Grants to States and Preschool Grants Program--IDEA Part B - 2002

CFDA Numbers: 84.027 - Special Education_Grants to States
84.173 - Special Education_Preschool Grants

Goal 8: To improve results for children with disabilities by assisting state and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Objective 8.1 of 5: All preschool children with disabilities receive services that prepare them to enter school ready to learn.

Indicator 8.1.1 of 1: Inclusive settings : The percentage of preschool children with disabilities who are receiving special education and related services in inclusive settings (e.g., regular kindergarten, public preschool programs, Head Start, or child care facilities) will increase.

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
Percentage of preschool children with disabilities receiving services in inclusive settings	**Status:** Unable to judge **Explanation:** New state data collections typically take up to five years to achieve reliability. Because there is a one-year lag in the availability of this data after collection, the data that became available in 2002 is for 2000-2001	**Additional Source Information:** IDEA State-reported data **Frequency:** Annually. **Collection Period:** 2001 - 2002 **Data Available:** September 2003 **Validated By:** Federal Statistical Agencies.

Year	Actual Performance	Performance Targets
1998	41.40	
1999	41.40	
2000	39.80	
2001	38.90	

Objective 8.2 of 5: ALL CHILDREN WHO WOULD TYPICALLY BE IDENTIFIED AS BEING ELIGIBLE FOR SPECIAL EDUCATION AT AGE 8 OR OLDER AND WHO ARE EXPERIENCING EARLY READING OR BEHAVIORAL DIFFICULTIES RECEIVE APPROPRIATE SERVICES EARLIER TO AVOID FALLING BEHIND THEIR PEERS.

Indicator 8.2.1 of 1: Earlier identification and intervention: The percentage of children served under IDEA ages 6 or 7, compared to ages 6 to 21, will increase.

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
Percentage of children served under IDEA under ages 6 or 7	**Status:** Unable to judge **Explanation:** This indicator is under review by the Department. Therefore no actual data or are shown after 1999-or 2000.	**Additional Source Information:** IDEA state reported data **Validated By:** Federal Statistical Agencies.

Year	Actual Performance	Performance Targets
	% of children	% of children
1997	13	
1998	13.40	
1999	12.80	14

Objective 8.3 of 5: ALL CHILDREN WITH DISABILITIES HAVE ACCESS TO THE GENERAL CURRICULUM AND ASSESSMENTS, WITH APPROPRIATE ACCOMMODATIONS, SUPPORTS, AND SERVICES, CONSISTENT WITH HIGH STANDARDS.

Indicator 8.3.1 of 2: Regular education settings (school age): The percentage of children with disabilities ages 6 to 21 who are reported by states as being served in the regular education classroom at least 80 percent of the day will increase.

Targets and Performance Data	Assessment of Progress	Sources and Data Quality

Percentage of children

Year	Actual Performance	Performance Targets
	% of Children	% of Children
1996	52.60	
1997	45.70	
1998	46.40	
1999	47.40	48
2000	47.30	47.50
2001	46.50	48.50
2002		48.80

Status: Unable to judge

Explanation: The percentage of children served in regular education classrooms at least 80 percent of the day decreased from 47.3 percent in 2000 to 46.5 percent in 2001. Because there is a one-year lag in the availability of this data after collection, the data that became available in 2002 is for 2000-2001.

Additional Source Information: Sate-reported data required under IDEA.

Frequency: Annually.
Collection Period: 2001 - 2002
Data Available: September 2003
Validated By: Federal Statistical Agencies.

Limitations: The Department is taking steps to reduce the amount of time for collecting and reporting data.

Indicator 8.3.2 of 2: Performance on National Assessment of Educational Progress (NAEP): The percentage of students with disabilities who meet or exceed basic levels in reading, math, and science in the NAEP will increase. The number of students with disabilities who do not meet basic standards will decrease. The percentage of students who are excluded from the NAEP because of their disabilities will decrease.

Targets and Performance Data

Percentage of students with disabilities who met or exceeded basic levels-4th grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		43.30	38.60	
1998	24			
2000	21.50	30.30	36.70	

Percentage of students with disabilities who met or exceeded basic levels-8th grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		26.80	16.70	
1998	28			
2000	0	23.40	25.90	

Percentage of students with disabilities who met or exceeded basic levels-12th Grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		9.40	16.30	
1998	34			
2000		22.90	15.60	

Number of students who did not meet basic level-4th Grade

Year	Actual Performance	Performance

Assessment of Progress

Status: Unable to judge

Explanation: Data for this indicator are based on NAEP reading, math and science score. Since each NAEP subject test is administered in a different year, data reported in this indicator will vary. For Math and Science the percentage excluded from NAEP includes public and private school students. For Reading the percentage includes only public school students. The percentage reported for 8th grade Math who met or exceeded basic levels has been corrected to 26.8 percent based on an error in reporting last year's data.

Sources and Data Quality

Additional Source Information: Analysis of data from National Assessment of Educational Progress (NAEP).

Frequency: Other.

Data Available: January 2003
Analysis of data from National Assessment of Educational Progress (NAEP).

Limitations: Data on children with disabilities who meet or exceed basic standards are based on very small sample sizes, and, therefore, have a low level of reliability.

				Targets
	Reading	Math	Science	ReadingMathScience
1996		275,907	298,778	
1998	387,016			

Number of students who did not meet basic level-8th Grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		308,728	351,326	
1998	321,330			

Number of students who did not meet basic level-12th Grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		241,110	223,672	
1998	200,173			

Percentage of students excluded from NAEP-4th Grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		4	5	
1998	6			
2000	4	3	3	

Percentage of students excluded from NAEP-8th Grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		3	4	
1998	5			
2000		3	3	

Percentage of students excluded from NAEP-12th Grade

Year	Actual Performance			Performance Targets
	Reading	Math	Science	ReadingMathScience
1996		3	3	
2000		2	2	

Objective 8.4 of 5: SECONDARY SCHOOL STUDENTS WITH DISABILITIES RECEIVE THE SUPPORT THEY NEED TO COMPLETE HIGH SCHOOL PREPARED FOR POSTSECONDARY EDUCATION OR EMPLOYMENT.

Indicator 8.4.1 of 1: Graduation: The percentage of children with disabilities exiting school with a regular high school diploma will increase, and the percentage who drop out will decrease.

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
Percentage of students	**Status:** Unable to judge	**Additional Source**

Year	Actual Performance		Performance Targets	
	Graduation	Drop out	Graduation	Drop out
1996	52.60	34.10		
1997	53.50	32.70		
1998	55.40	31		
1999	57.40	28.90	56	31
2000	56.20	29.40	57	30
2001	57	29.40	59	27
2002			60	26

Explanation: Because there is a one-year lag in the availability of this data after collection, the data that became available in 2002 is for 2000-2001. From 2000 to 2001, the percentage of children with disabilities who graduated with a high school diploma increased from 56.2 percent to 57 percent, while the percentage who dropped out remained at 29.4 percent.

Information: State reported data required under IDEA.

Frequency: Annually.
Collection Period: 2001 - 2002
Data Available: September 2003
Validated By: Federal Statistical Agencies.

Limitations: Supplemental descriptive information will be provided by the National Longitudinal Study II.

Objective 8.5 of 5: STATES ARE ADDRESSING THEIR NEEDS FOR PROFESSIONAL DEVELOPMENT CONSISTENT WITH THEIR COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD).

Indicator 8.5.1 of 1: Qualified personnel: The number of states and outlying areas where at least 90 percent of special education teachers are fully certified in the area in which they are teaching will increase.

Targets and Performance Data

Number of States

Year	Actual Performance		Performance Targets	
	No. of States Serving Ages 3-5	No. of States Serving Ages 6-21	No. of States Serving Ages 3-5	No. of States Serving Ages 6-21
1996	34	39		
1997	36	38		
1998	38	40		
1999	36	37	40	41
2000	36	37	41	42
2001			40	42
2002			40	42

Assessment of Progress

Status: Unable to judge

Explanation: Because there is a one-year lag in the availability of this data after collection, the data that became available in 2002 is for 2000-2001. There is a clustering of states around the 90 percent goal in the indicator, which may result in unpredictable changes from year to year. However, evidence of a positive trend is expected to be evident over a 5- to 7- year period.

Note: Data for actual performance for 1996-2000 have been revised to eliminate effects of rounding. This has resulted in lower results than previously reported.

Sources and Data Quality

Additional Source Information: IDEA state reported data

Frequency: Annually.
Collection Period: 2001 - 2002
Data Available: September 2003
Validated By: Federal Statistical Agencies.

Limitations: The Department is taking steps to reduce the amount of time for collecting and reporting.