

Indiana Special Education Expenditure Project (SEEP)

Final Report

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Executive Summary

Background

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

Objective of the Study

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

General Approach

Comprehensive in nature, the Indiana 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, 38 districts and 107 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 Indiana tend to be slightly lower than the national average. Across all students in the state, ages 3-22, the per student special education expenditure is \$6,466 and the per student general education expenditure for special education students is \$4,635, totaling \$11,101 per special education student. In contrast, the total national special education expenditure per student is \$12,474. The total education expenditure per school-aged (6-22) special education student in Indiana is \$10,848 and the total expenditure per preschool student is \$13,518. Special education expenditures in Indiana also tend to be low to average when compared to the other eight SEEP states.

The ratio of special education spending to general education spending for school-aged students in Indiana is approximately 1.71—lower than the national ratio of 1.90.

Total (general and special) education expenditures for special education students in the state (ages 3-22) amount to approximately \$1.68 billion, with \$1.49 billion spent on school-aged (ages 6-22) students and \$194 million for preschool (ages 3-5) students.

The disability category associated with the highest per student expenditure is multiple disabilities, at \$18,465 per student. The disability category associated with the next highest cost is autism, at \$17,784 per student. In contrast, the disability associated with the lowest total per student cost is speech or language impairment, at \$8,337.

I. Introduction

Overview of the Study

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

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

Indiana SEEP Research Questions

In contracting for this study, Indiana 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 Indiana?
2. What are the identification rates for students with specific types of disabilities?
3. What are the total and per student expenditures on the assessment of special education students, as provided by supplemental special education personnel?³
4. What are the total and per student expenditures for direct instruction and related service personnel?
5. What are the total and per student expenditures for indirect costs, such as administration and office support?
6. What are the total and per student expenditures on transportation for special education students?

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

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

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

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 Indiana 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 Indiana sample size from 9 to 38 districts and from 11 to 107 schools. This sample, which was chosen randomly and stratified according to district size, ensured representation of the state as a whole. A brief description of the methods used in the Indiana SEEP follows.⁴ Appendix B provides the national SEEP sampling plan,

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

Appendix C describes the data collection methods in greater detail, and Appendix D provides detailed survey response rates by sample district and school.

Data Collection Procedures

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

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

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

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

Data collectors used follow-up telephone calls, e-mails, and faxes to ensure that all survey items were clear and understandable. This strategy was crucial to the accuracy of the survey data obtained. Data collectors made follow-up calls to districts and schools through approximately August 17, 2000, at which time the data collection officially ended.

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

The Resource Cost Model, or “Ingredients,” Approach⁵

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

Role of the Indiana State Department of Education

AIR kept the Indiana Department of Education continually abreast of issues of concern during the data collection, primarily through the state contact person, Mr. Hank Binder. AIR provided him with up-to-date

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

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. Binder 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 Indiana Department of Education in our attempts to obtain state databases.

Organization of Report

This final report is a revised and expanded version of the Draft Final Report, submitted to the Indiana Department of Education on December 10, 2001.⁶ In addition to this introductory chapter, the report presents:

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

⁶ Earlier submissions to the Indiana State Department of Education include the *Data Collection Plan*, submitted on December 31, 1999, and the *Preliminary Data Tabulation Report*, submitted on April 30, 2001.

II. Findings

Introduction

This section of the report presents empirical results of the Indiana SEEP data collection. Eighteen tables are presented in this section, for which a brief introduction follows.

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

[Insert Exhibit I here]

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

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

Summary Results

Counts of Indiana Special Education Students

Table 1 shows the number of school-aged and preschool special education students in Indiana for the school year 1999-2000, as well as the count of special education students for whom we had survey responses. Table 1 shows 151,536 special education students in the state, with 757 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.⁷ Homebound students and those in schools not operated by the public school district in which they reside are not disaggregated by disability because of the limited sample size for these categories of students. As shown, the population of special education students with a specific learning disability is larger than all other disability categories in Indiana. These students also comprise the largest portion of the SEEP sample, at 27.3%. Speech or language impairment is the next largest disability category in the state, although it comprises only a small portion of the sample (2.6%). 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.

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

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

Disability Category ⁸	Number of Districts Reporting	Total Number and % of Special Students in this Category ⁹	Number and % of Students in Sample
School-aged students in schools operated by the district in which they reside ¹⁰	38	134,290 (88.6%)	699 (92.3%)
Autism	18	1,986 (1.3%)	91 (12.0%)
Deaf-blindness	1	35 (0.0%)	1 (0.1%)
Developmental Delay	0	0 (0%)	0 (0%)
Emotional disturbance	15	10,322 (6.8%)	57 (7.5%)
Hearing impairment/deafness	12	1,353 (0.9%)	32 (4.2%)
Mental retardation	20	21,306 (14.1%)	136 (18.0%)
Multiple disabilities	14	950 (0.6%)	42 (5.5%)
Orthopedic impairment	12	1,287 (0.8%)	33 (4.4%)
Other health impairment	17	2,701 (1.8%)	54 (7.1%)
Specific learning disability	24	57,846 (38.2%)	207 (27.3%)
Speech or language impairment	10	35,527 (23.4%)	20 (2.6%)
Traumatic brain injury	9	395 (0.3%)	12 (1.6%)
Visual impairment/blindness	7	582 (0.4%)	14 (1.8%)
All preschool students in schools operated by the district in which they reside ¹¹	10	14,085 (9.3%)	25 (3.3%)
All school-aged students in schools <i>not</i> operated by the district in which they reside ¹²	12	2,157 (1.4%)	27 (3.6%)
All preschool students in schools <i>not</i> operated by the district in which they reside ¹³	5	261 (0.2%)	6 (0.8%)
Total ¹⁴	27	151,536	757

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

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

¹⁰ Schools operated by the home district refer to any public school operated by the public school district in which the student resides, including state schools.

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

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

¹³ Includes preschool students enrolled in schools outside the home district, or non-public schools or agencies not operated by the district, for which the home district pays tuition and fees. All disability categories were collapsed, as there was an insufficient sample size for individual disability categories to be detailed accordingly.

¹⁴ Total number of special education students in the state includes 743 homebound and hospital students.

Total Special Education Spending in Indiana

Tables 2 and 3 present total spending for special education students in Indiana 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.¹⁵ In addition, special education expenditures include services for students placed in public or non-public institutions not operated by the public school district in which the student resides and for whom the home district pays tuition and fees, as well as services for homebound students and summer school.

As shown in Table 2, the expenditure per *preschool* special education student for special education services, without capital and transportation, is \$5,811, and the estimated average general education expenditure per preschool special education student, without capital and transportation, is \$2,723, for a total of \$8,534. The statewide preschool special education expenditure (not including capital or transportation) is approximately \$83.4 million, with total (general and special) education spending on preschool school-aged special education students approximating \$122.4 million.

When capital and transportation is included, the expenditure per *preschool* special education student for special education services is \$9,422, and the average general education expenditure per preschool special education student is \$4,096, for a total of \$13,518. Including capital and transportation, the statewide special education expenditure for preschool special education students is \$135.2 million, with total (general and special) education spending on preschool special education students approximating \$194 million.

Excluding capital and transportation, the average expenditure per *school-aged* special education student for special education services, is \$5,464, and the average general education expenditure per special education student is \$3,520, for a total of \$8,984. The statewide special education expenditure (excluding capital or transportation) is more than \$749 million, with total (general and special) education spending on school-aged special education students approximating \$1.2 billion.

When capital and transportation are included, the average expenditure per *school-aged* special education student for special education services is \$6,157, and the average general education expenditure per school-aged special education student is \$4,691, for a total of \$10,848. Including capital and transportation, the statewide special education expenditure for school-aged special education students is almost \$845 million, with total (general and special) education spending on school-aged special education students approximating \$1.49 billion.

¹⁵ 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.

Across *all* special education students in the state (ages 3-22) without capital and transportation, the average expenditure per student for special education services is \$5,496, and the average general education expenditure per special education student, without capital and transportation, is \$3,445, for a total of \$8,941. The statewide special education expenditure (not including capital or transportation) for all special education students is approximately \$833 million, with total (general and special) education spending on all special education students over \$1.3 billion. Again, this latter figure does not include any Title I or bilingual services the state's special education children may be receiving. When capital and transportation is included, the average expenditure per special education student for special education services is \$6,466, and the average general education expenditure per special education student is \$4,635, for a total of \$11,101. Including capital and transportation, the statewide special education expenditure is almost \$980 million, with total (general and special) education spending on special education students approximating \$1.7 billion.

Table 3 further delineates the total (general and special) education expenditure data for school-aged and preschool special education students shown in Table 2, presenting the breakdown of expenditures by personnel, operating costs, capital and transportation. For preschool special education students, of the \$13,518 average total (general and special) education expenditure, \$6,065 is spent on personnel, \$2,469 on operating costs, \$1,876 on capital, and \$3,108 on transportation. For school-aged special education students, of the \$10,848 average total (general and special) education expenditure, \$5,979 is spent on personnel, \$3,005 on operating costs, \$1,254 on capital, and \$609 on transportation. For all special education students (preschool and school-aged combined), of the \$11,101 average total (general and special) education expenditure, \$5,987 is spent on personnel, \$2,955 is spent on operating costs, \$1,313 is spent on capital, and \$846 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. In contrast, Table 18a shows that the average total (general and special) expenditure for transportation per school-aged special education student is \$1,362. This is the average across only the students who receive some form of transportation, special or general, and is not an average across all school-aged special education students, as Table 3 reflects in the expenditure of \$609 per student.

Table 2

Estimated Special Education Spending in Indiana, 1999-00

		Total Count Special Education Students in the State ¹⁶	Total Number of Special Education Students in Sample	Special Education Expenditure per Special Education Student	General Education Expenditure per Special Education Student	Total (General and Special) Education Expenditure per Special Education Student	Total Special Education Expenditure	Total General Education Expenditure for Special Education Students	Total (General and Special) Education Expenditure on Special Education Students
Preschool (Ages 3-5)	Without capital and Transportation	14,346	31	\$5,811	\$2,723	\$8,534	\$83,366,379	\$39,060,484	\$122,426,863
	With capital and transportation	14,346	31	\$9,422	\$4,096	\$13,518	\$135,161,963	\$58,763,515	\$193,925,479
School-Aged (Ages 6-22)	Without capital and Transportation	137,190	726	\$5,464	\$3,520	\$8,984	\$749,632,492	\$482,934,059	\$1,232,566,551
	With capital and transportation	137,190	726	\$6,157	\$4,691	\$10,848	\$844,702,738	\$643,488,399	\$1,488,191,137
All (Ages 3-22)	Without capital and transportation	151,536	757	\$5,496	\$3,445	\$8,941 ¹⁷	\$832,929,142	\$522,010,888	\$1,354,940,030
	With capital and transportation	151,536	757	\$6,466	\$4,635	\$11,101 ¹⁸	\$979,794,737	\$702,268,493	\$1,682,063,230

¹⁶ The total number of special education students in the state (3-22) includes 743 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 743 homebound and hospital students.

¹⁷ Standard error of the mean total expenditure per special education student, not including capital or transportation, is \$437.

¹⁸ Standard error of the mean total expenditure per special education student, including capital and transportation, is \$544.

Table 3

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

	Total Number of Students in State	Total Number of Students in Sample	Total (General and Special) Education Expenditure	Personnel Expenditure	Operating Expenditure ¹⁹	Capital Expenditure	Transportation Expenditure
Preschool (3-5)	14,436	31	\$13,518	\$6,065	\$2,469	\$1,876	\$3,108
School-Aged (6-22)	137,190	726	\$10,848	\$5,979	\$3,005	\$1,254	\$609
All (3-22)	151,536	757	\$11,101	\$5,987	\$2,955	\$1,313	\$846

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

Table 4 compares average spending on a *school-aged* special education student and a school-aged general education student in the state. As shown, the estimated education expenditure per school-aged special education student is \$10,848, compared to \$6,351 for a general education student. The ratio of special education spending to general education spending for school-aged students in Indiana is estimated to be 1.71. That is, the total expenditure to educate the average school-aged student with disabilities is an estimated *1.71 times* that expended to educate the typical school-aged general education student with no special needs.

Table 4

Comparison of Special Education to General Education Spending in Indiana for School-aged Students, 1999-00

Total (General and Special) Education Expenditure per <i>Special Education Student</i>	\$10,848
Education Expenditure per <i>General Education Student</i>	\$6,351
Ratio of Spending on a Special Education Student vs. a General Education Student	1.71

Table 5 compares special education to general education spending for school-aged students across all nine SEEP states and the nation. As shown, the lowest spending ratio across these SEEP states and the nation is 1.57 and the largest is 2.73; at 1.71, Indiana is slightly below average when compared to the other states. The national ratio is 1.90. As shown, the total per student expenditure in Indiana is on the low side when compared to the other states, at \$10,848. The highest per student total expenditure across the states is \$19,976, and the lowest expenditure is \$10,114.

Table 5

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

	State A	State B	Indiana	State C	State D	State E	State F	State G	State H	U.S. ²⁰
<i>Special Education</i> Expenditure per Special Education Student	\$5,633	\$5,333	\$6,157	\$6,316	\$7,093	\$9,380	\$11,432	\$12,507	\$16,860	See footnote
<i>General Education</i> Expenditure per Special Education Student	\$4,481	\$5,096	\$4,691	\$4,810	\$4,120	\$5,670	\$5,661	\$5,233	\$3,116	See footnote
<i>Total</i> (Special and General) Education Expenditure per School-aged Special Education Student	\$10,114	\$10,429	\$10,848	\$11,126	\$11,213	\$15,050	\$17,093	\$17,740	\$19,976	\$12,474
Education Expenditure per School-aged <i>General Education Student</i>	\$6,303	\$6,660	\$6,351	\$6,940	\$5,933	\$7,410	\$9,229	\$7,869	\$7,311	\$6,556
Ratio of Spending on a School-aged Special Education Student vs. a School-aged General Education Student	1.60	1.57	1.71	1.60	1.89	2.03	1.85	2.23	2.73	1.90

²⁰ Source: Chambers, J., Parrish, T., and Harr, J. (2002). National data applies to all special education students (ages 3-22); national data for school-aged (ages 6-22) students are not yet available to the public.

Table 6 further delineates the education expenditure per general education student in Indiana, for whom the total expenditure is \$6,351, as provided in Table 4. Note that expenditures for services are only averaged across students who receive them, which may not necessarily be every general education student in the state. For example, the \$456 per student for transportation is an average across the 587,074 students in the state who receive this service, not across all 828,065 general education students in the state. The largest component of expenditures for the general education student is general education teachers, at approximately \$3,320 per student. The second largest component is non-class capitalization costs generated by general school administration, at \$864 per student. The total expenditure for general education students in the state is over \$5.2 billion.

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

Education Spending Components	Expenditure per student served	Total Population of General Students in this Category	Total Expenditures
Total general central office administration and support	\$317	828,065	\$262,219,381
Non-class capitalization costs generated by general district administration	\$37	828,065	\$30,689,513
General school administration professional staff	\$551	828,065	\$456,514,180
General school administration non-certified staff	\$386	828,065	\$319,304,736
General school administration non-personnel expenditures	\$20	828,065	\$16,160,675
Non-class capitalization costs generated by general school administration	\$864	828,065	\$715,494,989
School-aged – general education teachers	\$3,320	828,065	\$2,749,561,847
School-aged – general education paraprofessionals and aides	\$166	402,873	\$66,848,119
School-aged general education non-personnel expenditures	\$153	828,065	\$126,533,551
Class capitalization costs generated by general education teachers	\$299	828,065	\$247,887,016
General transportation	\$456	587,074	\$267,989,517
TOTAL	\$6,351	828,065	\$5,259,203,522

Table 7 provides per student expenditures for preschool special education students across the nine 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. Indiana is on the lower side of the range, spending a total of \$13,518 per preschool special education student.

Table 7

Special Education Expenditure Across SEEP States, Ages 3–5, 1999–00²¹

	State A	State B	State C	Indiana	State D	State E	State F	State G
<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 (Special and General)</i> Education Expenditure per Special Education Student	\$10,309	\$12,476	\$13,282	\$13,518	\$15,864	\$21,343	\$22,130	\$31,114

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

Table 8 provides expenditures for all special education students (ages 3-22) across the SEEP states and the nation. The total expenditure per student in Indiana (\$11,101) is slightly lower than the national average (\$12,474). In fact, it is only a little over half the expenditure in the costliest state (\$21,099).

Table 8

Special Education Expenditure Estimates Across SEEP States and the Nation, Ages 3-22, 1999–00²²

	State A	State B	Indiana	State C	State D	State E	State F	State G	State H	U.S. ²³
<i>Special Education</i> Expenditure per Special Education Student	\$6,015	\$5,459	\$6,466	\$6,540	\$7,511	\$10,198	\$11,839	\$12,311	\$18,105	\$8,080
<i>General Education</i> Expenditure per Special Education Student	\$4,351	\$4,962	\$4,635	\$4,706	\$3,860	\$5,414	\$5,637	\$5,215	\$2,994	\$4,394
<i>Total (Special and General) Education</i> Expenditure per Special Education Student	\$10,366	\$10,421	\$11,101	\$11,246	\$11,371	\$15,612	\$17,476	\$17,526	\$21,099	\$12,474

²² Includes the following services: Personnel, central office administration and support, school administration and support, assessment (school-aged only), non-personnel, fees and tuition for students placed in non-public institutions, homebound/hospital programs (school-aged only), summer school, capital, and transportation. States are not necessarily in the same order in every comparison table in this report (i.e., State A in one table may not be the same state as State A in another table).

²³ Source: Chambers, J., Parrish, T., and Harr, J. (2002).

Personnel

Average Personnel Expenditures by Category of Disability

Table 9 shows the per student personnel expenditures for special education students and demonstrates how these expenditures vary by category of disability. These spending estimates are based on personnel spending only for staff providing direct instructional or related services, and include salaries and benefits for general and special education teachers, related service staff, paraprofessionals, and aides.²⁴ These analyses do not include administration and support personnel or non-personnel expenditures such as supplies, materials, and assistive equipment.

The 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. As there was an insufficient sample size, data by disability were not provided for preschool students. Due to the nature of the SEEP surveys, personnel expenditures are not provided for students placed in a public or non-public institution not operated by the public school district in which the student resides and for whom the home district pays tuition or transfers funds.

Furthermore, because of the small sample size of students, three disability categories—deaf-blindness, 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.

²⁴ That is, the number of hours a student is provided services (such as a general education class, special education class, etc.) is multiplied by the hourly wage of the resource (e.g., teacher, aide, related service provider, resource specialist), then divided by class size to derive the expenditure for direct instruction and related service personnel per special education student.

Table 9 shows that the highest level of spending on personnel is for special education students with hearing impairment/deafness, at \$14,339 per student. The second highest level of spending is \$11,966 per student with autism. The overall average personnel expenditure across all special education students is \$6,110.

Table 9
Average Personnel Expenditure per Special Education Student in Indiana, by Disability, 1999-00²⁵

	Total (General and Special) Education Personnel Expenditures Per Special Education Student
School-aged Students in Schools Operated by the Public School District in which the Student Resides: ²⁶	
Autism	\$11,966
Emotional Disturbance	\$9,025
Hearing impairment/Deafness	\$14,339
Mental Retardation	\$7,988
Multiple Disabilities	\$11,729
Orthopedic Impairment	\$7,970
Other Health Impairment	\$7,653
Specific Learning Disability	\$4,912
Speech or Language Impairment	\$3,954
Other Disabilities ²⁷	\$9,793
Preschool	\$6,177
Overall Average, Including Preschool ²⁸	\$6,110

Table 10 provides the average number of hours per year that special education students spend in various service settings and with various resources, by disability. Table 10 lists five distinct services: general elementary services, general secondary services, special education class, resource specialist, and related services. The top 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

²⁵ 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.

²⁶ Schools operated by the public school district in which the student resides include state schools. Data by disability are shown only for school-aged students placed in schools operated by public school districts in which they reside, including state schools.

²⁷ Other disabilities include deaf-blindness, 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.

²⁸ This figure does not include expenditures associated with students in hospital and homebound programs.

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 957 or 1,007 hours in a elementary or secondary general education class, respectively, as opposed to 520 hours in a special education class, 357 hours with a resource teacher, and 52 hours with a related service provider. Students with autism spend more time in a special education class than do students with other disabilities, at 938 hours per year, and they also spend more time with a resource specialist, at 478 hours per year. Students with hearing impairment/deafness spend more hours with a related service provider than do students with other disabilities.

Table 10

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

	General Education Class		Special Education Class (3)	Resource Specialist (4)	Related Services (5)
	Elementary (1)	Secondary (2)			
Autism	1,121	1,063	938	478	75
Deaf-blindness	720	-	-	144	63
Emotional Disturbance	950	861	704	408	53
Hearing Impairment/Deafness	1,211	1,500	492	322	187
Mental Retardation	908	1,012	690	416	57
Multiple Disabilities	1,078	703	853	448	130
Orthopedic Impairment	1,007	1,016	628	247	164
Other Health Impairment	1,230	1,241	580	421	77
Specific Learning Disability	1,022	1,044	296	375	30
Speech or Language Impairment	1,000	799	450	71	39
Traumatic Brain Injury	1,308	1,057	865	421	76
Visual Impairment/Blindness	1,116	1,027	435	332	145
Preschool	539	-	459	223	69
Overall Average	956	1,007	520	357	52

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 student population and when no special accommodations were made, while we defined special education transportation services to include only those services specifically designed for students with disabilities. Such services may include a special bus, a modified school bus, special transportation routes, the use of an aide or attendant to assist the student (on either the special bus or the regular bus), or reimbursement for transportation expenses.

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

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

1. The student was transported to a special school or to multiple schools including vocational schools.
2. The student was transported from home to a general education school and required a wheelchair lift or other special arrangements, or was accompanied by an aide. (If the student was transported to a general education school and did not require any special accommodations, the student was assigned to the category of general transportation.)
3. The student was transported to a general education school and had an “Abilities Index” score over 34.²⁹
4. The student’s family received reimbursement for transportation expenses.

Table 11 shows general and special transportation expenditures for special education students and the percentage of special education students receiving transportation services. The data show that 49% of special education students received some form of transportation service. We estimate that approximately 33% of students with disabilities were riding regular buses without special accommodations, and that about 16% received special transportation services or reimbursement.

Total transportation expenditures for special education students were approximately \$128 million for the 1999-2000 school year, of which \$106 million were for special transportation services. The average expenditure for a special education student receiving general transportation services was approximately \$453. Whereas the average expenditure for a special education student receiving special transportation is \$4,492 per student, almost ten times that amount.

²⁹ The “Abilities Index” was developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. We selected a mean score of 34 as the cut-off for assigning students to special transportation services because this was the mean score of students who were transported to special education schools in our sample. We assumed that those with higher than this mean score would *likely* require special transportation services.

Table 11
Transportation Expenditures for Special Education Students in Indiana,
1999-00

	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	49,607	33%	\$453	\$22,480,109
Special Transportation Services Funded by Special Education	23,531	16%	\$4,492	\$105,713,582
Total		49%		\$128,193,691

The “Abilities Index”

Tables 12 through 14 shed light on the relationship between the severity of a student’s disability as measured by a functional abilities assessment, the “Abilities Index,” and the expenditure required to serve that student. The “Abilities Index” information contained in this report is exploratory in nature, and should be reviewed in conjunction with the other expenditure data provided.

The “Abilities Index” was developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill.³⁰ It 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 weight³¹ was assigned to each domain in order to reflect the *relative*

³⁰ See Simeonsson, R., et al. (1995).

³¹ Rune Simeonsson developed these weights.

importance of that specific domain in the overall measure of functionality (or total Index score) of the student. For example, the domain of intellectual functioning has a weight of 2, and the domain of intentional communication has a weight of 1. The total Index score was calculated as a weighted average, taking into account all the ratings in the different areas. The highest total score a student can obtain is 145, meaning that the student has a severe, profound disability in all the areas measured.

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

Table 12 provides information for both school-aged and preschool students who are enrolled in schools operated by the public school district in which they reside. Personnel expenditure data is not provided for school-aged students who are placed in non-public institutions or agencies, as this information was not provided in the SEEP surveys. Special and total (general and special) education expenditure data by ability score range are presented.

Table 12 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 \$3,887 spent per student, increasing with every quartile. Quartile IV has the largest total personnel expenditure per student with \$9,735. The average total personnel expenditure across all quartiles is \$6,110. When compared to the total per student expenditures presented in Table 13, Table 12 shows that, on average, personnel constitutes over half of the total per student education expenditure.

Table 12

***Personnel Expenditure per Special Education Student by "Abilities Index" Score in Indiana, Ages 3-22
1999-00***

	Special Education Expenditure per Student	Total (General and Special) Education Expenditure per Student
Quartile I	\$1,494	\$3,887
Quartile II	\$3,256	\$4,978
Quartile III	\$4,422	\$6,573
Quartile IV	\$8,482	\$9,735
Overall Average	\$3,880	\$6,110

Table 13 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

\$7,919 and Quartile IV shows a per student expenditure of \$17,276. Overall, the special education expenditure per student for ages 3-22 is \$6,466, and the total expenditure per student is \$11,101.

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

	Total Number of Students in Sample ³²	Special Education Expenditure per Student	Total (General and Special) Education Expenditure per Student
Quartile I	81	\$2,783	\$7,919
Quartile II	165	\$4,888	\$9,377
Quartile III	197	\$7,503	\$12,534
Quartile IV	253	\$13,560	\$17,276
Overall Average	757	\$6,466	\$11,101

Table 14 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.³³ The method of classifying students into these educational environments is as follows: (Appendix E describes these environments in greater detail.)

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

³² Total number of students in sample for whom “Abilities Index” information was obtained.

³³ Source: “OSEP IDEA, Part B Data Collection History” (September 2001).

- (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.

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 14, the per student expenditures in the *General Education Class* environment increase by Quartile, from \$7,730 for the lowest Quartile to \$16,084 for the highest. The expenditure for this educational environment for Quartile II is \$8,992, and for Quartile III it is \$12,032. As in the other tables, a dash in a cell indicates insufficient sample size to report separately.

Table 14
Expenditure per Special Education Student
by Educational Environment and Abilities Index Quartile, Ages 3-22, 1999-00³⁴

Educational Environment	Quartile I	Quartile II	Quartile III	Quartile IV	Average Overall
General Education Class	\$7,730	\$8,992	\$12,032	\$16,084	\$10,590
Resource Room	--	\$9,344	\$12,025	\$25,121	\$11,387
Separate Special Education Class	--	--	--	--	\$10,386
Private Separate Facility	--	--	--	\$29,235	\$34,447

³⁴ The sample sizes by educational environment and abilities index were only sufficient in size for the 4 educational environments listed above. Dashes in cells indicate an insufficient sample size.

Total Expenditures

Expenditures by Disability

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

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

Table 15 shows that multiple disabilities is the disability category associated with the highest total per student cost (\$18,465), while speech or language impairment is associated with the lowest total cost (\$8,337). The average expenditure for autistic students is the second highest expenditure, at \$17,784 per student. The largest discrepancy between special and general expenditures per student is for students with multiple disabilities, with the special education expenditure more than five times as large as the general education expenditure. There are three disability categories in which the general education expenditure is larger than the special education expenditure: specific learning disability, speech or language impairment, and other health impairment. Overall, the per student special education expenditure is \$6,466, and the per student general education expenditure is \$4,635, totaling \$11,101 per student.

Table 15

**Average Expenditure per Special Education Student in Indiana,
1999-00³⁵**

	Number of Students in Sample (1)	<i>Special Education</i> Expenditure Per Special Education Student (2)	<i>General Education</i> Expenditure Per Special Education Student (3)	<i>Total (General and Special) Education</i> Expenditure Per Special Education Student (4)
School-aged Students in Schools Operated by the Public School District in which the Student Resides ³⁶				
Autism	91	\$13,407	\$4,377	\$17,784
Emotional Disturbance	57	\$9,416	\$5,213	\$14,539
Hearing-impairment/Deafness	32	\$11,672	\$6,008	\$17,680
Mental Retardation	136	\$9,666	\$3,707	\$13,373
Multiple Disabilities	42	\$15,483	\$2,982	\$18,465
Orthopedic Impairment	33	\$9,734	\$4,790	\$14,524
Other Health Impairment	54	\$6,512	\$6,667	\$13,189
Specific Learning Disability	207	\$3,984	\$5,068	\$9,052
Speech or Language Impairment	20	\$3,594	\$4,744	\$8,337
Other Disabilities ³⁷	27	\$10,303	\$5,070	\$15,372
School-aged Students in Non-public institutions or Agencies	27	\$36,264	\$0	\$36,264
Preschool Students	31	\$9,422	\$4,096	\$13,518
Overall Average, Including Preschool	757	\$6,466	\$4,635	\$11,101

³⁵ Personnel expenditures account for the salaries and benefits of staff necessary to provide direct instruction and education services to students, such as general and special education teachers, related service staff, paraprofessionals, and aides. This component does not include administration and office support personnel or non-personnel expenditures, such as supplies, materials, and assistive equipment. The numbers in this table are weighted averages based on the estimated total population of students in each disability category.

³⁶ Schools operated by the public school district in which the student resides include state schools. Data by disability are shown only for school-aged students placed in schools operated by public school districts in which they reside, including state schools. As of yet, data by disability are not provided for preschool or school-aged students placed in schools not operated by the public school district in which the student resides and for whom the home district pays tuitions or transfers funds.

³⁷ Other low-incidence disabilities include deaf-blindness, 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.

Table 16 expands upon Table 15, providing expenditure data by disability category across all SEEP states. Table 16 also provides disability rates by state. Note that if the sample size by disability 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, Indiana expenditures by disability are about average among the SEEP states. The last row of the table provides overall averages across the disabilities; the highest overall average across the SEEP states is \$19,976, and the lowest is \$10,114. The total overall average expenditure per school-aged special education student in Indiana is \$10,848

Table 16
Expenditure per School-aged Special Education Student, by Disability, Across All SEEP States, ages 6-22, 1999-00³⁸

	Per Pupil Expenditure	Indiana	State A	State B	State C	State D	State E	State F	State G	State H
Autism	SE	\$ 13,407	\$ 9,969	N/A	\$ 17,585	\$ 13,336	\$ 12,869	\$ 20,191	N/A	\$ 16,053
	GE	\$ 4,377	\$ 3,635	N/A	\$ 3,155	\$ 3,785	\$ 3,654	\$ 4,897	N/A	\$ 4,177
	Total	\$ 17,784	\$ 13,604	N/A	\$ 20,740	\$ 14,121	\$ 16,523	\$ 25,088	N/A	\$ 20,230
% disability rate**		1.25%	0.60%	1.40%	0.90%	0.90%	0.93%	1.20%	0.49%	0.74%
Deaf-Blindness	SE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% disability rate		0.02%	0.02%	0.30%	0.02%	0.04%	0.02%	0.01%	0.01%	0.01%
Developmental Delay	SE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% disability rate		0%	0.70%	0%	0.20%	0%	0%	0%	0%	0%
Emotional Disturbance	SE	\$ 9,416	N/A	N/A	\$ 5,879	\$ 5,747	\$ 10,129	\$ 13,428	\$ 9,322	N/A
	GE	\$ 5,213	N/A	N/A	\$ 4,476	\$ 3,841	\$ 7,234	\$ 4,762	\$ 4,980	N/A
	Total	\$ 14,539	N/A	N/A	\$ 10,356	\$ 9,588	\$ 17,363	\$ 18,190	\$ 14,302	N/A
% disability rate		8.04%	6.10%	3.3%	8.70%	7.90%	6.62%	11.90%	6.48%	8.68%
Hearing Impairment/Deafness	SE	\$ 11,672	N/A	N/A	N/A	N/A	N/A	\$ 10,613	N/A	\$ 9,204
	GE	\$ 6,008	N/A	N/A	N/A	N/A	N/A	\$ 5,471	N/A	\$ 7,394
	Total	\$ 17,680	N/A	N/A	N/A	N/A	N/A	\$ 16,084	N/A	\$ 16,598

³⁸ Disability rates calculated from statistics cited by the 22nd Annual Report to Congress, US Department of Education 2000. N/A signifies expenditure data included in "other disabilities" category, except data for Developmental Delay in New York. According to OSEP there is no category Developmental Delay in NY.

Table 16 (continued)

Expenditure per School-aged Special Education Student, by Disability Across All SEEP States, ages 6-22, 1999-00³⁹

	Per Pupil Expenditure	Indiana	State A	State B	State C	State D	State E	State F	State G	State H
% disability rate		1.23%	1.10%	1.40%	1.10%	0.90%	0.72%	1.50%	1.13%	0.84%
Mental Retardation	SE	\$ 9,666	\$ 8,596	\$ 16,731	\$ 8,768	\$ 11,044	N/A	\$ 16,848	\$ 7,140	\$ 20,239
	GE	\$ 3,707	\$ 3,475	\$ 2,931	\$ 2,968	\$ 3,060	N/A	\$ 3,730	\$ 4,443	\$ 3,644
	Total	\$ 13,373	\$ 12,071	\$ 19,662	\$ 11,736	\$ 14,104	N/A	\$ 20,578	\$ 11,584	\$ 23,884
% disability rate		16.07%	24.10%	13.60%	10.70%	10.40%	2.40%	4.40%	23.88%	4.50%
Multiple Disabilities	SE	\$ 15,483	\$ 11,460	N/A	N/A	N/A	\$ 10,797	\$ 17,801	\$ 13,027	\$ 19,214
	GE	\$ 2,982	\$ 4,356	N/A	N/A	N/A	\$ 5,674	\$ 5,239	\$ 3,201	\$ 4,256
	Total	\$ 18,465	\$ 15,816	N/A	N/A	N/A	\$ 16,461	\$ 23,040	\$ 16,228	\$ 23,469
% disability rate		0.73%	1.50%	0%	3.90%	0.70%	8.18%	5.20%	5.82%	1%
Orthopedic Impairment	SE	\$ 9,734	\$ 9,244	N/A	N/A	N/A	N/A	\$ 15,309	N/A	N/A
	GE	\$ 4,790	\$ 5,002	N/A	N/A	N/A	N/A	\$ 5,660	N/A	N/A
	Total	\$ 14,524	\$ 14,246	N/A	N/A	N/A	N/A	\$ 20,968	N/A	N/A
% disability rate		0.90%	0.70%	5.10%	0.90%	0.60%	0.33%	0.70%	1.12%	0.53%
Other Health Impairment	SE	\$ 6,512	\$ 4,662	N/A	\$ 5,334	\$ 6,638	\$ 5,937	\$ 10,830	N/A	\$ 8,295
	GE	\$ 6,677	\$ 5,487	N/A	\$ 4,451	\$ 4,863	\$ 6,977	\$ 5,621	N/A	\$ 6,505
	Total	\$ 13,189	\$ 10,150	N/A	\$ 9,785	\$ 11,501	\$ 12,914	\$ 16,451	N/A	\$ 14,801
% disability rate		1.7%	3.1%	0.0%	7.7%	4.4%	0.7%	5.0%	2.0%	7.0%
Specific Learning Disability	SE	\$ 3,984	\$ 2,132	N/A	\$ 4,613	\$ 4,308	\$ 7,931	\$ 9,148	\$ 5,655	\$ 7,197
	GE	\$ 5,068	\$ 5,905	N/A	\$ 4,960	\$ 5,338	\$ 6,693	\$ 5,932	\$ 5,771	\$ 6,103
	Total	\$ 9,052	\$ 8,037	N/A	\$ 9,573	\$ 9,647	\$ 14,624	\$ 15,080	\$ 11,425	\$ 13,301

³⁹ Disability rates calculated from statistics cited by the 22nd Annual Report to Congress, US Department of Education 2000. N/A signifies expenditure data included in "other disabilities" category, except data for Developmental Delay in New York. According to OSEP there is no category Developmental Delay in NY.

Table 16 (continued)

Expenditure per Special Education Student, by Disability Across All SEEP States, ages 6-22, 1999-00⁴⁰

	Per Pupil Expenditure	Indiana	State A	State B	State C	State D	State E	State F	State G	State H
% disability rate		42.7%	44.2%	62.3%	43.4%	53.1%	56.1%	54.9%	38.5%	58.0%
Speech/Language Impairment	SE	\$ 3,594	\$ 3,141	N/A	N/A	\$ 4,734	\$ 8,709	\$ 7,251	N/A	\$ 5,271
	GE	\$ 4,744	\$ 6,316	N/A	N/A	\$ 3,693	\$ 4,995	\$ 6,058	N/A	\$ 6,051
	Total	\$ 8,337	\$ 9,457	N/A	N/A	\$ 8,427	\$ 13,704	\$ 13,309	N/A	\$ 11,322
% disability rate		26.5%	17.3%	11.1%	22.0%	20.4%	23.7%	14.4%	20.0%	18.1%
Traumatic Brain Injury	SE	N/A	N/A	N/A	N/A	N/A	\$ 13,934	N/A	N/A	N/A
	GE	N/A	N/A	N/A	N/A	N/A	\$ 6,048	N/A	N/A	N/A
	Total	N/A	N/A	N/A	N/A	N/A	\$ 19,982	N/A	N/A	N/A
% disability rate		0.3%	0.2%	0.0%	0.2%	0.2%	0.0%	0.3%	0.2%	0.2%
Visual Impairment/Blindness	SE	N/A	\$ 3,149	N/A	N/A	N/A	N/A	N/A	N/A	\$ 9,273
	GE	N/A	\$ 5,327	N/A	N/A	N/A	N/A	N/A	N/A	\$ 6,107
	Total	N/A	\$ 8,476	N/A	N/A	N/A	N/A	N/A	N/A	\$ 15,380
% disability rate		0.6%	0.5%	0.4%	0.4%	0.4%	0.2%	0.5%	0.5%	0.3%
Other Disabilities	SE	\$ 10,303	\$ 10,640	\$ 12,826	\$ 7,710	\$ 13,629	\$ 14,557	\$ 21,385	\$ 4,034	\$ 11,270
	GE	\$ 5,070	\$ 3,802	\$ 3,312	\$ 3,406	\$ 4,376	\$ 5,710	\$ 5,688	\$ 4,761	\$ 5,464
	Total	\$ 15,372	\$ 14,442	\$ 16,137	\$ 11,115	\$ 18,004	\$ 20,267	\$ 27,076	\$ 8,795	\$ 16,735
Average	SE	\$ 6,157	\$ 5,333	\$ 16,860	\$ 7,093	\$ 5,633	\$ 11,432	\$ 12,507	\$ 6,316	\$ 9,380
	GE	\$ 4,691	\$ 5,096	\$ 3,116	\$ 4,120	\$ 4,481	\$ 5,661	\$ 5,233	\$ 4,810	\$ 5,670
	Total	\$ 10,848	\$ 10,429	\$ 19,976	\$ 11,213	\$ 10,114	\$ 17,093	\$ 17,740	\$ 11,126	\$ 15,050

⁴⁰ Disability rates calculated from statistics cited by the 22nd Annual Report to Congress, US Department of Education 2000. N/A signifies expenditure data included in "other disabilities" category, except data for Developmental Delay in New York. According to OSEP there is no category Developmental Delay in NY.

Table 17 provides total (general and special) education expenditures per special education student, by disability and educational environment. Unfortunately, the sample sizes by disability and by educational environment were only sufficient for a limited number of educational environments. Nonetheless, several comparisons can be made. The average per student expenditure across all disabilities and preschool within the *general education* placement category is \$10,590. This expenditure is higher for the *resource room* setting, at \$11,387, and much greater for the *private separate facility* setting, at \$34,447 per student.

Table 17
Average Expenditure per Special Education Student,
by Disability Type and Educational Environment, 1999-00⁴¹

Disability Type	General Education Class	Resource Room	Separate Special Education Class	Private Separate Facility
Autism	\$16,342	--	--	--
Emotional Disturbance	\$14,957	--	--	--
Hearing Impairment/Deafness	\$12,219	--	--	--
Mental Retardation	\$13,828	--	--	--
Multiple Disabilities	\$19,939	--	--	--
Orthopedic Impairment	\$12,609	--	--	--
Other Health Impairment	\$11,783	--	--	--
Specific Learning Disability	\$8,720	\$9,945	--	--
Other Disabilities ⁴²	\$8,857	\$13,184	\$10,386	\$34,447
Preschool	\$12,943	--	--	--
Average Overall	\$10,590	\$11,387	\$10,386	\$34,447

⁴¹ The sample sizes by disability, by educational environment, were only sufficient in size for the 9 disability categories listed above, plus preschool, for one educational environment. Dashes in cells indicate an insufficient sample size; these students are placed in the "other disabilities" category.

⁴² The disabilities included in each educational environment for this row vary, depending on sample size.

Special Education Spending by Service Category

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

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

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

For school-aged students, Table 18a shows a total of \$1.5 billion is spent on special and general education services for school-aged special education students in Indiana. The average expenditure per student for the special education portion of the district central office administration and support is \$808, with the general education component of district administration estimated at \$317. 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 \$943 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 \$6,108. As one would expect, the total expenditures on direct instruction and related service personnel account for more than half of the total expenditures for school-aged special education students.

Another service category that is costly for school-aged students is tuition, fees, and related service personnel for schools not operated by the public school district in which the student resides. At \$78.2 million, this category accounts for over 5% of the total expenditures for school-aged special education students, although the number of students enrolled in these programs (2,157) is less than 2% of the total special education population.

Table 18b shows that approximately \$194 million was spent on educational services, both special and general, for preschool special education students in Indiana in 1999-2000. The largest expenditure is on direct instruction and related services, accounting for 45% of the total expenditure. The next largest expenditure is on transportation services for preschool students. This category accounts for 23% of the total expenditure for preschool students.

Table 18a
Special and General Education Spending for School-Aged Special Education Students in Indiana, by Service, 1999-00⁴³

Service (1)	Special Education Services for Special Education Students		General Education Services for Special Education Students		Total Average General and Special Education Expenditure Per Special Education Student Served (6)	Total General and Special Education Expenditures for Special Education Students (7)	Percentage of Total Education Expenditures (8)
	Expenditure Per Special Education Student Served (2)	Total Population of Students Served (3)	Expenditure Per Special Education Student Served (4)	Total Population of Students Served (5)			
District Central Office Administration and Support ⁴⁴	\$808	137,190	\$317	137,190	\$1,125	\$154,318,330	10.4%
Facilities ⁴⁵	\$244	137,190	\$1,010	137,190	\$1,254	\$172,011,687	11.6%
School-Aged Students in Schools Operated by the Public School District in Which the Student Resides							
Special School Administration and Support ⁴⁶	See footnote		Not a general education expenditure		See footnote		
General School Administration and Support ⁴⁷	Not a special education expenditure		\$943	134,290	\$943	\$126,679,309	8.5%
Direct Instruction and Related Service Personnel ⁴⁸	\$3,880	134,290	\$2,637	113,459	\$6,108	\$820,254,813	55.1%
Non-Personnel Items ⁴⁹	\$150	134,290	\$119	114,436	\$252	\$33,808,550	2.3%
Assessment ⁵⁰	\$84	148,375	Not a general education expenditure		\$84	\$12,434,997	0.8%
Summer School Programs	\$488	5,650	Data not available ⁵¹		\$488	\$2,756,255	0.2%
Transportation	\$4,602	13,383	\$459	48,020	\$1,362	\$83,612,899	5.6%
Homebound and Hospital Programs ⁵²	\$5,511	743	Not a general education expenditure		\$5,511	\$4,094,872	0.3%
School-Aged Students Placed in Schools Not Operated By the Public School District in Which the Student Resides ⁵³							
Tuition, Fees, and Related Service Personnel	\$36,264	2,157	Not a general education expenditure		\$36,264	\$78,219,425	5.3%
Total Special and General Education Expenditure for Special Education Students	\$6,157	137,190	\$4,691	137,190	\$10,848	\$1,488,191,137	100%

⁴³ The numbers in this table are weighted averages based on the estimated total population of students served in each category.

⁴⁴ District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs.

⁴⁵ 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.

⁴⁶ There is no expenditure data available for this service category, as there are no special schools in the Indiana SEEP sample.

⁴⁷ General education expenditures for school administration refer to expenditures for general education schools operated by the school district in which the student resides.

⁴⁸ Students in homebound and hospital programs are not included under this service category.

⁴⁹ Associated with direct instruction and related service personnel.

⁵⁰ Assessment services included in this figure are provided by special education consulting teachers, psychologists, counselors, and social workers assigned to schools. Expenditures for assessment services provided by other personnel (i.e., district central office staff and general and special education teachers) are included in the expenditure data for district central office administration and support and direct instruction and related service personnel. Thus, these data are not the total expenditures for assessment services. The data do not allow the school-aged and preschool assessment expenditures to be disaggregated. However, the assessment expenditures apply primarily to school-aged students. Students placed in schools not operated by the public school district in which the student resides and students in homebound and hospital programs are not included in the estimate.

⁵¹ Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided.

⁵² 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.

⁵³ 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 18b
Special and General Education Spending for Preschool Special Education Students, by Service, 1999-00⁵⁴

Service (1)	Special Education Services for Special Education Students		General Education Services for Special Education Students		Total Average General and Special Education Expenditure per Special Education Student Served (6)	Total Expenditures for General and Special Education (7)	Percentage of Total Education Expenditures (8)
	Expenditure per Special Education Student Served (2)	Total 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 ⁵⁵ Facilities ⁵⁶	\$353	14,346	\$317	14,346	\$670	\$9,607,183	5.0%
	\$535	14,346	\$1,341	14,346	\$1,876	\$26,917,823	13.9%
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		\$1,101	14,085	\$1,101	\$15,514,408	8.0%
Direct Instruction and Related Service Personnel	\$4,886	14,085	\$2,301	7,904	\$6,177	\$87,002,609	44.9%
Non-Personnel Items ⁵⁷	\$523	14,085	\$106	7,715	\$581	\$8,182,316	4.2%
Summer School Programs	\$362	372	Data not available ⁵⁸		\$362	\$134,572	0.1%
Transportation	\$4,348	10,148	\$290	1,587	\$3,799	\$44,580,792	23.0%
Preschool Students Placed in Schools Not Operated By the Public School District in Which the Student Resides ⁵⁹							
Tuition, Fees, and Related Service Personnel	\$7,609	261	Not a general education expenditure		\$7,609	\$1,985,775	1.0%
Total Special and General Education Expenditure for Special Education Students	\$9,422	14,346	\$4,096	14,346	\$13,518	\$193,925,478	100%

⁵⁴ The numbers in this table are weighted averages based on the estimated total population of students served in each category.

⁵⁵ District central office expenditures support all students residing within the district, regardless of placement, except for students in homebound and hospital programs.

⁵⁶ 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 is only applied to students served within schools operated by the public school district in which they reside

⁵⁷ Associated with direct instruction and related service personnel.

⁵⁸ Data are not available for summer school programs funded by general education; therefore no general education expenditure or estimated population served are provided for this service.

⁵⁹ 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.

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Appendix A
National SEEP Research Questions

National SEEP Research Questions

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

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

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

1.2 What are the per student expenditures for personnel?

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

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

1.4 What are the per student expenditures for transportation?

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

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

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

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

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

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

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

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

1) Student characteristics:

Grade level

Age

Race/ethnicity

Gender

SES

Disability type

Cognitive/physical/behavioral needs

2) Placement type:

Integrated public school

Regular classroom

Resource room

Special classroom

Related service room

Separate public school

Private school

Residential

3) School characteristics:

Size

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

Poverty level

Urban/suburban/rural status

Race/ethnicity

Language fluency

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

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

4) District characteristics:

Size

Poverty level

Urban/suburban/rural status

Race/ethnicity

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

District-to-school funding allocation formulas

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

5) State characteristics:

State-to-district funding allocation formulas

State regulations regarding service provision

State policies regarding identification

State philosophy (devolution to districts)

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

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

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

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

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

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

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

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

3.5 What percentage of federal special education “set aside” funds (Sec. 619) is retained at the state and how are these funds utilized? To what extent are these funds utilized for

administration versus technical assistance, professional development, establishment of standards or assessment programs, or coordination with other programs?

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

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

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

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

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

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

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

- 7.1 What percentage of three-to-five-year-old children identified as having special education needs are served in various settings (e.g., segregated public special education preschool, integrated public or private preschools, integrated or segregated public kindergarten)?
- 7.2 What are the per student expenditures for preschool students outlined in Questions 1.1-1.12 above, and how do these vary by the settings mentioned above?
- 7.3 What are the differences in the services provided to preschool special education students and K-12 special education students, and what are the implications of these differences for per student expenditures?
- 7.4 How are preschool services organized and funded by states? What are the implications of these provisions for the special education services provided?
- 7.5 What are state provisions regarding universal preschool, and what are the cost and service implications for the three-to-five-year-old special education population?
- 7.6 How do preschool programs interact with other instructional or related service programs (e.g., Head Start) and how are these services coordinated?

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

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

Appendix B
National SEEP Sampling Plan

National SEEP Sampling Plan

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

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

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

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

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

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

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

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

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

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

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

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

Specific data collection instruments and their descriptions follow:

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

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

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

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

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

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

Appendix D

Indiana SEEP District and School Response Rates

SUMMARY OF DISTRICT AND SCHOOL RESPONSE RATES IN INDIANA

The table below highlights the response rates for district and school surveys, as well as district documents. At the district level, the surveys with the highest response rate (81.3%) were the District Part III Fiscal and Payroll survey and the District Central Office Staff survey. On average, about 74% of the other three surveys were returned. In addition, between 43 and 68% of the districts provided budgetary and payroll documents. Data also show that response rates were similarly high at the school level as at the district level. At the school level, most surveys exceeded a 70% response rate. The highest survey response rate was for the Special Education Aide survey at 85.4%. The combined response rates for teachers and aides averaged approximately 79%, and 68.7% of the special education teachers returned a survey about a special education student. Detailed response rates by district, school, and data collection instrument type are provided on the following pages.

Indiana SEEP District and School Survey Response Rates

	COUNT SENT	COUNT RECEIVED	RESPONSE RATE
DISTRICT SURVEYS			
Part I - District Demographics	32	23	71.9%
Part II - Special Education Program	32	24	75.0%
Part III - Fiscal and Payroll Information	32	26	81.3%
Part IV - Transportation	32	24	75.0%
Central Office Staff⁶⁰	32	26	81.3%
Student Information Form- Externally Placed⁶¹	**	40	**
DISTRICT DOCUMENTS			
District Budget		19	59.4%
Non-Personnel Budget		14	43.8%
Payroll Report		22	68.8%
SCHOOL SURVEYS			
Part I - Programs and Demographics	106	86	81.1%
Part IIA - School-Operated Special Education Programs	106	83	78.3%
Part IIB - District-Operated Special Education Programs	106	71	67.0%
Part IIC - IEU-Operated Special Education Programs	106	73	68.9%
Part III - Roster Requests	106	75	70.8%
General Education Teacher	662	557	84.1%
Special Education Teacher	515	354	68.7%
Special Education Aide	356	304	85.4%
Student Information Form- Internally Placed	1024	718	70.1%

⁶⁰ Six Central Office Staff surveys were sent to the number of sample districts, as indicated in the "count sent." The "count received" shows the number of districts responding by returning at least one Central Office Staff survey.

⁶¹ Three Externally Placed Student Information Forms were uniformly sent to each sample district because we did not know the actual population number of this group. For this reason we are unable to calculate a response rate for this survey.

INDIANA 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
IN-01	1800210	ATTICA CONSOLIDATED SCH CORP		1	1	1	6	2	6	3	1	1	1
IN-02	1808910	M S D PIKE TOWNSHIP	1	1	1	1	6	3	6	3	1	1	1
IN-03	1809420	RENSELAER CENTRAL SCHOOL CORP	1		1	1	1		6	3	1	1	1
IN-04	1810950	SPENCER-OWEN COMMUNITY SCHOOLS		1	1	1	3		6	3	1	1	1
IN-06	1800720	M S D BLUFFTON-HARRISON	1	1	1	1	2	1	6	3	1	0	1
IN-07	1801740	PERRY CENTRAL COM SCHOOLS CORP	1	1	1	1	6		6	3	1	1	1
IN-09	1812450	WASHINGTON COM SCHOOLS INC	1	1	1	1	6		6	3	1	0	1
IN-10	1802830	EAGLE-UNION COMMUNITY SCH CORP	1	1	1	1	4	3	6	3	1	0	1
IN-11	1803630	FORT WAYNE COMMUNITY SCHOOLS	1	1	1	1	6	3	6	3	1	1	1
IN-12	1803840	GARRETT-KEYSER-BUTLER COM	1	1	1	1	5	3	6	3	0	0	0
IN-13	1804260	HAMILTON HEIGHTS SCHOOL CORP	1	1	1	1	6	3	6	3	1	1	1
IN-14	1804500	HARRISON-WASH COM SCHOOL CORP	1	1	1	1	2	3	6	3	0	1	0
IN-15	1804710	HUNTINGTON CO COM SCH CORP	1	1	1	1	5	2	6	3	1	0	1
IN-16	1806120	MADISON CONSOLIDATED SCHOOLS	1	1	1	1	5	3	6	3	1	0	1
IN-17	1807230	MT PLEASANT TWP COM SCH CORP	1	1	1		2		6	3	0	1	1
IN-18	1807410	NEW ALBANY-FLOYD CO CON SCH	1	1	1	1	4	3	7	3	1	1	1
IN-19	1807440	NEW CASTLE COMMUNITY SCH CORP	1	1	1	1	1		6	3	1	1	1
IN-20	1809300	PRAIRIE HEIGHTS COM SCH CORP	1	1	1	1	3	3	6	3	0	0	0
IN-21	1810080	SEYMOUR COMMUNITY SCHOOLS	1	1	1	1	6	3	6	3	0	0	1
IN-23	1800030	M S D SOUTHWEST ALLEN COUNTY	1	1	1	1	4	2	6	3	0	0	1
IN-24	1810740	RANDOLPH SOUTHERN SCHOOL CORP	1	1	1	1	1		6	3	1	0	1
IN-25	1811260	TELL CITY-TROY TWP SCHOOL CORP	1	1	1	1	6		6	3	0	0	0
IN-27	1811490	TRITON SCHOOL CORPORATION	1	1	1	1	4		6	3	1	0	1
IN-28	1811700	UNION TOWNSHIP SCHOOL CORP	1	1	1	1	5		6	3	1	1	1
IN-29	1812090	VIGO COUNTY SCHOOL CORP			1		5		6	3	1	1	1

INDIANA 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
IN-30	1812720	M S D WASHINGTON TOWNSHIP	1	1	1	1	6	3	6	3	1	1	1
IN-33	1800070	EAST CENTRAL SPECIAL SERVICES							6	3	0	0	0
IN-35	1800240	SOUTH DEARBORN COM SCHOOL CORP									0	0	0
IN-36	1807320	MUNCIE COMMUNITY SCHOOLS									0	0	0
IN-37	1809690	MERRILLVILLE COMMUNITY SCHOOL							6	3	0	0	0
IN-38	INCLARK	CLARK CO SPECIAL ED CO-OP							6	3	0	0	0
IN-39	INWCOOP	WEST CENTRAL INDIANA SPECIAL SERVICES COOP							6	3	0	0	0
TOTALS			23	24	26	24	110	40	181	90	19	14	22
32	Indiana	Final Response Rate	71.9%	75.0%	81.3%	75.0%	60.8%	44.4%			59.4%	43.8%	68.8%
Final Response Rate Across States			46.4%	52.1%	44.2%	45.7%	32.9%	31.1%			29.3%	18.3%	27.1%

INDIANA 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
IN-01-01	ATTICA CONSOLIDATED SCH CORP	ATTICA ELEMENTARY SCHOOL	1	1	1	1	1	5	2	4	4	6	3	5	6	1	1	0	0	0
IN-02-01	M S D PIKE TOWNSHIP	EASTBROOK ELEMENTARY SCHOOL	1	1	1	1	1	6	4	4	8	6	4	4	8	1	1	1	1	1
IN-02-02	M S D PIKE TOWNSHIP	LINCOLN MIDDLE SCHOOL	1	1	1	1	1	9	5	4	10	9	5	4	10	0	1	1	1	1
IN-02-03	M S D PIKE TOWNSHIP	DEER RUN ELEMENTARY	1	1	1	1	1	6	4	4	8	6	6	4	12	1	0	0	1	1
IN-03-01	RENSELAER CENTRAL SCHOOL CORP	MONNETT ELEMENTARY SCHOOL	1	1			1	5	3	3	6	6	4	3	8	0	0	0	0	0
IN-03-02	RENSELAER CENTRAL SCHOOL CORP	VAN RENSELAER ELEM SCH	1	1	1		1	6	6	4	12	6	6	4	12	1	1	0	0	1
IN-04-01	SPENCER-OWEN COMMUNITY SCHOOLS	PATRICKSBURG ELEMENTARY SCH	1	1	1	1	1	6	5	2	10	6	6	2	12	1	1	0	0	0
IN-04-02	SPENCER-OWEN COMMUNITY SCHOOLS	OWEN VALLEY MIDDLE SCHOOL	1	1	1	1	1	7	8	3	16	9	10	4	20	1	0	0	0	1
IN-04-03	SPENCER-OWEN COMMUNITY SCHOOLS	OWEN VALLEY COMMUNITY HS											10		20	0	0	0	0	0
IN-06-01	M S D BLUFFTON-HARRISON	BLUFFTON-HARRISON MIDDLE SCH	1	1	1	1	1	3	3	2	6	9	4	2	8	1	0	1	1	1
IN-06-02	M S D BLUFFTON-HARRISON	BLUFFTON-HARRISON ELEM SCH	1			1		6	4	4	8	6	5	4	10	1	0	0	0	0

INDIANA 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									
IN-07-01	PERRY CENTRAL COM SCHOOLS CORP	PERRY CENTRAL ELEM SCHOOL	1	1	1	1	1	6	2	4	4	6	2	4	4	0	1	0	1	0									
IN-09-01	WASHINGTON COM SCHOOLS INC	WASHINGTON JUNIOR HIGH SCHOOL	1				1	8		2		9	2	2	4	0	1	1	0	1									
IN-09-02	WASHINGTON COM SCHOOLS INC	LENA DUNN ELEMENTARY SCHOOL	1	1	1	1		6	6	4	12	6	6	4	12	1	1	0	1	0									
IN-09-03	WASHINGTON COM SCHOOLS INC	HELEN GRIFFITH ELEM SCH	1	1	1	1	1	6	4	2	5	6	4	2	8	1	0	0	0	1									
IN-10-01	EAGLE-UNION COMMUNITY SCH CORP	EAGLE ELEMENTARY SCHOOL										6	2	4	4	1	1	0	1	1									
IN-10-02	EAGLE-UNION COMMUNITY SCH CORP	ZIONSVILLE MIDDLE SCHOOL	1	1	1	1		9	2	2	4	9	2	2	4	1	1	1	1	1									
IN-11-01	FORT WAYNE COMMUNITY SCHOOLS	LOUIS C WARD ELEMENTARY SCH	1	1	1	1	1	5	1	1	2	6	4	2	8	1	1	0	1	1									
IN-11-02	FORT WAYNE COMMUNITY SCHOOLS	WILLARD SHAMBAUGH ELEM SCH	1	1	1	1	1	6	2	4	4	6	6	4	12	1	1	0	1	1									
IN-11-03	FORT WAYNE COMMUNITY SCHOOLS	WASHINGTON CENTER ELEM SCH	1	1	1	1	1	6	1	1	2	6	1	1	2	1	1	0	1	1									
IN-11-04	FORT WAYNE COMMUNITY SCHOOLS	RICHARD MILBURN HIGH SCHOOL										3				0	0	0	0	0									
IN-11-05	FORT WAYNE COMMUNITY SCHOOLS	SAINT JOSEPH CENTRAL SCHOOL	1	1	1	1	1	6	7	4	14	6	8	4	16	1	1	1	1	1									
IN-11-06	FORT WAYNE COMMUNITY	R NELSON SNIDER HIGH SCHOOL	1	1	1	1	1	6	6	5	12	9	12	6	24	0	0	1	1	1									

INDIANA 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									
	SCHOOLS																												
IN-11-07	FORT WAYNE COMMUNITY SCHOOLS	NORTHWOOD MIDDLE SCHOOL	1	1	1	1	1	9	5	7	10	9	5	7	10	1	1	1	1	1									
IN-11-08	FORT WAYNE COMMUNITY SCHOOLS	ARLINGTON ELEMENTARY SCHOOL	1	1	1	1	1	4	8	3	14	6	9	4	18	1	1	0	1	1									
IN-11-09	FORT WAYNE COMMUNITY SCHOOLS	MIAMI MIDDLE SCHOOL	1	1	1	1		7	5	6	10	9	5	6	10	1	1	1	1	0									
IN-11-10	FORT WAYNE COMMUNITY SCHOOLS	LANE MIDDLE SCHOOL										9	5	6	10	0	0	0	0	0									
IN-11-11	FORT WAYNE COMMUNITY SCHOOLS	KEKIONGA MIDDLE SCHOOL	1	1	1	1	1	9	6	5	12	9	6	5	12	1	1	1	1	1									
IN-11-12	FORT WAYNE COMMUNITY SCHOOLS	JOHN S IRWIN ELEMENTARY SCH	1	1	1	1	1	5	1	1	2	6	1	1	2	1	1	0	1	1									
IN-11-13	FORT WAYNE COMMUNITY SCHOOLS	GLENWOOD PARK ELEMENTARY SCH	1	1	1	1	1	6	3	4	6	6	3	4	6	1	1	0	1	1									
IN-11-14	FORT WAYNE COMMUNITY SCHOOLS	FRED H CRONINGER ELEM SCH	1	1	1	1		5	1	2	2	6	3	4	6	0	0	0	0	0									
IN-11-15	FORT WAYNE COMMUNITY SCHOOLS	BUNCHE ELEMENTARY SCHOOL	1	1	1	1	1	6	2	1	4	6	3	1	6	1	1	0	1	1									
IN-11-16	FORT WAYNE COMMUNITY SCHOOLS	BLACKHAWK MIDDLE SCHOOL										9	7	6	14	0	0	0	0	0									
IN-11-18	FORT WAYNE COMMUNITY SCHOOLS	NEBRASKA ELEMENTARY SCHOOL	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	0	1	1									

INDIANA 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										
IN-11-19	FORT WAYNE COMMUNITY SCHOOLS	ANTHIS CAREER CENTER	1	1	1	1	1	3	3	4	6	3	3	4	6	1	1	1	1	1										
IN-12-01	GARRETT-KEYSER-BUTLER COM	J E OBER ELEMENTARY SCHOOL	1	1	1	1		6	7	4	14	6	7	4	14	1	1	0	0	0										
IN-12-02	GARRETT-KEYSER-BUTLER COM	GARRETT HIGH SCHOOL	1	1	1	1		7		6		9	4	6	8	0	0	0	0	0										
IN-13-01	HAMILTON HEIGHTS SCHOOL CORP	HAMILTON HEIGHTS ELEM SCH	1	1	1	1	1	6	11	4	22	6	11	4	22	1	1	0	0	1										
IN-13-02	HAMILTON HEIGHTS SCHOOL CORP	HAMILTON HEIGHTS MIDDLE SCH	1	1	1	1		9	6	6	12	9	7	6	14	1	0	1	0	1										
IN-14-01	HARRISON-WASH COM SCHOOL CORP	HARRISON ELEMENTARY SCHOOL	1	1	1	1	1	6	2		4	6	2		4	1	0	0	0	0										
IN-15-01	HUNTINGTON CO COM SCH CORP	CENTRAL ELEMENTARY SCHOOL	1	1			1	6	3	3	4	6	4	3	8	1	1	0	1	1										
IN-15-02	HUNTINGTON CO COM SCH CORP	CRESTVIEW MIDDLE SCHOOL	1	1			1	9	5	5	10	9	5	5	10	1	1	1	1	1										
IN-15-03	HUNTINGTON CO COM SCH CORP	HORACE MANN ELEMENTARY SCHOOL	1	1	1	1	1	6	4	4	6	6	6	4	12	1	1	0	1	1										
IN-15-04	HUNTINGTON CO COM SCH CORP	NORTHWEST ELEMENTARY SCHOOL	1	1			1	6	3	4	6	6	4	4	8	1	1	0	1	1										
IN-16-01	MADISON CONSOLIDATED SCHOOLS	EMERY O MUNCIE ELEM SCH	1	1	1	1	1	6	4	4	8	6	4	4	8	0	1	0	1	1										
IN-16-02	MADISON CONSOLIDATED	MADISON CONSOLIDATED	1	1	1	1	1	8	5	6	10	9	5	6	10	1	0	1	1	1										

INDIANA 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										
	D SCHOOLS	HIGH SCH																												
IN-16-03	MADISON CONSOLIDATED SCHOOLS	DEPUTY ELEMENTARY SCHOOL	1	1	1	1	1	6	1	2	2	6	1	2	2	1	1	1	1	1										
IN-16-04	MADISON CONSOLIDATED SCHOOLS	ANDERSON ELEM SCH	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	1	1	1										
IN-17-01	MT PLEASANT TWP COM SCH CORP	PLEASANT VIEW ELEM SCH	1	1				5	2	2	4	6	3	2	6	0	0	0	0	0										
IN-17-02	MT PLEASANT TWP COM SCH CORP	YORKTOWN HIGH SCHOOL	1	1	1	1	1	9	3	1	6	9	3	1	6	0	0	1	1	1										
IN-18-01	NEW ALBANY-FLOYD CO CON SCH	FLOYDS KNOBS ELEMENTARY SCHOOL	1	1				6	2	4	4	6	2	4	4	1	1	0	0	0										
IN-18-02	NEW ALBANY-FLOYD CO CON SCH	NEW ALBANY SENIOR HIGH SCHOOL	1	1			1	9	8	6	14	9	9	6	14	1	0	1	0	0										
IN-18-03	NEW ALBANY-FLOYD CO CON SCH	MOUNT TABOR SCHOOL	1	1			1	5	11	4	34	6	25	4	50	0	0	0	0	0										
IN-18-04	NEW ALBANY-FLOYD CO CON SCH	SLATE RUN ELEMENTARY SCHOOL	1	1	1	1	1	4	3	3	5	6	4	4	8	0	0	0	0	0										
IN-18-05	NEW ALBANY-FLOYD CO CON SCH	HAZELWOOD JUNIOR HIGH SCHOOL	1	1	1	1	1	8	9	6	16	9	9	6	16	1	1	1	0	0										
IN-18-06	NEW ALBANY-FLOYD CO CON SCH	GRANT LINE SCHOOL	1	1			1	6	1	3	2	6	4	3	8	0	0	0	0	0										
IN-18-07	NEW ALBANY-FLOYD CO CON SCH	GREEN VALLEY ELEMENTARY SCH	1	1		1	1	6	3	3	6	6	3	4	6	1	1	0	0	0										

INDIANA 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										
IN-19-01	NEW CASTLE COMMUNITY SCH CORP	GREENSTREET ELEMENTARY SCHOOL	1	1	1	1	1	6	12	4	22	6	13	4	26	1	1	0	1	1										
IN-19-02	NEW CASTLE COMMUNITY SCH CORP	NEW CASTLE MIDDLE SCHOOL	1	1	1	1	1	9	12	6	24	9	15	6	30	1	1	1	1	1										
IN-19-03	NEW CASTLE COMMUNITY SCH CORP	WILBUR WRIGHT ELEMENTARY SCHOOL	1	1	1	1	1	6	9	4	15	6	12	5	24	1	1	0	1	1										
IN-20-01	PRAIRIE HEIGHTS COM SCH CORP	MILFORD ELEMENTARY SCHOOL	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	1	1	0										
IN-20-02	PRAIRIE HEIGHTS COM SCH CORP	PRAIRIE HEIGHTS MIDDLE SCHOOL	1	1	1	1	1	8	5	3	10	11	6	3	12	1	1	1	1	1										
IN-21-01	SEYMOUR COMMUNITY SCHOOLS	SEYMOUR-JACKSON ELEM SCH	1	1	1	1	1	6	4	4	8	6	4	4	8	1	1	0	1	1										
IN-21-02	SEYMOUR COMMUNITY SCHOOLS	SEYMOUR SENIOR HIGH SCHOOL	1	1	1	1	1	8	4	6	8	9	4	6	8	1	1	1	1	1										
IN-21-03	SEYMOUR COMMUNITY SCHOOLS	CORTLAND ELEMENTARY SCHOOL	1	1	1	1	1	6	1	1	2	6	1	1	2	1	1	0	1	1										
IN-21-04	SEYMOUR COMMUNITY SCHOOLS	SEYMOUR-REDDING ELEM SCH	1	1	1	1	1	5	3	4	6	6	5	4	10	1	1	0	1	1										
IN-23-01	M S D SOUTHWEST ALLEN COUNTY	HOMESTEAD SENIOR HIGH SCHOOL	1	1	1	1	1	9	8	6	16	9	9	8	18	1	0	1	0	1										
IN-23-02	M S D SOUTHWEST ALLEN COUNTY	INDIAN MEADOWS ELEMENTARY SCH	1	1	1	1	1	6	1	1	2	6	2	1	4	1	1	0	0	1										

INDIANA 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										
IN-23-03	M S D SOUTHWEST ALLEN COUNTY	SUMMIT MIDDLE SCHOOL	1	1		1		9	3	5	6	9	3	5	6	1	1	1	1	1										
IN-23-04	M S D SOUTHWEST ALLEN COUNTY	DEER RIDGE ELEMENTARY	1	1	1	1	1	3	1	4	2	6	1	4	2	1	1	0	0	0										
IN-23-05	M S D SOUTHWEST ALLEN COUNTY	ABOITE ELEMENTARY SCHOOL	1	1	1	1	1	6	2	2	4	6	2	2	4	1	1	0	1	1										
IN-24-01	RANDOLPH SOUTHERN SCHOOL CORP	RANDOLPH SOUTHERN ELEM SCH	1	1	1	1	1	6	2	2	4	6	5	2	10	1	1	0	1	0										
IN-24-02	RANDOLPH SOUTHERN SCHOOL CORP	RANDOLPH SOUTHERN JR-SR HS	1	1	1	1	1	7	2	2	4	9	3	2	6	1	0	1	0	0										
IN-25-01	TELL CITY-TROY TWP SCHOOL CORP	WILLIAM TELL SCHOOL	1	1	1	1	1	6	4	4	8	6	4	4	8	1	1	1	1	0										
IN-27-01	TRITON SCHOOL CORPORATION	TRITON JR-SR HIGH SCH						8	3	4	5	9	3	5	6	0	0	0	0	0										
IN-27-02	TRITON SCHOOL CORPORATION	TRITON ELEMENTARY SCHOOL	1	1	1	1	1	6	3	4	6	6	3	4	6	1	1	1	1	1										
IN-28-01	UNION TOWNSHIP SCHOOL CORP	UNION CENTER ELEMENTARY SCH	1	1	1	1	1	6	1	2	2	6	1	2	2	1	1	0	1	1										
IN-29-01	VIGO COUNTY SCHOOL CORP	RILEY ELEMENTARY SCHOOL	1	1	1	1	1	6	3	4	6	6	3	4	6	1	1	0	1	1										
IN-29-02	VIGO COUNTY SCHOOL CORP	ADELAIDE DE VANEY ELEM SCH	1	1	1	1	1	6	3	3	6	6	3	5	6	1	0	0	0	0										

INDIANA 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										
IN-29-03	VIGO COUNTY SCHOOL CORP	WOODROW WILSON MIDDLE SCH	1	1	1	1	1	7		6		9	4	6	8	1	0	1	1	1										
IN-29-04	VIGO COUNTY SCHOOL CORP	WEST VIGO HIGH SCHOOL	1	1	1	1	1	9	4	4	8	9	4	4	8	1	0	1	0	1										
IN-29-05	VIGO COUNTY SCHOOL CORP	SUGAR GROVE ELEMENTARY SCHOOL	1	1	1	1	1	5	4	4	7	6	4	4	8	1	1	0	0	1										
IN-29-06	VIGO COUNTY SCHOOL CORP	HONEY CREEK MIDDLE SCH	1	1	1	1	1	9	6	6	12	9	6	6	12	1	0	1	1	1										
IN-29-07	VIGO COUNTY SCHOOL CORP	FAYETTE ELEMENTARY SCHOOL	1	1	1	1	1	6	2	1	4	6	2	1	4	1	1	0	0	1										
IN-29-08	VIGO COUNTY SCHOOL CORP	DEMING ELEMENTARY SCHOOL	1	1	1	1	1	6	1	2	2	6	2	2	4	1	0	0	0	0										
IN-29-09	VIGO COUNTY SCHOOL CORP	BLANCHE E FUQUA ELEM SCH	1	1	1	1	1	5	3	3	7	6	5	3	10	1	1	0	1	1										
IN-29-10	VIGO COUNTY SCHOOL CORP	MCLEAN EDUCATION CENTER (ALT)	1	1			1	7	1		2	9	1	1	2	1	1	0	1	1										
IN-29-11	VIGO COUNTY SCHOOL CORP	TERRE HAUTE NORTH VIGO HS	1				1	7	12	6	24	9	20	6	40	0	0	0	0	0										
IN-30-01	M S D WASHINGTON TOWNSHIP	SPRING MILL ELEMENTARY SCHOOL	1	1	1	1	1	6	4	4	8	6	4	4	8	1	1	0	1	1										
IN-30-02	M S D WASHINGTON TOWNSHIP	HILLTOP SCHOOL	1	1	1	1	1	3	2	1	4	3	2	1	4	1	1	0	1	1										
IN-30-03	M S D WASHINGTON TOWNSHIP	GREENBRIAR ELEMENTARY SCHOOL	1	1	1	1	1	5	4	4	8	6	4	4	8	1	1	0	1	1										
IN-30-04	M S D WASHINGTON TOWNSHIP	NORTH CENTRAL HIGH SCHOOL	1	1	1	1	1	9	16	6	50	9	25	6	50	0	1	1	1	1										

INDIANA 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									
IN-35-01	SOUTH DEARBORN COM SCHOOL CORP	DILLSBORO ELEMENTARY SCHOOL														0	0	0	0	0									
IN-35-02	SOUTH DEARBORN COM SCHOOL CORP	AURORA MIDDLE SCHOOL														0	0	0	0	0									
IN-36-01	MUNCIE COMMUNITY SCHOOLS	CLAYPOOL ELEMENTARY SCHOOL														0	0	0	0	0									
IN-36-02	MUNCIE COMMUNITY SCHOOLS	LONGFELLOW ELEMENTARY SCHOOL														0	0	0	0	0									
IN-36-03	MUNCIE COMMUNITY SCHOOLS	NORTH VIEW ELEMENTARY SCHOOL														0	0	0	0	0									
IN-36-04	MUNCIE COMMUNITY SCHOOLS	WEST VIEW ELEMENTARY SCHOOL														0	0	0	0	0									
IN-36-05	MUNCIE COMMUNITY SCHOOLS	MUNCIE CENTRAL HIGH SCHOOL														0	0	0	0	0									
IN-36-06	MUNCIE COMMUNITY SCHOOLS	WILSON MIDDLE SCHOOL														0	0	0	0	0									
IN-37-01	MERRILLVILLE COMMUNITY SCHOOL	EDGAR L MILLER ELEM SCH										6	1	2	2	0	0	0	0	0									
IN-37-02	MERRILLVILLE COMMUNITY SCHOOL	JOHN WOOD ELEMENTARY SCHOOL										6	2	4	4	0	0	0	0	0									
IN-37-03	MERRILLVILLE COMMUNITY SCHOOL	HARRISON MIDDLE SCHOOL										9	5	6	10	0	0	0	0	0									

INDIANA 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
IN-37-04	MERRILLVILLE COMMUNITY SCHOOL	PIERCE MIDDLE SCHOOL						1	1		2	9	3	3	6	0	0	0	0	0
IN-SE-01		SILVERCREST CLDN'S DEV CTR											9	5	18	0	0	0	0	0
IN-SE-02		INDIANA SCHOOL FOR THE BLIND											20		40	0	0	0	0	0

		TOTALS	86	83	71	73	75	557	354	304	718	662	515	356	1024					
106	Indiana	Final Response Rate	81.1%	78.3%	67.0%	68.9%	70.8%	84.1%	68.7%	85.4%	70.1%									
		Rate Across States	55.8%	53.7%	46.9%	46.6%	51.3%	56.6%	49.6%	56.0%	47.5%									

Appendix E
Definitions of Educational Environments

Definitions of Educational Environments

The educational environments in this report are placement categories, as defined by the Office of Special Education Programs (OSEP), U.S. Department of Education.⁶² The method of classifying students into these educational environments is as follows:

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

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

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

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

⁶² 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 Index⁶³

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

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

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

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

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

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

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

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

⁶³This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

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

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

*Student Abilities Index*⁶⁴

⁶⁴This 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.

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

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

