

## Department of Education

### Disability Data Resources

The Individuals with Disabilities Education Act (IDEA), is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

Individualized Education Programs (IEPs) The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. Each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly *individualized* document.

#### 1. Administrative Collections

##### **Individuals with Disabilities Education Act (IDEA)**

- <https://www.ideadata.org/default.asp>

#### 2. Longitudinal Survey Data

##### **National Longitudinal Transition Study (NLTS2)**

- <http://nlts2.org/>
- 11,270 youth nationwide who were age 13-16 at the start of the study in 2000
- Five waves of data collection from 2001 – 2009
- Findings generalize to youth with disabilities nationally and to youth in each of the 12 federal special education disability categories
- Information collected from youth, their parents and schools
- Includes transcripts for years students were in school
- Describes secondary school experiences and outcomes of youth in special education and their households
- Describes transition of special education students from secondary school to young adulthood
- Includes adult programs, postsecondary education, employment, independence, and social domains (e.g., community participation)

##### **Pre-Elementary Education Longitudinal Study (PEELS)**

- [http://ies.ed.gov/ncser/projects/datasets\\_peels.asp](http://ies.ed.gov/ncser/projects/datasets_peels.asp)
- Follows nearly 3,000 children with disabilities from preschool into early elementary school
- Children were 3 to 5 years old when study began in 2003-2004 and were followed until to 2008-2009
- Study included child assessments and interviews with parents, teachers, principals, school district staff and state special education coordinators
- Characteristics of children receiving preschool special education and the programs and services they receive
- Information on the transitions between early intervention and preschool, and between preschool and elementary school

- Information on how these children function and perform in preschool, kindergarten, and early elementary school
- Child, service, and program characteristics that are associated with children's performance over time on assessments of academic and adaptive skills

### **Early Childhood Longitudinal Study (ECLS)**

- <http://nces.ed.gov/ecls/>
- Provides national data on children's status at birth and at various points thereafter; children's transitions to nonparental care, early education programs, and school; and children's experiences and growth through the eighth grade
- Provides data to analyze the relationships among a wide range of family, school, community, and individual variables with children's development, early learning, and performance in school
- Three cohorts:
  - Birth Cohort (ECLS-B)
    - Children born in 2001. Sample of about 11,000
    - Last data collection in 2007-08
  - Kindergarten Class of 1998-99 (ECLS-K)
    - Children in kindergarten in the 1998-99 school year. Sample of about 20,000
    - Last data collection in 2007
  - Kindergarten Class of 2010-11 (ECLS-K:2011)
    - Children in kindergarten in the 2010-11 school year
    - Currently collecting data
- Birth cohort had oversamples of children with characteristics associated with presence of a disability (i.e., twins and children born with low or very low birth weight)
- All studies provide information on standard IDEA disability categories
- Collect specific diagnosis for many health issues (e.g., specific type of hearing impairment or vision problem)
- Studies also collect information on children's functional issues (issues thinking or solving problems, paying attention, coordination, independence, etc.)
- Studies collect information on treatments (e.g., medications, therapy, hearing aids)

### **High School Longitudinal Study (HSL)**

- <http://nces.ed.gov/surveys/bps/>
- Approximately 21,000 students that were enrolled in 9th grade in fall 2009
- Interviews conducted with students, parents, math and science teachers, school counselors, and school administrators
- Will interview these students again in spring 11th grade (2012)
- Data collections continue through 2021

### **Beginning Postsecondary Students Longitudinal Study (BPS)**

- <http://nces.ed.gov/surveys/bps/>
- Describes the educational progress, persistence, degree attainment, and work experiences of first-time students during their 1st year of college and 3 and 6 years later
- Representative sample of first-time beginning students in three cohorts:
  - 1989-90 (8,000 students)
  - 1995-96 (12,000 students)
  - 2003-04 (19,000 students)

### **Baccalaureate and Beyond (B&B)**

- <http://nces.ed.gov/surveys/b%26b/>
- Examines education and work experience for students after they complete a Bachelor's degree
- Representative sample of graduating seniors in three cohorts:
  - 1993 (11,000 students)
  - 2000 (10,000 students)
  - 2008 (19,000 students)
- Collects standard IDEA disability categories
- Also collects information on mobility impairments

## 3. Cross-sectional Survey Data

### **National Postsecondary Student Aid Survey (NPSAS)**

- <http://nces.ed.gov/surveys/npsas/about.asp>
- Collects information from students, institution records and Federal databases on how students pay for postsecondary education
- Collects standard IDEA disability categories
- Also collects information on disability related services or accommodations student is receiving
- Serves as an entry point to other NCES longitudinal surveys: Beginning Postsecondary Students (BPS) and Baccalaureate and Beyond (B&B)

### **National Household Education Survey (NHES)**

- <http://nces.ed.gov/nhes/>
- Nationally representative surveys of infants, children and adults
- Conducted approximately every two years
- Last data collection was 2007
- Includes homeschooled children
- Collects IDEA categories
- Collects information on IEP plans

### **Postsecondary Education Quick Information System (PEQIS)**

- <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011018>
- A nationally representative panel of 1,600 prescreened postsecondary institutions
- 2 and 4 year institutions
- Conducted a study on disability in 2008-09
- Looked at number of students with disabilities
- Types of accommodations including university website
- Use of Universal Design on campus

## 4. Assessments

### **National Assessment of Educational Practice**

- <http://nces.ed.gov/nationsreportcard/naepdata>
- NAEP is the largest nationally representative assessment of America's students
- Samples 4th, 8th and 12th graders

- Provides a common measure of student achievement across the country
- State level assessments include Mathematics and Reading (mandatory to receive Title 1 funding); Science
- Trial Urban District Assessment collects data from large urban districts in the same subjects
- National Level assessments include Writing, Civics, U.S. History, Geography, Economics (2012), Arts, Music

### **2003 National Assessment of Adult Literacy (NAAL)**

- <http://nces.ed.gov/naal/>
- Nationally representative assessment of English literacy among American adults age 16 and older.
- Over 19,000 adults participated in the national and state-level assessments, representing the entire population of U.S. adults who are age 16 and older, most in their homes and some in prisons from the 50 states and the District of Columbia
- Approximately 1,200 inmates of federal and state prisons were assessed in order to provide separate estimates of literacy for the incarcerated population
- By comparing results from 1992 and 2003, NAAL provides the first indicator in a decade of the nation's progress in adult literacy
- Collects limited set of disability characteristics: difficulty seeing or hearing, learning disability or other impairment. Asks respondent if a disability or illness was the reason they stopped their education