

When capital and transportation are included, the expenditure per *preschool* special education student for special education services is \$10,462, and the average general education expenditure per preschool special education student is \$2,820, for a total of \$13,282. Including capital and transportation, the statewide special education expenditure for preschool special education students is \$111.7 million, with total (general and special) education spending on preschool special education students approximating \$141.8 million.

Excluding capital and transportation, the expenditure per *school-aged* special education student for special education services, is \$4,991, and the general education expenditure per special education student is \$3,642, for a total of \$8,633. The statewide special education expenditure (excluding capital or transportation) is more than \$620.3 million, with total (general and special) education spending on *school-aged* special education students approximating \$1.1 billion.

When capital and transportation are included, the expenditure per *school-aged* special education student for special education services is \$5,633, and the general education expenditure per *school-aged* special education student is \$4,481, for a total of \$10,114. Including capital and transportation, the statewide special education expenditure for *school-aged* special education

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<sup>13</sup> 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.

students is more than \$700 million, with total (general and special) education spending on *school-aged* special education students approximating \$1.26 billion.

Across all special education students in the state (*ages 3-22*), without capital and transportation, the expenditure per student for special education services is \$5,176, and the general education expenditure per special education student is \$3,538, for a total of \$8,714. The statewide special education expenditure (not including capital or transportation) for all special education students is approximately \$699 million, with total (general and special) education spending on all special education students approximating \$1.17 billion. When capital and transportation is included, the average expenditure per special education student for special education services is \$6,013, and the average general education expenditure per special education student is \$4,350, for a total of \$10,363. Including capital and transportation, the statewide special education expenditure is more than \$811 million, with total (general and special) education spending on special education students approximating \$1.4 billion.

Exhibit II 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 the purposes of this table, 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.

For preschool special education students, of the \$13,282 average total (general and special) education expenditure, \$5,912 is spent on personnel, \$3,614 on operating costs, \$1,141 on capital, and \$2,615 on transportation. For school-aged special education students, of the \$10,114 average total (general and special) education expenditure (including capital and transportation), \$6,091 is spent on personnel, \$2,541 on operating costs, \$1,006 on capital, and \$476 on transportation. For all special education students (preschool and school-aged combined), of the \$10,363 average total (general and special) education expenditure, \$6,076 is spent on personnel, \$2,626 is spent on operating costs, \$1,016 is spent on capital, and \$645 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 Tables 14a and 14b, which show average total (general and special) expenditures only across students who receive these services.

**Table 2**  
**Special Education Spending in Missouri, 1999-00<sup>14</sup>**

		Total Number Special Education Students in the State <sup>15</sup>	Total Number of Students in Sample	<i>Special Education</i> Expenditure per Special Education Student	<i>General Education</i> Expenditure per Special Education Student	<i>Total</i> (General and Special) Education Expenditure per Special Education Student	Total <i>Special Education</i> Expenditure	Total <i>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	10,677	39	\$7,355	\$2,170	\$9,525	\$78,533,432	\$23,167,906	\$101,701,338
	With Capital and Transportation	10,677	39	\$10,462	\$2,820	\$13,282	\$111,699,768	\$30,106,165	\$141,805,933
School-Aged (Ages 6-22)	Without Capital and Transportation	124,307	509	\$4,991	\$3,642	\$8,633	\$620,361,426	\$452,719,863	\$1,073,081,289
	With Capital and Transportation	124,307	509	\$5,633	\$4,481	\$10,114	\$700,197,861	\$557,036,634	\$1,257,234,495
All (Ages 3-22)	Without Capital and Transportation	134,984	548	\$5,176	\$3,538	\$8,714 <sup>16</sup>	\$698,623,223	\$477,574,443	\$1,174,567,471
	With Capital and Transportation	134,984	548	\$6,013	\$4,350	\$10,363 <sup>17</sup>	\$811,626,259	\$587,199,012	\$1,398,825,271

<sup>14</sup> Includes data on both school-aged and preschool students. Estimated expenditure per student has been rounded to the nearest whole number.

<sup>15</sup> The total number of special education students in the state (6-22) includes 400 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 400 homebound and hospital students.

<sup>16</sup> Standard error of the mean total expenditure per special education student, not including capital or transportation, is \$653

<sup>17</sup> Standard error of the mean total expenditure per special education student, including capital or transportation, is \$797.

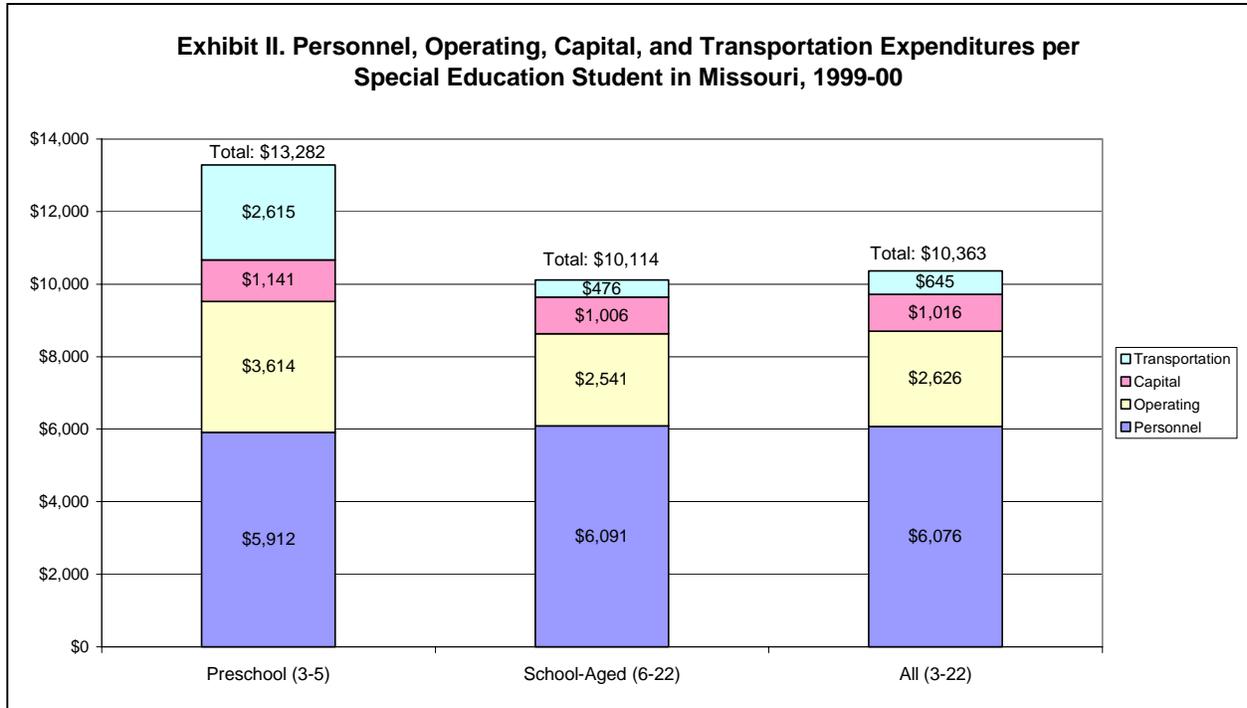


Table 3 compares average total (general and special) education spending on a *school-aged* special education student to total spending on a general education student in the state. As shown, the estimated total education expenditure per school-aged special education student is \$10,114, compared to \$6,303 for a school-aged general education student. The ratio of total spending on a special education student to total spending on a general education student for school-aged students in Missouri is estimated to be 1.6. That is, the total expenditure to educate the average school-aged student with disabilities is an estimated *1.6 times* that expended to educate the typical school-aged general education student with no special needs.

**Table 3**

**Comparison of Total Spending per Special Education Student to Total Spending per General Education Student in Missouri for School-aged Students, 1999-00<sup>18</sup>**

Total (General and Special) Education Expenditure per Special Education Student	\$10,114
Education Expenditure per General Education Student <sup>19</sup>	\$6,303
Ratio of Spending on a Special Education Student vs. a General Education Student	1.60

<sup>18</sup> As expenditure data are not available for a preschool general education student, this table reflects school-aged students only.

<sup>19</sup> This estimate does not include supplemental general education services such as Title 1, ESL, or GATE.

Table 4 compares total (general and special) spending per special education student to total spending per general education student for school-aged students across all nine SEEP states. As shown, the lowest spending ratio across these SEEP states is 1.57 and the largest is 2.73. The total cost per special education student in Missouri is *1.60 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 Missouri is \$10,114, which is the lowest among the SEEP states.

**Table 4****Comparison of Total Spending per Special Education Student to Total Spending per General Education Student for School-aged Students Across all SEEP States and the Nation, 1999-00<sup>20</sup>**

	<b>Missouri</b>	<b>State A</b>	<b>State B</b>	<b>State C</b>	<b>State D</b>	<b>State E</b>	<b>State F</b>	<b>State G</b>	<b>State H</b>
<i>Special Education</i> Expenditure per Special Education Student	\$5,633	\$5,333	\$6,157	\$6,316	\$7,093	\$9,380	\$11,432	\$12,507	\$16,860
<i>General Education</i> Expenditure per Special Education Student	\$4,481	\$5,096	\$4,691	\$4,810	\$4,120	\$5,670	\$5,661	\$5,223	\$3,116
Total (General and Special) Education Expenditure per Special Education Student	\$10,114	\$10,429	\$10,848	\$11,126	\$11,213	\$15,050	\$17,093	\$17,740	\$19,976
Education Expenditure per <i>General Education Student</i>	\$6,303	\$6,660	\$6,351	\$6,940	\$5,933	\$7,410	\$9,229	\$7,869	\$7,311
Ratio of Spending on a Special Education Student vs. a General Education Student	1.60	1.57	1.71	1.60	1.89	2.03	1.85	2.23	2.73

<sup>20</sup> Includes the following services: Personnel, central office administration and support, school administration and support, assessment, non-personnel, fees and tuition for students placed in non-public institutions, homebound/hospital programs, summer school, capital, and transportation.

Table 5 further delineates the education expenditure per general education student in Missouri, for whom the total expenditure of \$6,303 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 \$478 per student for transportation is an average across the 444,907 students in the state who receive this service, not across all 765,053 general education students in the state. The largest component of the general education student cost is general education teachers, at approximately \$3,099 per student. The second largest expenditure component is non-class capitalization costs generated by general school administration, at \$680 per student. The total expenditure for general education students in the state is approximately \$4.8 billion.

**Table 5**

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

<b>Education Spending Components</b>	<b>Expenditure per student served</b>	<b>Total Population of General Students in this Category</b>	<b>Total Expenditures</b>
Total general central office administration and support	\$670	765,053	\$512,622,022
Non class capitalization costs generated by general district administration	\$33	765,053	\$25,574,346
General school administration professional staff	\$469	765,053	\$358,480,003
General school administration non-certified staff	\$249	765,053	\$190,419,674
General school administration non-personnel expenditures	\$50	765,053	\$37,968,521
Non class capitalization costs generated by general school administration	\$680	765,053	\$519,976,496
School-aged – general education teachers	\$3,099	765,053	\$2,371,172,112
School-aged – general education paraprofessionals and aides	\$281	340,227	\$95,700,399
School-aged general education non-personnel expenditures	\$382	765,053	\$292,317,216
Class capitalization costs generated by general education teachers	\$268	765,053	\$205,142,869
General transportation	\$478	444,907	\$212,778,623
<b>TOTAL</b>	<b>\$6,303</b>	<b>765,053</b>	<b>\$4,822,152,281</b>

Table 6 provides per student expenditures for preschool special education students across Missouri and the other SEEP states. As shown, the range of total per student expenditures is large, from \$10,309 in the lowest spending state to \$31,114 in the highest. Missouri is in the lower end of the range, spending a total of \$13,282 per preschool special education student.

**Table 6**

**Preschool Special Education Expenditures Across SEEP States, Ages 3-5, 1999–00<sup>21</sup>**

	<b>State A</b>	<b>State B</b>	<b>Missouri</b>	<b>State C</b>	<b>State D</b>	<b>State E</b>	<b>State F</b>	<b>State G</b>
<i>Special Education</i> Expenditure per Special Education Student	\$7,122	\$10,523	\$10,462	\$9,422	\$10,806	\$18,602	\$17,029	\$29,233
<i>General Education</i> Expenditure per Special Education Student	\$3,187	\$1,953	\$2,820	\$4,096	\$5,058	\$2,741	\$5,101	\$1,881
<i>Total</i> (Special and General) Education Expenditure per Special Education Student	\$10,309	\$12,476	\$13,282	\$13,518	\$15,864	\$21,343	\$22,130	\$31,114

<sup>21</sup> Data across the U.S. are not yet available to the public. Due to an insufficient sample size, preschool data for one state is not reported. Expenditures in this table include the following services: personnel, central office administration and support, school administration and support, non-personnel, fees and tuition for students placed in non-public institutions, summer school, capital, and transportation.

Table 7 provides expenditures for all special education students (ages 3-22) across the SEEP states and the nation, as well as comparisons between total spending per special education student (aged 3-22) to total spending per general education student (aged 6-22). The total expenditure per special education student in Missouri, which is \$10,363, is the lowest among the SEEP states, as well as lower than the national average of \$12,474. The highest spending state spends \$21,099 per special education student. The ratio of total (general and special) spending per special education student (aged 3-22) to total spending per general education student (aged 6-22) is 1.64 in Missouri. In comparison, the national ratio is 1.90.

Table 7

**Comparison of Total Spending per Special Education Student (aged 3-22) to Total Spending per General Education Student (aged 6-22)  
Across SEEP States and the Nation, 1999-00<sup>22</sup>**

	Missouri	State A	State B	State C	State D	State E	State F	State G	State H	U.S. <sup>23</sup>
<i>Special Education</i> Expenditure per Special Education Student	\$6,013	\$5,459	\$6,466	\$6,540	\$7,511	\$11,839	\$10,198	\$12,311	\$18,105	\$8,080
<i>General Education</i> Expenditure per Special Education Student	\$4,350	\$4,962	\$4,635	\$4,706	\$3,860	\$5,637	\$5,414	\$5,215	\$2,994	\$4,394
<i>Total (Special and General) Education</i> Expenditure per Special Education Student	\$10,363	\$10,421	\$11,101	\$11,246	\$11,371	\$17,476	\$15,612	\$17,526	\$21,099	\$12,474
Education Expenditure per <b>School-aged</b> <i>General Education Student</i>	\$6,303	\$6,660	\$6,351	\$6,940	\$5,933	\$7,410	\$9,229	\$7,869	\$7,311	\$6,556
Ratio of Spending on a Special Education Student vs. a General Education Student	1.64	1.56	1.75	1.62	1.92	2.36	1.69	2.23	2.89	1.90

<sup>22</sup> 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.

<sup>23</sup> Source: Chambers, J., Parrish, T., and Harr, J. (2002).

## **Personnel**

### *Personnel Expenditures by Category of Disability*

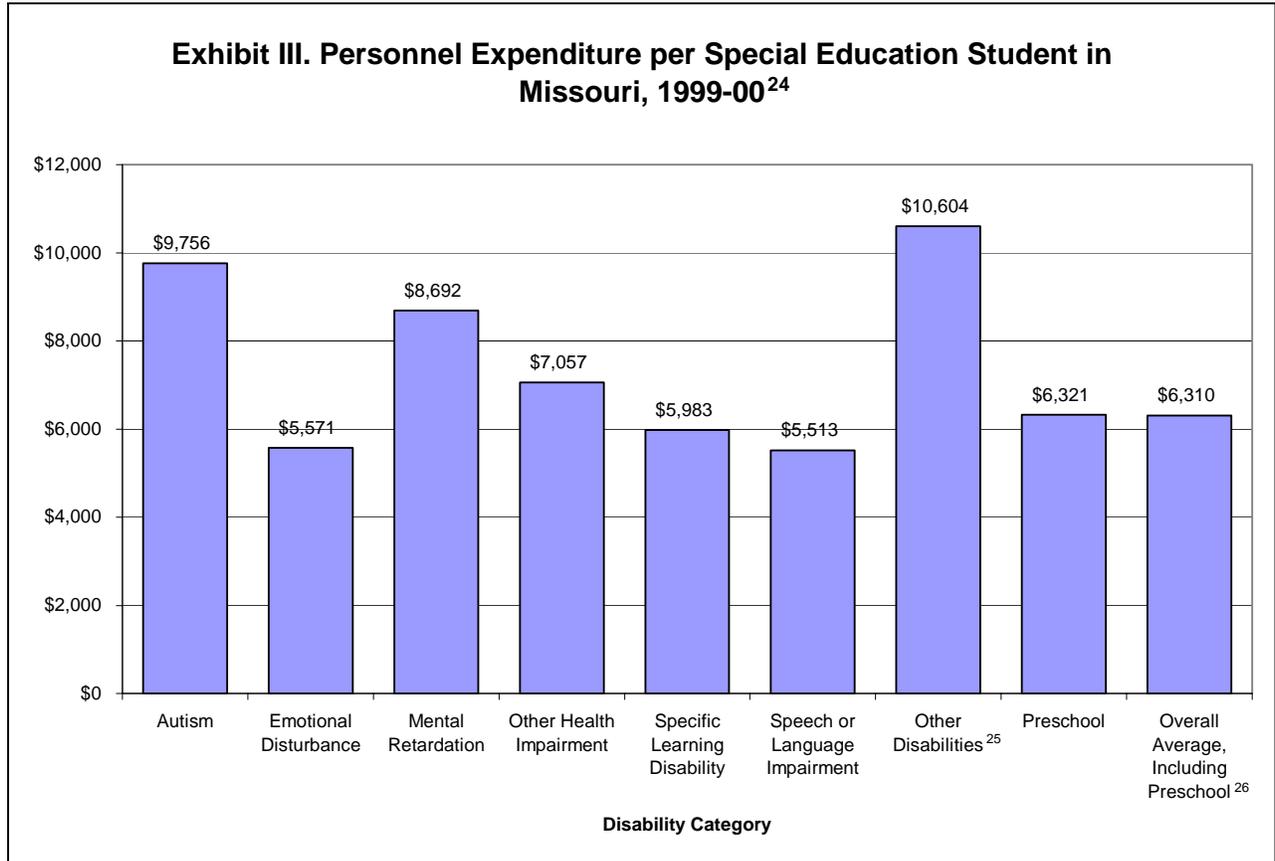
Exhibit III shows the per student personnel expenditures for special education students and demonstrates how these expenditures vary by category of disability. These spending estimates are based on personnel spending only for staff providing direct instructional or related services, and include salaries 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 expenditures such as supplies, materials, and assistive equipment.

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

Furthermore, because of the small sample size of students, five disability categories—hearing impairment/deafness, multiple disabilities, orthopedic impairment, traumatic brain injury, and visual impairment/blindness—were collapsed into the “other disabilities” category.

The analysis of personnel expenditures is derived from the Student Information Survey and the *Student Resource Cost Database*, which combines 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.

Exhibit III shows that the highest level of spending on personnel is for special education students with autism, at \$9,756 per student. The second highest level of spending is \$8,692 for students with mental retardation. Speech or language impairment is associated with the lowest personnel cost, at \$5,513 per student. The personnel cost per special education preschool student is \$6,321, and the overall average personnel cost per special education student is \$6,310.



<sup>24</sup> Personnel expenditures account for the salaries and benefits of staff necessary to provide direct instruction and education services to students, such as general and special education teachers, related service staff, paraprofessionals, and aides. This component does not include administrative and office support personnel or non-personnel expenditures, such as supplies, materials, and assistive equipment. 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.

<sup>25</sup> Other disabilities include hearing impairment/deafness, multiple disabilities, orthopedic impairment, traumatic brain injury, and visual impairment/blindness. These disabilities were collapsed into a single category as the individual sample sizes of students with these disabilities were insufficient.

<sup>26</sup> This figure does not include expenditures associated with students in hospital and homebound programs.

Table 8 provides the average number of hours per year that special education students spend in various service settings and with various resources, by disability. Table 8 lists five distinct services: general elementary services, general secondary services, special education class, resource specialist, and related services. The bottom row of the table provides “overall” hours spent in each setting by disability. Note that, except for the general elementary and general secondary settings, the service categories are not mutually exclusive; that is, a student may receive services from more than one of the categories listed. (See Table 1 in this report for the counts of students by disability category.)

As shown, special education students spend the majority of their time in a general education class, either elementary or secondary. Overall, students spend 877 or 1,020 in an elementary or secondary general education classroom, respectively, as opposed to 509 hours in a special education classroom, 298 hours with a resource teacher, and 82 hours with a related service provider. Students with multiple disabilities spend more time in a special education class than do students with other disabilities, at 1,063 hours per year, and they also spend more hours per year with a related service provider. Students with autism spend more time with a resource specialist than do students with other disabilities, at 491 hours per year.

**Table 8**

**Hours per Year Special Education Students Spend in Each Type of Service, by Disability, in Missouri, 1999-00<sup>27</sup>**

	General Education Class		Special Education Class (3)	Resource Specialist (4)	Related Services (5)
	Elementary (1)	Secondary (2)			
Autism	846	1,171	784	491	132
Emotional Disturbance	1,150	849	575	409	50
Hearing Impairment/Deafness	846	947	564	142	41
Mental Retardation	784	1,056	706	272	90
Multiple Disabilities	1,165	1,381	1,063	404	566
Orthopedic Impairment	962	1,110	850	-	149
Other Health Impairment	999	1,147	560	292	77
Specific Learning Disability	1,072	1,018	384	269	59
Speech or Language Impairment	600	1,132	334	333	90
Traumatic Brain Injury	1,478	1,152	583	245	169
Visual Impairment/Blindness	923	903	725	186	326
Preschool	627	-	473	460	52
<b>Overall Average</b>	<b>877</b>	<b>1,020</b>	<b>509</b>	<b>298</b>	<b>82</b>

<sup>27</sup> Dashes in cells indicate insufficient number of cases to report data.

## Transportation

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 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.<sup>28</sup>
4. The student's family received reimbursement for transportation expenses.

Table 9 shows general and special transportation expenditures for special education students and the percentage of special education students receiving transportation services. The data show that 31% of special education students received some form of transportation services. We estimate that approximately 19% of these students with disabilities rode regular buses without special accommodations, and that about 12% received special transportation services or reimbursement.

Total transportation expenditures for special education students were estimated to be approximately \$87.1 million for the 1999-2000 school year, of which \$76.2 million were for special transportation services. The average expenditure for a special education student receiving general transportation services is approximately \$435. For a special education student receiving special transportation services, it is approximately \$4,757.

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<sup>28</sup> The Abilities Index was developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. We selected a mean score of 34 to assign students to special transportation services because this was the mean score of students who were transported to special education schools in our sample. We assumed that those with higher than this mean score would *likely* require special transportation services.

**Table 9**  
**Transportation Expenditures for Special Education Students in Missouri, 1999-00<sup>29</sup>**

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	24,923	19%	\$435	\$10,853,106
Special Transportation Services Funded by Special Education	16,022	12%	\$4,757	\$76,213,057
Total		31%		\$87,066,163

### The Abilities Index

Tables 10 and 11 and Exhibit IV 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, developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill,<sup>30</sup> is a functional assessment that focuses on the functional abilities of the student in 9 domains: audition, behavior, intellectual functioning, limbs, intentional communication, tonicity, integrity of health, eyes, and structural status.

This Abilities Index is an acronym for a measure covering the nine areas of functioning mentioned above. (See Appendix F for a copy of the Index directly extracted from the SEEP student survey.) The teacher or person most knowledgeable about the student who filled out the form rated each domain or area of functioning based upon the student's characteristics. The maximum rating value on each domain is 5 (implying profound or severe disability) and the minimum is 0 (implying normal functioning in that domain). In order to facilitate comparisons between different students, an Index score was developed for each student. To calculate the total score, a specific weight<sup>31</sup> 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

<sup>29</sup> This table provides expenditure data for both school-aged and preschool students.

<sup>30</sup> See Simeonsson, R., et al. (1995).

<sup>31</sup> Rune Simeonsson developed these weights.

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.

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

Table 10 provides information for both school-aged and preschool students who are enrolled in schools operated by the public school district in which they reside. Personnel expenditure data is not provided for students who are placed in non-public institutions or agencies, as this information was not provided in the SEEP surveys. Special and total (general and special) education expenditure data by ability score range are presented.

Table 10 provides expenditure information by Abilities Index quartile for personnel expenditures only, for students aged 3-22. The lowest total personnel expenditure is for students in Quartile I, with \$4,360 spent per student, increasing with every quartile; Quartile IV has the largest total personnel expenditure per student, with \$7,059. The average total personnel expenditure across all quartiles is \$6,310. When compared to the total per student expenditures presented in Table 13, Table 12 shows that, on average, personnel constitutes a little over half of the total per student education expenditure.

**Table 10**

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

	Special Education Personnel Expenditures per Student	Total (General and Special) Personnel Expenditures per Student
Quartile I	\$1,981	\$4,360
Quartile II	\$3,586	\$5,542
Quartile III	\$4,972	\$6,760
Quartile IV	\$6,027	\$7,059
Overall Average	\$4,281	\$6,310

Exhibit IV provides per student expenditures by Abilities Index score for students ages 3-22. As expected, expenditures increase between Quartile I and Quartile IV. Quartile I shows a per student expenditure of \$8,386 and Quartile IV shows a per student expenditure of \$11,752. Overall, the special education expenditure per student is \$6,013 and the total (general and special) education expenditure per student is \$10,363.

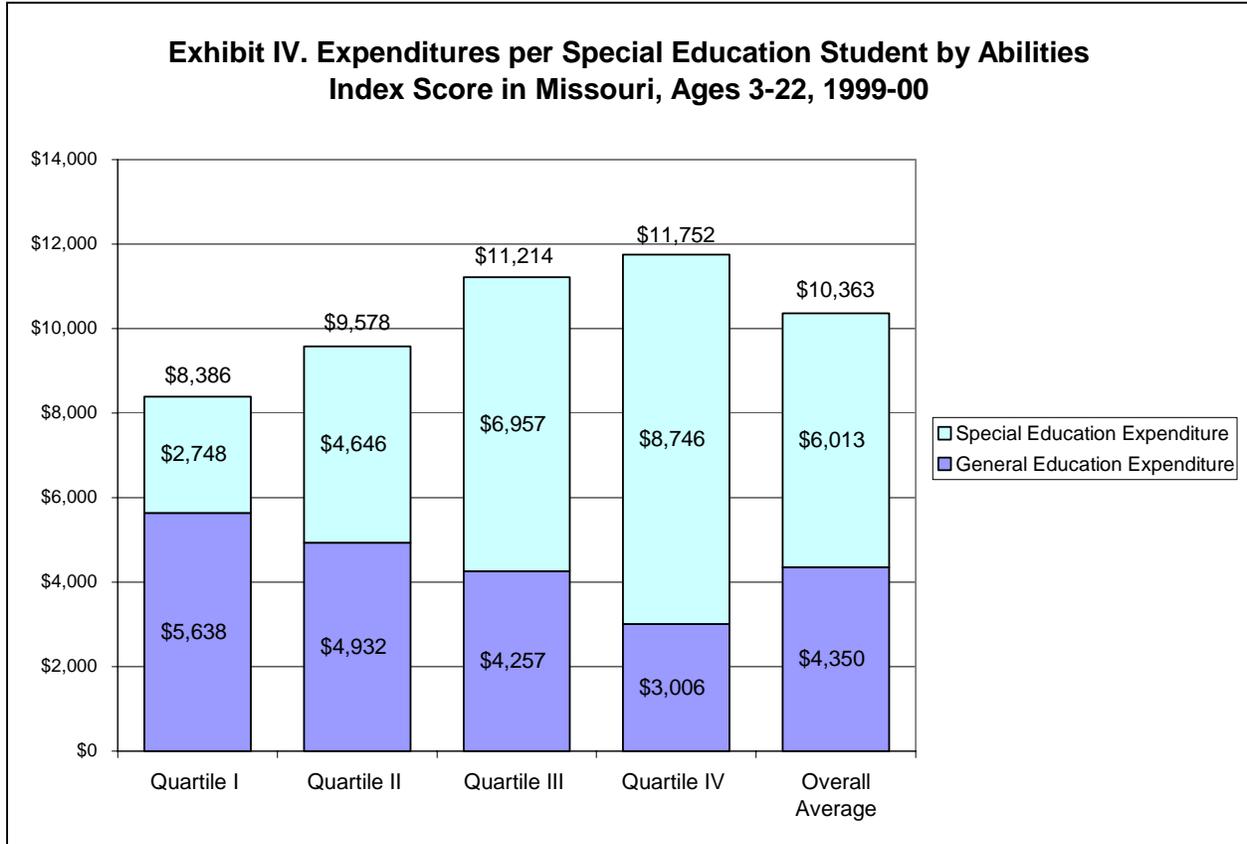


Table 11 presents expenditures for special education students ages 3-22, by Abilities Index Quartile and educational environment. The educational environments in this table are placement categories, as defined by the Office of Special Education Programs (OSEP), U.S. Department of Education.<sup>32</sup> 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 general education 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:

<sup>32</sup> Source: "OSEP IDEA, Part B Data Collection History" (September 2001).

- (a) resource rooms with special education/related services provided within the resource room, or (b) resource rooms with part-time instruction in a general education class.
- (3) *Separate Special Education Class*: A separate special education class includes students receiving special education and related services for more than 60 percent of the school day in a separate class. This may include children and youth placed in: (a) self-contained special classrooms with part-time instruction in a general education class, or (b) self-contained special classrooms full-time on a regular school campus.
- (4) *Public Separate Facility*: Public separate facilities include students receiving special education and related services for greater than 50 percent of the school day in a separate special education day school in a public school district, or in a state special education school. This may include children and youth placed in: (a) public day schools for students with disabilities, or (b) public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general education school buildings for the remainder of the school day.
- (5) *Private Separate Facility*: Private separate facilities include students with disabilities receiving special education and related services in these facilities, at public expense for greater than 50 percent of the school day. This may include children and youth placed in private day schools for students with disabilities or private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.
- (6) *Home/Hospital*: Homebound/hospital placement includes students receiving education programs in hospital programs or homebound programs.

*Separate Special Education Class, Public Separate Facility and Home/Hospital* environments are not shown in this table, due to an insufficient sample size to report separately. The remaining placements provided by OSEP in the Report to Congress (i.e., public residential facility, private residential facility, and correctional facility) are not included in these analyses due to the nature of the SEEP surveys.

As shown in Table 11, the per student total (general and special) education expenditures in the *General Education Class* environment increase by Quartile, from \$8,572 in the lowest Quartile to \$13,304 in the highest. The expenditure for this educational environment for Quartile II is \$9,034, and for Quartile III it is \$9,997. The overall averages across the environments are as follow: *General Education Class*, \$9,955, *Resource Room*, \$10,181, and *Public Separate Facility*, \$17,083. As in the other tables, a dash in a cell indicates insufficient sample size to report separately.

**Table 11****Expenditures per Special Education Student  
by Educational Environment and Abilities Index Quartile, Ages 3-22, 1999-00<sup>33</sup>**

<b>Educational Environment</b>	<b>Quartile I</b>	<b>Quartile II</b>	<b>Quartile III</b>	<b>Quartile IV</b>	<b>Overall Average</b>
General Education Class	\$8,572	\$9,034	\$9,997	\$13,304	\$9,955
Resource Room	-	\$10,953	\$11,436	\$10,025	\$10,181
Public Separate Facility	-	-	-	\$26,041	\$17,083

**Total Expenditures***Expenditures by Disability*

Exhibit V provides average yearly expenditures, both general and special, by disability category in Missouri 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. Also, five disability categories—hearing impairment/deafness, multiple disabilities, orthopedic impairment, traumatic brain injury, and visual impairment/blindness—are collapsed into the “other disabilities” category.

Exhibit V shows autism is the single disability associated with the highest per student cost, at \$14,121, and that speech or language impairment is associated with the lowest cost, at \$8,427 per student. Note that the average expenditures across the “other disabilities” category are higher than any single disability, due to the fact that this category includes low incidence disabilities that tend to be associated with higher costs. The cost per special education preschool student is \$13,282, and the overall average across all special education students in the state is \$10,363.

<sup>33</sup> Dashes in cells represent an insufficient sample size to report data separately.

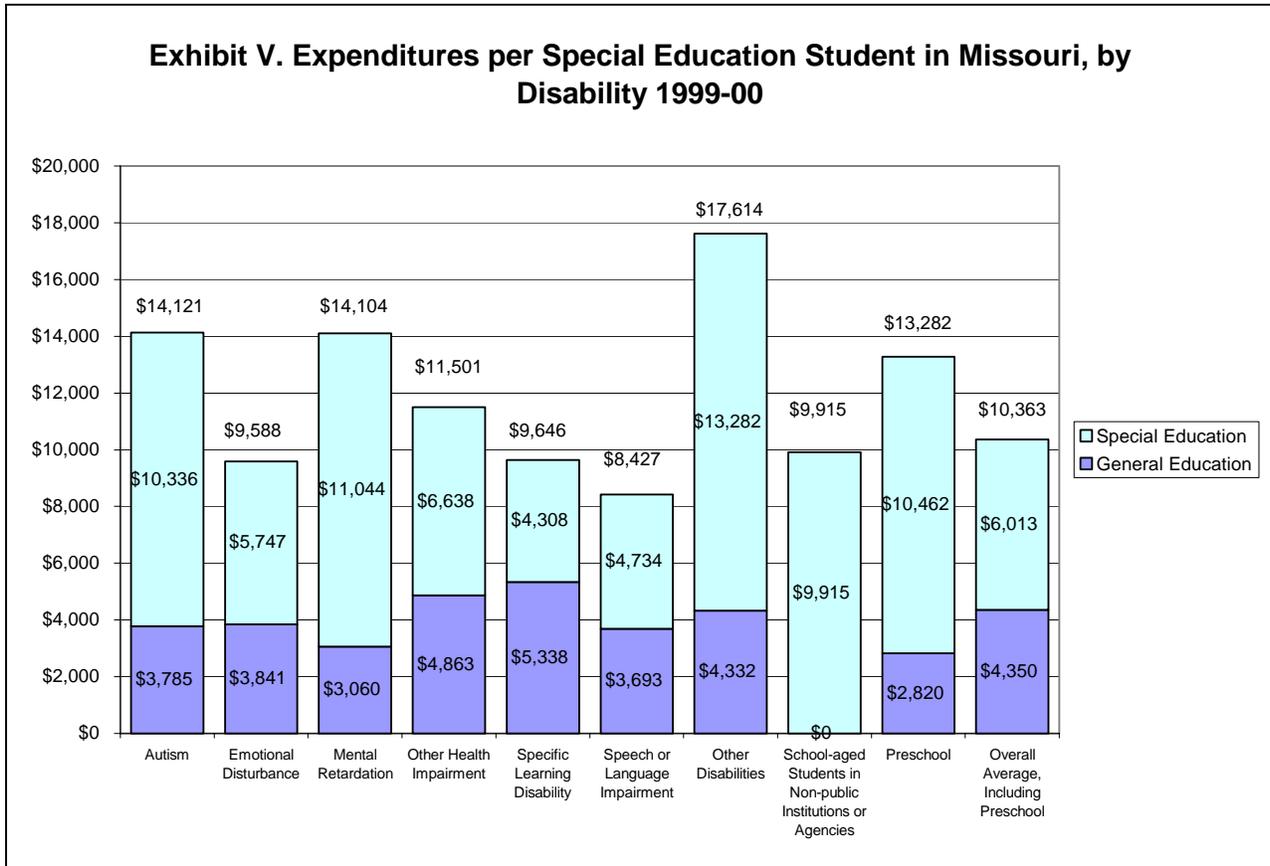


Table 12 expands upon Exhibit V, providing expenditure data by disability category across all SEEP states. Note that if the sample size by disability is low for any one state, it is included in the “other disabilities” category, shown in the next to last row of the table. The disabilities included in this category vary by state. As shown, the state’s expenditure on emotional disturbance is lower than the other SEEP states, at \$9,588 per student.

Table 12

Expenditures per Special Education Student by Disability, Across All SEEP States, Ages 6-22, 1999-00<sup>34</sup>

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

<sup>34</sup> N/A signifies expenditure data included in "other disabilities" category, except data for Developmental Delay in New York. According to OSEP, there is no category Developmental Delay in NY. Disability rates were calculated from statistics cited by the 22nd Annual Report to Congress, US Department of Education 2000.

**Table 12, continued**

	Expenditure Type	Missouri	State A	State B	State C	State D	State E	State F	State G	State H
<b>Orthopedic Impairment</b>	SE	N/A	N/A	\$ 9,244	N/A	\$ 9,734	N/A	\$ 15,309	N/A	N/A
	GE	N/A	N/A	\$ 5,002	N/A	\$ 4,790	N/A	\$ 5,660	N/A	N/A
	Total	N/A	N/A	\$ 14,246	N/A	\$ 14,524	N/A	\$ 20,968	N/A	N/A
% disability rate		0.60%	0.90%	0.70%	5.10%	0.90%	0.33%	0.70%	1.12%	0.53%
<b>Other Health Impairment</b>	SE	\$ 6,638	\$ 5,334	\$ 4,662	N/A	\$ 6,512	\$ 5,937	\$ 10,830	N/A	\$ 8,295
	GE	\$ 4,863	\$ 4,451	\$ 5,487	N/A	\$ 6,677	\$ 6,977	\$ 5,621	N/A	\$ 6,505
	Total	\$ 11,501	\$ 9,785	\$ 10,150	N/A	\$ 13,189	\$ 12,914	\$ 16,451	N/A	\$ 14,801
% disability rate		4.4%	7.7%	3.1%	0.0%	1.7%	0.7%	5.0%	2.0%	7.0%
<b>Specific Learning Disability</b>	SE	\$ 4,308	\$ 4,613	\$ 2,132	N/A	\$ 3,984	\$ 7,931	\$ 9,148	\$ 5,655	\$ 7,197
	GE	\$ 5,338	\$ 4,960	\$ 5,905	N/A	\$ 5,068	\$ 6,693	\$ 5,932	\$ 5,771	\$ 6,103
	Total	\$ 9,646	\$ 9,573	\$ 8,037	N/A	\$ 9,052	\$ 14,624	\$ 15,080	\$ 11,425	\$ 13,301
% disability rate		53.1%	43.4%	44.2%	62.3%	42.7%	56.1%	54.9%	38.5%	58.0%
<b>Speech/Language Impairment</b>	SE	\$ 4,734	N/A	\$ 3,141	N/A	\$ 3,594	\$ 8,709	\$ 7,251	N/A	\$ 5,271
	GE	\$ 3,693	N/A	\$ 6,316	N/A	\$ 4,744	\$ 4,995	\$ 6,058	N/A	\$ 6,051
	Total	\$ 8,427	N/A	\$ 9,457	N/A	\$ 8,337	\$ 13,704	\$ 13,309	N/A	\$ 11,322
% disability rate		20.4%	22.0%	17.3%	11.1%	26.5%	23.7%	14.4%	20.0%	18.1%
<b>Traumatic Brain Injury</b>	SE	N/A	N/A	N/A	N/A	N/A	\$ 13,934	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	\$ 6,048	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	\$ 19,982	N/A	N/A	N/A
% disability rate		0.2%	0.2%	0.2%	0.0%	0.3%	0.0%	0.3%	0.2%	0.2%
<b>Visual Impairment/Blindness</b>	SE	N/A	N/A	\$ 3,149	N/A	N/A	N/A	N/A	N/A	\$ 9,273
	GE	N/A	N/A	\$ 5,327	N/A	N/A	N/A	N/A	N/A	\$ 6,107
	Total	N/A	N/A	\$ 8,476	N/A	N/A	N/A	N/A	N/A	\$ 15,380
% disability rate		0.4%	0.4%	0.5%	0.4%	0.6%	0.2%	0.5%	0.5%	0.3%
<b>Other Disabilities</b>	SE	\$ 13,282	\$ 7,710	\$ 10,640	\$ 12,826	\$ 10,303	\$ 14,557	\$ 21,385	\$ 4,034	\$ 11,270
	GE	\$ 4,332	\$ 3,406	\$ 3,802	\$ 3,312	\$ 5,070	\$ 5,710	\$ 5,688	\$ 4,761	\$ 5,464
	Total	\$ 17,614	\$ 11,116	\$ 14,442	\$ 16,138	\$ 15,372	\$ 20,267	\$ 27,076	\$ 8,795	\$ 16,735
<b>Average</b>	SE	\$ 5,633	\$ 7,093	\$ 5,333	\$ 16,860	\$ 6,157	\$ 11,432	\$ 12,507	\$ 6,316	\$ 9,380
	GE	\$ 4,481	\$ 4,120	\$ 5,096	\$ 3,116	\$ 4,691	\$ 5,661	\$ 5,233	\$ 4,810	\$ 5,670
	Total	\$ 10,114	\$ 11,213	\$ 10,429	\$ 19,976	\$ 10,848	\$ 17,093	\$ 17,740	\$ 11,126	\$ 15,050

Table 13 provides total education expenditures per special education student, by disability and educational environment. Unfortunately, the sample sizes by disability and by educational environment were only sufficient for a limited number of environments. Nonetheless, several comparisons can be made. The average per student expenditures across all disabilities, including preschool and students in non-public institutions or agencies, for the *General Education Class* environment is \$9,955, for the *Resource Room* environment is \$10,181, and for the *Public Separate Facility* environment is \$17,083.

**Table 13**  
**Expenditure per Special Education Student**  
**by Disability Type and Educational Environment, 1999-00<sup>35</sup>**

	General Education Class	Resource Room	Public Separate Facility
Autism	\$11,811	-	-
Emotional Disturbance	\$9,374	-	\$22,507
Mental Retardation	\$12,756	-	-
Other Health Impairment	\$11,348	-	-
Specific Learning Disability	\$8,832	\$10,511	-
Speech or Language Impairment	\$8,619	-	-
Other Disabilities	\$13,855	\$16,201	\$28,997
Average Overall, Including Preschool <sup>36</sup>	\$9,955	\$10,181	\$17,083

<sup>35</sup> The sample sizes by disability, by educational environment, were only sufficient in size for the 6 disability categories listed above. Dashes in cells indicate an insufficient sample size; these students are placed in the “other disabilities” category.

<sup>36</sup> Includes all students in the sample, including students placed in non-public institutions or agencies for whom the home district pays tuition or fees or transfers funds, and preschool students. The samples of these students are insufficient in size to report separately.

### ***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 14a and 14b present data on the special and general education spending by service for school-aged and preschool special education students, respectively. For five of the service categories, both special education expenditures and general education expenditures are presented. General education spending is not shown for those services specifically designed and provided to special education students (e.g., special school administration and support, assessment services, and homebound and hospital programs). General education spending is also not shown for students placed in public or non-public institutions or agencies (excluding state special schools) not operated by the public school district in which they reside and for whom the home district pays tuition and fees or transfers funds. Furthermore, data on general education summer school programs were not collected.

To determine the expenditures associated with each service, data from the district and student files were combined to determine the special and general education expenditures for school-aged and preschool special education students. In Table 14a, column 2 shows the average 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 14a 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 14b. 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 14a shows that a total of \$1.26 billion is spent on special and general education services for school-aged special education students in Missouri. As shown, the average expenditure per student for the special education portion of the district central office administration and support is \$302, with the general education component of district administration estimated at \$670. 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 \$728 per special education student.

A third category of services includes direct instruction and related service personnel. The total general and special education expenditure for this category of services for a special education student is \$6,310. 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 facilities. 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. At \$125 million, this category accounts for 10% of the total expenditures for school-aged special education students.

Table 14b shows that a total of approximately \$142 million was spent on educational services, both special and general, for preschool students in Missouri in 1999-2000. The total general and special education expenditures per preschool student on direct instruction and related services are almost identical to the expenditures for the same services provided to school-aged students, at \$6,321 and \$6,310, respectively. More than 44% of the total expenditures for preschool students are used for direct instruction and related service personnel. The next largest expenditure is for transportation services. This category accounts for almost 20% of the total expenditure for preschool students.

**Table 14a**  
**Special and General Education Spending for School-Aged Special Education Students in Missouri, by Service, 1999-00<sup>37</sup>**

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 Estimated Population of Students Served (3)	Expenditure Per Special Education Student Served (4)	Total Estimated Population of Students Served (5)			
District Central Office Administration and Support <sup>38</sup>	\$302	124,307	\$670	124,307	\$972	\$120,845,920	9.6%
Facilities <sup>39</sup>	\$248	124,307	\$758	124,307	\$1,006	\$125,008,152	9.9%
School-Aged Students in Schools Operated by the Public School District in Which the Student Resides							
Special School Administration and Support <sup>40</sup>	\$5,430	1,264	Not a general education expenditure		\$5,430	\$6,863,872	0.5%
General School Administration and Support <sup>41</sup>	Not a special education expenditure		\$728	118,738	\$728	\$86,400,610	6.9%
Direct Instruction and Related Service Personnel <sup>42</sup>	\$4,213	120,002	\$2,458	102,357	\$6,310	\$757,204,263	60.2%
Non-Personnel Items <sup>43</sup>	\$162	120,002	\$295	106,588	\$425	\$50,951,304	4.1%
Summer School Programs	\$592	19,170	Data not available <sup>44</sup>		\$592	\$11,353,040	0.9%
Transportation	\$5,148	9,522	\$433	23,401	\$1,796	\$59,145,054	4.7%
Homebound and Hospital Programs <sup>45</sup>	\$1,846	400	Not a general education expenditure		\$1,846	\$738,338	0.1%
School-Aged Students Placed in Schools Not Operated By the Public School District in Which the Student Resides <sup>46</sup>							
Tuition, Fees, and Related Service Personnel	\$9,915	3,905	Not a general education expenditure		\$9,915	\$38,723,942	3.1%
<b>Total Special and General Education Expenditure for Special Education Students</b>	\$5,633	124,307	\$4,481	124,307	\$10,114	\$1,257,234,495	100%

<sup>37</sup> The numbers in this table are weighted averages based on the estimated total population of students served in each category. Data are not available for incremental assessment services conducted by special education consulting teachers, psychologists, counselors, and social workers assigned to schools. Expenditures 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.

<sup>38</sup> 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.

<sup>39</sup> 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.

<sup>40</sup> 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.

<sup>41</sup> General education expenditures for school administration refer to expenditures for general education schools operated by the school district in which the student resides.

<sup>42</sup> Students in homebound and hospital programs are not included under this service category.

<sup>43</sup> Associated with direct instruction and related service personnel.

<sup>44</sup> Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided.

<sup>45</sup> 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.

<sup>46</sup> These students are served at a public or non-public institution or agency, excluding state special schools, for which the home district pays tuition or transfers funds.

**Table 14b**  
**Special and General Education Spending for Preschool Special Education Students, by Service, 1999-00<sup>47</sup>**

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 Estimated Population of Students Served (3)	Expenditure per Special Education Student Served (4)	Total Estimated Population of Students Served (5)			
District Central Office Administration and Support <sup>48</sup>	\$670	10,677	\$284	10,677	\$954	\$10,182,601	7.2%
Expenditures on Facilities <sup>49</sup>	\$559	10,677	\$582	10,677	\$1,141	\$12,183,486	8.6%
Preschool Students in Schools Operated by the Public School District in Which the Student Resides							
General School Administration and Support	Not a special education expenditure		\$812	9,984	\$812	\$8,107,055	5.7%
Direct Instruction and Related Service Personnel	\$5,613	9,984	\$1,619	4,365	\$6,321	\$63,111,885	44.5%
Non-Personnel Items <sup>50</sup>	\$601	9,984	\$200	4,195	\$685	\$6,839,002	4.8%
Summer School Programs	\$547	5,085	Data not available <sup>51</sup>		\$547	\$2,781,895	2.0%
Transportation	\$4,185	6,500	\$474	1,522	\$3,481	\$27,921,109	19.7%
Preschool Students Placed in Schools Not Operated By the Public School District in Which the Student Resides <sup>52</sup>							
Tuition, Fees, and Related Service Personnel	\$15,412	693	Not a general education expenditure		\$15,412	\$10,678,900	7.5%
<b>Total Special and General Education Expenditure for Special Education Students</b>	\$10,462	10,677	\$2,820	10,677	\$13,282	\$141,805,933	100%

<sup>47</sup> The numbers in this table are weighted averages based on the estimated total population of students served in each category.  
<sup>48</sup> 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.  
<sup>49</sup> 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.  
<sup>50</sup> Associated with direct instruction and related service personnel.  
<sup>51</sup> 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.  
<sup>52</sup> These students are placed at a public or non-public institution or agency, excluding state special schools, not operated by the public school district in which the student resides and for which the home district pays tuition or transfers funds.

*Expenditures by District Urbanicity*

Table 15 provides average expenditures for all special education students (ages 3-22) by district urbanicity. The Missouri State Department of Education categorized the sample districts as urban, suburban, or rural. Accordingly, 2 of the 22 sample districts (for whom we obtained survey information) were classified as urban, 8 suburban, and 12 rural. Average expenditures (special, general, and total) across all sample special education students in these district subgroups were then calculated. As shown, the average total (general and special) education expenditure per special education student is \$11,484 in an urban district, \$10,072 in a suburban district, and \$9,728 in a rural district.

**Table 15****Special Education Expenditures by District Type: Urban, Suburban, Rural, 1999-00**

	Number of Districts Represented	Number of Students in Sample <sup>53</sup>	<i>Special Education Expenditure Per Student</i>	<i>Total Special Education Expenditure</i>	<i>General Education Expenditure Per Special Education Student</i>	<i>Total General Education Expenditure for Special Education Students</i>	<i>Total (General and Special) Education Expenditure Per Special Education Student</i>	<i>Total Education Expenditure for Special Education Students</i>
Urban	2	140	\$6,813	\$297,625,905	\$4,671	\$204,052,635	\$11,484	\$501,678,540
Suburban	8	209	\$5,842	\$340,074,504	\$4,230	\$246,236,760	\$10,072	\$586,311,264
Rural	12	124	\$6,191	\$114,273,478	\$3,537	\$65,285,946	\$9,728	\$179,559,424

<sup>53</sup> Does not include students placed in non-public institutions or agencies.

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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?
- 7.3 What are the differences in the services provided to preschool special education students and K-12 special education students, and what are the implications of these differences for per student expenditures?
- 7.4 How are preschool services organized and funded by states? What are the implications of these provisions for the special education services provided?
- 7.5 What are state provisions regarding universal preschool, and what are the cost and service implications for the three-to-five year-old special education population?
- 7.6 How do preschool programs interact with other instructional or related service programs (e.g., Head Start) and how are these services coordinated?

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

- 8.1 What is the total expenditure for special education services by SEAs? What is the total expenditure for special education services by LEAs? What is the total expenditure (in billions of dollars) for special education services in the U.S.?

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

**Appendix B**  
**National SEEP Sampling Plan**

## **National SEEP Sampling Plan**

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

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

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

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

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

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

**Clustered school sample.** An additional sample of about 50 elementary and 20 secondary schools offering what we refer to as “clustered programs” was selected. In these clustered programs, we collected data only on special education teachers and related service providers in special programs for high-cost and/or low incidence special education populations who have been clustered in selected elementary and secondary schools located within the districts selected for the national sample. (That is, these schools were not targeted for the comprehensive data collection planned for the base school sample.) In these cases, special education students with certain low incidence disabilities or who exhibit severely involved disabilities were clustered into selected non-special education schools in order to take advantage of economies of scale in meeting their specific needs. These clustered schools were identified based on discussions with the director of special education in the district. The sample of clustered programs was selected based on a stratified sample determined by the various combinations of disabilities (both low and high incidence) served in each of the schools.

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

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

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

**Appendix C**  
**SEEP Data Collection Methods**

## **SEEP Data Collection Methods**

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

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

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

Specific data collection instruments and their descriptions follow:

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

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

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

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

**Part III** of the school data collection instruments is basically a request for certain documents and materials from the school. Specifically, it requests information on personnel (both general and special education) serving students at the school and non-personnel budgets for instructional supplies, equipment, etc. We requested a comprehensive list of personnel in order to obtain a complete picture of all services necessary for the operation of the school, as well as to provide specific services to certain general and special populations of students. While electronic files were requested when available, we most commonly received hardcopy materials from the schools that AIR staff used to code personnel and non-personnel expenditure information.
  
- **Special education Teacher and Service Provider Questionnaire.** This was administered to virtually all special education teachers and service providers within the sample schools. The questionnaire is a self-administered survey. The major focus of this questionnaire is to obtain information on the specific structure and characteristics of the service delivery system for special education. We want to know how much time special education teachers spend in various settings such as the general education classroom, special classes, separate resource rooms, as well as the class sizes, subjects taught, and composition of students (by disability and eligibility for other programs such as Title I). In addition, the questionnaire asks for information on the educational background, current job responsibilities, and professional development activities of teachers or related service providers and on the time spent on non-teaching activities and responsibilities.

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

**Appendix D**

**Missouri SEEP District and School Response Rates**

The table below highlights the response rates for district and school surveys as well as district documents. At the district level, the survey with the highest response rate (65.5%) was the District Part II Special Education Program survey. The other district surveys brought in just slightly under a 50% response rate. Data show that response rates were similar at the school level. The highest survey response rate was for Part I, School Programs and Demographics, at 61.9%. Detailed response rates by district, school, and data collection instrument type are provided on the following pages.

**Missouri SEEP District and School Response Rates**

	COUNT SENT	COUNT RECEIVED	RESPONSE RATE
<b>DISTRICT SURVEYS</b>			
<b>Part I - District Demographics</b>	29	14	48.3%
<b>Part II - Special Education Program</b>	29	19	65.5%
<b>Part III - Fiscal and Payroll Information</b>	29	13	44.8%
<b>Part IV - Transportation</b>	29	14	48.3%
<b>Central Office Staff<sup>54</sup></b>	29	14	48.3%
<b>Student Information Form- Externally Placed<sup>55</sup></b>	**	23	**
<b>DISTRICT DOCUMENTS</b>			
<b>District Budget</b>		6	20.7%
<b>Non-Personnel Budget</b>		3	10.3%
<b>Payroll Report</b>		4	13.8%
<b>SCHOOL SURVEYS</b>			
<b>Part I - Programs and Demographics</b>	105	65	61.9%
<b>Part IIA - School-Operated Special Education Programs</b>	105	57	54.3%
<b>PartIIB - District-Operated Special Education Programs</b>	105	51	48.6%
<b>Part IIC - IEU-Operated Special Education Programs</b>	105	48	45.7%
<b>Part III - Roster Requests</b>	105	59	56.2%
<b>General Education Teacher</b>	664	369	55.6%
<b>Special Education Teacher</b>	627	305	48.6%
<b>Special Education Aide</b>	239	132	55.2%
<b>Student Information Form- Internally Placed</b>	1,254	545	43.5%

<sup>54</sup> 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.

<sup>55</sup> 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.

**MISSOURI DISTRICT SURVEY RESPONSE  
RATE - FINAL**

			District survey components received							District surveys sent		District documents received		
AIR ID	Lea ID	District Name	Part I - district demographics	Part II - Special education	Part III - Fiscal & payroll info	Part IV - Transportation	Central Office Staff	Student information form-External	Total Central Office Staff	Total Student information form-External	Dist Budget	Non-Per Budget	Payroll	
MO-01	2910410	CRAWFORD CO. R-II							6	3	0	0	0	
MO-02	2917880	LAQUEY R-V	1	1	1	1	6	3	6	3	0	0	0	
MO-03	2920880	MIDDLE GROVE C-1							6	3	0	0	0	
MO-04	2931530	WEBSTER GROVES		1	1	1			6	3	1	0	0	
MO-05	2903200	CASS CO. R-V	1	1	1	1	1		6	3	0	0	0	
MO-06	2904050	AVA R-I	1	1			2	2	6	3	0	0	0	
MO-07	2904080	AVENUE CITY R-IX	1	1					6	3	0	0	0	
MO-08	2909860	CLINTON							6	3	0	0	0	
MO-09	2913080	GRAIN VALLEY R-V							6	3	0	0	0	
MO-12	2916400	KANSAS CITY 33		1			5	3	6	3	0	0	0	
MO-13	2922830	NORTH PLATTE CO. R-I			1	1			6	3	1	1	1	
MO-14	2923310	OTTERVILLE R-VI							6	3	0	0	0	
MO-15	2923550	PARK HILL		1	1	1	6	3	6	3	0	0	0	
MO-16	2925410	POLO R-VII							6	3	0	0	0	
MO-17	2926220	REPUBLIC R-III	1	1	1	1	3	1	6	3	0	0	0	
MO-18	2926670	RIVERVIEW GARDENS							6	3	0	0	0	
MO-19	2927060	ST. JOSEPH		1			6		6	3	1	0	0	
MO-20	2927520	SALISBURY R-IV	1	1	1	1		2	6	3	1	0	0	
MO-21	2927870	SENATH-HORNEVILLE C-8							6	3	0	0	0	
MO-23	2929520	STOCKTON R-I	1	1	1	1	3	3	6	3	0	0	0	
MO-24	2930450	TROY R-III	1	1	1	1	1	2	6	3	0	0	1	
MO-25	2931020	WARRENSBURG R-VI	1	1	1	1	1	1	6	3	0	1	1	
MO-26	2931050	WARREN CO. R-III	1	1	1	1	1		6	3	0	0	0	
MO-27	2931440	WAYNESVILLE R-VI	1	1		1	4	3	6	3	0	0	0	

**MISSOURI DISTRICT SURVEY RESPONSE RATE - FINAL**

AIR ID	Lea ID	District Name	District survey components received					District surveys sent		District documents received			
			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
MO-28	2931800	MIDWAY R-I	1	1	1	1	1		6	3	1	0	0
MO-29	2926760	ST. LOUIS COUNTY SPECIAL EDUCATION DISTRICT	1	1	1	1	4		12	6	1	1	1
MO-30	2913830	HAZELWOOD	1	1					6	3	0	0	0
MO-31	2920010	MAPLEWOOD-RICHMOND HEIGHTS		1					6	3	0	0	0
MO-33	2922620	NORBORNE R-VIII							6	3	0	0	0

		<b>TOTALS</b>	<b>14</b>	<b>19</b>	<b>13</b>	<b>14</b>	<b>44</b>	<b>23</b>	<b>180</b>	<b>90</b>	<b>6</b>	<b>3</b>	<b>4</b>
29	Missouri	<b>Final Response Rate</b>	<b>48.3%</b>	<b>65.5%</b>	<b>44.8%</b>	<b>48.3%</b>	<b>24.4%</b>	<b>25.6%</b>			<b>20.7%</b>	<b>10.3%</b>	<b>13.8%</b>
		<b>Final Response Rate Across States</b>	<b>46.4%</b>	<b>52.1%</b>	<b>44.2%</b>	<b>45.7%</b>	<b>32.9%</b>	<b>31.1%</b>			<b>29.3%</b>	<b>18.3%</b>	<b>27.1%</b>

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent				School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget									
MO-01-01	CRAWFORD CO. R-II	CUBA PRIMARY										6	5	3	10	0	0	0	0	0									
MO-01-02	CRAWFORD CO. R-II	CUBA MIDDLE SCH.					1					9	5	4	10	0	0	0	0	0									
MO-02-01	LAQUEY R-V	LAQUEY R-V ELEM.	1	1	1	1	1	5	1	1	1	5	9	4	18	0	0	0	0	1									
MO-03-01	MIDDLE GROVE C-1	MIDDLE GROVE ELEM.										6	2		4	0	0	0	0	0									
MO-04-01	WEBSTER GROVES	HUDSON ELEM.	1	1	1	1	1	4	7	3	12	6	10	4	20	1	0	0	1	1									
MO-04-02	WEBSTER GROVES	W. G. COMPUTER SCHOOL ELEM.	1				1	6				6	4	1	8	1	0	0	0	0									
MO-04-03	WEBSTER GROVES	WEBSTER GROVES HIGH	1	1	1	1	1	7	8	1	16	9	8	6	16	0	0	1	0	1									
MO-05-01	CASS CO. R-V	CASS CO. ELEM.	1	1	1	1	1	5	4	4	8	6	8	4	16	1	1	0	0	1									
MO-06-01	AVA R-I	AVA MIDDLE SCH.										9	6	2	12	0	0	0	0	0									
MO-06-02	AVA R-I	AVA ELEM.	1					6	5	4	10	6	10	4	20	0	0	0	0	0									
MO-07-01	AVENUE CITY R-IX	AVENUE CITY ELEM.	1	1					1		1		1		1	0	0	0	0	0									
MO-08-01	CLINTON	CLINTON MIDDLE SCH.	1	1	1	1	1	4	7	4	13	9	11	5	22	1	1	1	1	0									
MO-08-02	CLINTON	JEFFERSON PARK ELEM.										6	1	3	2	0	0	0	0	0									
MO-09-01	GRAIN VALLEY R-V	MATTHEWS ELEM.										6	2	1	4	0	0	0	0	0									
MO-09-02	GRAIN VALLEY R-V	GRAIN VALLEY MIDDLE SCH.	1	1	1	1	1	4	2		4	9	3	1	6	1	1	1	1	1									
MO-12-01	KANSAS CITY 33	CENTRAL SENIOR HIGH	1	1	1	1	1	9	3	2	6	9	4	3	8	1	0	1	0	1									
MO-12-02	KANSAS CITY 33	CLIFFORD H. NOWLIN MIDDLE SCH.										9	12	2	24	0	0	0	0	0									
MO-12-03	KANSAS CITY 33	KC MIDDLE SCHOOL OF THE ARTS										9	7	2	14	0	0	0	0	0									

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent				School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget									
MO-12-04	KANSAS CITY 33	KC JOB CORPS ALTERNATIVE										9				0	0	0	0	0									
MO-12-06	KANSAS CITY 33	SOUTHEAST HIGH						6	5		6	9	8		16	0	0	0	0	0									
MO-12-07	KANSAS CITY 33	LINCOLN COLLEGE PREP.	1	1	1	1	1	7				9	4		8	1	1	1	0	0									
MO-12-08	KANSAS CITY 33	J.A. ROGERS ACAD.-LIB. ART/SCI	1	1	1	1	1	8	6		12	9	7		14	1	0	1	1	1									
MO-12-09	KANSAS CITY 33	WHITTIER ELEM.										2	3	2	6	0	0	0	0	0									
MO-12-10	KANSAS CITY 33	PAUL ROBESON CLASSICAL GREEK	1	1	1	1	1	6	4		7	9	9	1	18	0	0	0	0	0									
MO-12-11	KANSAS CITY 33	PASEO ACAD. OF PERFORMING ARTS	1		1	1		4	1	1	2	9	8	1	16	0	0	0	0	0									
MO-12-12	KANSAS CITY 33	R. J. DELANO ELEM.							2		4	3	20	4	40	0	0	0	0	0									
MO-12-13	KANSAS CITY 33	ELEMENTARY II - MONTESSORI										6	2	2	4	0	0	0	0	0									
MO-12-14	KANSAS CITY 33	BANCROFT ELEM.	1	1				5	2	1	4	6	2	2	4	1	1	0	0	1									
MO-12-15	KANSAS CITY 33	BRYANT ELEM.	1	1	1			3	4		10	6	5	1	10	0	0	0	0	0									
MO-12-16	KANSAS CITY 33	E. F. SWINNEY ELEM. MAGNET										6	2		4	0	0	0	0	0									
MO-12-17	KANSAS CITY 33	GEO. B. LONGAN ELEM. MAGNET										6	2		4	0	0	0	0	0									
MO-12-18	KANSAS CITY 33	HALE COOK ELEM.										6	2		4	0	0	0	0	0									
MO-12-19	KANSAS CITY 33	JOHN T. HARTMAN ELEM. MAGNET	1	1			1	5	1	2	2	6	5	2	10	0	0	0	0	0									
MO-12-20	KANSAS CITY 33	MARY HARMON WEEKS ELEM.	1				1	2				6	3	2	6	1	1	0	0	0									
MO-12-22	KANSAS CITY 33	MT. WASHINGTON ELEM. MAGNET	1	1			1	6	2		4	6	2		4	1	1	1	1	1									
MO-12-23	KANSAS CITY 33	SCARRITT ELEM.										6	15	4	30	0	0	0	0	0									

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent				School documents received				
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MO-12-24	KANSAS CITY 33	NORTH ROCK CREEK/KORTE ACADEMY	1	1			1	5	4	1	8	6	9	4	18	1	1	0	1	0									
MO-12-25	KANSAS CITY 33	WM. A. KNOTTS ELEM. MAGNET						4	2	2	4	6	5	3	10	0	0	0	0	0									
MO-12-26	KANSAS CITY 33	DOUGLASS EARLY CHILDHOOD CTR.	1		1	1	1	6				6	1		2	0	0	0	0	0									
MO-12-27	KANSAS CITY 33	PRIMITIVO GARCIA ELEM.										6	3	1	6	0	0	0	0	0									
MO-12-28	KANSAS CITY 33	GEO. WASHINGTON CARVER ELEM.	1	1			1	5	4		8	6	7	1	14	0	0	0	0	0									
MO-12-29	KANSAS CITY 33	NORTHEAST MIDDLE SCH.										9	13	2	26	0	0	0	0	0									
MO-12-30	KANSAS CITY 33	WESTPORT COM SEC CHARTER SCH	1	1	1		1		2	3	3		4	3	8	1	1	0	0	0									
MO-13-01	NORTH PLATTE CO. R-I	NORTH PLATTE INTERMEDIATE	1	1			1	6	1	1	2	6	4	1	8	0	0	0	0	0									
MO-13-02	NORTH PLATTE CO. R-I	NORTH PLATTE HIGH										9	1	3	2	0	0	0	0	0									
MO-13-03	NORTH PLATTE CO. R-I	NORTH PLATTE ELEM.		1	1	1	1	6	3	3	6	6	5	3	10	1	0	0	0	1									
MO-14-01	OTTERVILLE R-VI	OTTERVILLE ELEM.						3		1	1	6	3	3	7	0	0	0	0	0									
MO-15-01	PARK HILL	PARK HILL DAY SCH.	1	1	1	1	1		7	4	14		8	4	16	1	1	0	0	1									
MO-15-02	PARK HILL	GRADEN ELEM.	1	1	1	1	1	6	7	3	13	6	11	3	22	1	1	0	1	0									
MO-15-04	PARK HILL	PLAZA MIDDLE SCH.	1	1	1	1	1	9	8	2	16	9	8	2	16	0	0	1	0	1									
MO-15-05	PARK HILL	THOMAS B. CHINN ELEM.	1	1	1	1	1	6	5	4	10	6	9	4	18	1	1	0	0	1									
MO-16-01	POLO R-VII	POLO HIGH										9	6	6	12	0	0	0	0	0									
MO-16-02	POLO R-VII	POLO ELEM.	1	1	1	1		5	1		2	6	5	2	10	0	0	0	0	0									
MO-17-01	REPUBLIC R-III	REPUBLIC ELEM. III						5	5		10	6	5		10	0	0	0	0	0									

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent				School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget									
MO-17-02	REPUBLIC R-III	REPUBLIC ELEM. I	1	1	1	1	1	6	2		2	6	3		6	0	0	0	0	0									
MO-18-01	RIVERVIEW GARDENS	MEADOWS ELEM.	1	1	1	1	1	5	1	1	2	6	3	1	6	1	1	0	0	1									
MO-18-02	RIVERVIEW GARDENS	RIVERVIEW GARDENS SR. HIGH	1				1	4	11	2		9	20	6	40	0	0	0	0	0									
MO-18-03	RIVERVIEW GARDENS	GLASGOW ELEM.	1			1	1	2	6	1	10	6	9	1	18	1	0	0	0	0									
MO-18-04	RIVERVIEW GARDENS	LEWIS AND CLARK ELEM.	1				1	3	3		6	6	3	1	6	1	1	0	0	0									
MO-19-01	ST. JOSEPH	SPRING GARDEN MIDDLE SCH.	1	1	1	1	1	9	4	2	8	9	5	2	10	1	0	1	1	1									
MO-19-02	ST. JOSEPH	LAFAYETTE HIGH	1					9	7	4	8	9	11	4	22	0	0	0	0	0									
MO-19-03	ST. JOSEPH	BODE MIDDLE SCH.	1	1	1		1	6	2		4	9	2		4	1	1	1	1	0									
MO-19-04	ST. JOSEPH	BUILDING BRIDGES, WOODSON CHILDREN CTR	1	1	1	1	1		7	5	14		7	5	14	1	1	1	1	1									
MO-19-05	ST. JOSEPH	EDISON ELEM.	1	1	1	1		4	4		8	6	4		8	0	0	0	0	0									
MO-19-06	ST. JOSEPH	NEELY ELEM.										6	6	1	12	0	0	0	0	0									
MO-19-07	ST. JOSEPH	HALL ELEM.	1	1			1	5	4	1	8	6	4	1	8	1	1	0	0	1									
MO-19-08	ST. JOSEPH	HYDE ELEM.	1	1	1	1	1	5	4	1	8	6	4	1	8	1	0	0	0	0									
MO-19-09	ST. JOSEPH	MARK TWAIN ELEM.						2				6	2		4	0	0	0	0	0									
MO-19-10	ST. JOSEPH	PERSHING ELEM.	1	1	1	1	1	4	2	2	4	6	3	2	6	1	1	0	0	0									
MO-19-11	ST. JOSEPH	WEBSTER ELEM.	1	1	1	1	1	6	4	2	8	6	4	2	8	1	1	0	0	1									
MO-20-01	SALISBURY R-IV	SALISBURY HIGH	1	1	1	1	1	7	4	2	8	9	4	4	8	1	0	1	0	0									
MO-20-02	SALISBURY R-IV	SALISBURY ELEM.	1	1	1	1	1	4	2	1	3	6	3	2	6	0	0	0	0	0									
MO-21-01	SENATH-HORNERSVILL E C-8	SENATH ELEM.			1	1						5	2		4	0	0	0	0	0									
MO-23-01	STOCKTON R-I	STOCKTON ELEM.										6	4	4	8	0	0	0	0	0									

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent				School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget									
MO-24-01	TROY R-III	TROY MIDDLE SCH.	1		1	1	1	9	10	6	19	9	15	6	30	0	0	0	0	0									
MO-24-02	TROY R-III	CLAUDE BROWN ELEM.	1	1	1	1	1	3	10	3	20	6	11	4	22	1	1	0	1	0									
MO-25-01	WARRENSBURG R-VI	STERLING ELEM.	1	1	1	1	1	5	7	3	12	6	9	4	18	1	1	0	1	1									
MO-25-02	WARRENSBURG R-VI	MARTIN WARREN ELEM.	1	1	1	1	1	6	7	4	12	6	8	4	16	1	1	0	1	1									
MO-25-03	WARRENSBURG R-VI	WARRENSBURG MIDDLE SCH.						2	1			9	10	3	20	0	0	0	0	0									
MO-25-04	WARRENSBURG R-VI	SOUTH EAST ELEM.	1	1	1	1	1	3	4	4	8	6	8	4	16	1	1	1	1	1									
MO-25-05	WARRENSBURG R-VI	WARRENSBURG DETENTION CTR.										1	1		2	0	0	0	0	0									
MO-26-01	WARREN CO. R-III	DANIEL BOONE ELEM.						4	7	4	13	6	7	4	14	0	0	0	0	0									
MO-27-01	WAYNESVILLE R-VI	WILLIAMS ELEM.	1	1	1	1		5	4	2	8	6	4	2	8	1	1	0	0	1									
MO-27-02	WAYNESVILLE R-VI	PARTRIDGE ELEM.	1	1	1	1	1	6	1		2	6	2		4	1	0	0	0	1									
MO-27-03	WAYNESVILLE R-VI	THAYER ELEM.	1	1	1	1	1	6	1	2		6	2	2	4	1	1	0	0	1									
MO-27-04	WAYNESVILLE R-VI	PINEY RIDGE CTR.											4	2	8	0	0	0	0	0									
MO-27-05	WAYNESVILLE R-VI	WAYNESVILLE MIDDLE SCH.	1	1	1	1	1	9	9	5	15	9	9	6	18	1	0	1	0	1									
MO-28-01	MIDWAY R-I	MIDWAY ELEM.	1	1	1	1	1	5	2	1	4	6	3	2	6	1	1	0	1	0									
MO-28-02	MIDWAY R-I	MIDWAY HIGH	1	1	1	1	1	6	3	1	6	9	3	3	6	1	1	0	1	0									
MO-29-01	ST. LOUIS COUNTY SPECIAL EDUCATION DISTRICT	NORTHVIEW	1	1	1	1	1		7	4	14		9	5	18	1	1	1	0	1									

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL																School survey components received					School survey components sent				School documents received				
AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms - internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget									
MO-29-02	ST. LOUIS COUNTY SPECIAL EDUCATION DISTRICT	HIRAM NEUWOEHNER SCH.	1	1			1		7	5	10		9	5	18	1	0	0	0	1									
MO-29-03	ST. LOUIS COUNTY SPECIAL EDUCATION DISTRICT	SOUTH COUNTY TECHNICAL	1	1	1	1	1	8	5		10	9	9		18	1	0	1	0	0									
MO-29-04	ST. LOUIS COUNTY SPECIAL EDUCATION DISTRICT	BRIDGES PROGRAM										3	6	2	12	0	0	0	0	0									
MO-30-01	HAZELWOOD	ELEM. SPECIAL PROGRAMS DEPT.	1	1	1	1	1		9	5	16		9	5	18	1	1	0	1	1									
MO-30-02	HAZELWOOD	BROWN ELEM.	1	1	1	1	1	6	2		4	6	5		10	1	1	0	0	1									
MO-30-03	HAZELWOOD	JAMESTOWN ELEM.	1	1			1	6	4	2	8	6	5	2	10	1	1	0	1	1									
MO-30-04	HAZELWOOD	LUSHER ELEM.	1	1	1	1	1	6	8	4	14	6	8	4	16	1	1	0	1	1									
MO-30-05	HAZELWOOD	TWILLMAN ELEM.		1	1	1	1	6	3	1	6	6	3	1	6	1	1	0	1	0									
MO-30-06	HAZELWOOD	HAZELWOOD JR. HIGH	1	1	1		1	9	7	2	14	9	8	2	16	0	1	1	0	0									
MO-30-07	HAZELWOOD	HAZELWOOD EAST HIGH										9	17	2	34	0	0	0	0	0									
MO-31-01	MAPLEWOOD-RICHMOND HEIGHTS	M-RH EARLY CHILDHOOD CTR.										6	8	2	16	0	0	0	0	0									
MO-31-02	MAPLEWOOD-RICHMOND HEIGHTS	A.B. GREEN MIDDLE SCH.										9	3		6	0	0	0	0	0									
MO-33-01	NORBORNE R-VIII	NORBORNE ELEM.										6	3	2	6	0	0	0	0	0									

MISSOURI SCHOOL SURVEY RESPONSE RATES - FINAL

School survey components received

School survey components sent

School documents received

AIR ID	District Name	School Name	Part I - programs & demographics	Part IIA - special ed, sch oper. Pgms	Part IIB - special ed, district oper pgms in sch	Part IIC - special ed, IEU oper pgms in sch	Part III - roster requests	Gen Ed teacher questionnaires	Sp Ed Teacher	Sp Ed Aide	Student information forms - internal placement	Total Gen Ed teacher questionnaires	Total Sp Ed Teacher	Total Sp Ed Aide	Total Student information forms -internal placement	Staff Roster	Class Size	Master Class	Aides Sch.	School Budget
MO-33-02	NORBORNE R-VIII	NORBORNE HIGH						1				9	4	2	8	0	0	0	0	0
MO-SE-01		LILLIAN SCHAPER											2	4	4	0	0	0	0	0

		<b>TOTALS</b>	<b>65</b>	<b>57</b>	<b>51</b>	<b>48</b>	<b>59</b>	<b>369</b>	<b>305</b>	<b>132</b>	<b>545</b>	<b>664</b>	<b>627</b>	<b>239</b>	<b>1254</b>					
105	Missouri	<b>Final Response Rate</b>	<b>61.9%</b>	<b>54.3%</b>	<b>48.6%</b>	<b>45.7%</b>	<b>56.2%</b>	<b>55.6%</b>	<b>48.6%</b>	<b>55.2%</b>	<b>43.5%</b>									
		<b>Response Rate Across States</b>	<b>55.8%</b>	<b>53.7%</b>	<b>46.9%</b>	<b>46.6%</b>	<b>51.3%</b>	<b>56.6%</b>	<b>49.6%</b>	<b>56.0%</b>	<b>47.5%</b>									

**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.<sup>56</sup> The method of classifying students into these educational environments is as follows:

(1) *General Education Class*: A general education 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

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<sup>56</sup> Source: "OSEP IDEA, Part B Data Collection History" (September 2001).

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

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

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

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

**Appendix F**  
**The Abilities Index**

**The ABILITIES Index**

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.

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

	A		B		I	L					I		T		I	E		S	
	Audition (Hearing) Rate Both		Behavior & Social Skills Rate Both		Intellectual Functioning	Limbs (Use of hands, arms, and legs) Rate All					Intentional Communication Rate Both		Tonicity (Muscle Tone) Rate Both		Integrity of Physical health	Eyes (Vision) Rate Both		Structural Status	
	Left Ear	Right Ear	Social Skills	Inapprop. Behavior	Thinking & Reasoning	Left Hand	Left Arm	Left Leg	Right Hand	Right Arm	Right Leg	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			Extreme disability	Extremely inapprop. behaviors	Profound disability							Profound disability	Profound disability	Profound disability	Profound disability	Extreme health problems, near total restriction of activities			Extreme difference or interference

<sup>57</sup> 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.