SPECIFIC LEARNING DISABILITY INCIDENCE RATES IN MONTGOMERY COUNTY, TENNESSEE, CHRISTIAN COUNTY, KENTUCKY AND THE DEPARTMENT OF DEFENSE DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS KENTUCKY DISTRICT

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To the Graduate Council:

I am submitting herewith a field study written by Michaellea Nichole Cox entitled "Specific Learning Disability Incidence Rates in Montgomery County Tennessee, Christian County Kentucky and the Department of Defense Elementary and Secondary Schools Kentucky District." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a major in School Psychology.

Larry Lowrance, Ed.D., Major Professor

We have read this field study
And recommend its acceptance:

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A Field Study Presented

for the Education Specialist Degree

Austin Peay State University

Clarksville, Tennessee

Michaellea Nichole Cox

May 2006

DEDICATION

This field study is dedicated to my parents

Mr. and Mrs. Charles Nunley,

and my husband

Matthew Quinlan Cox

who have encouraged and supported me

throughout my entire educational career.

ACKNOWLDEGEMENT

The completion of this Field Study was made possible by the continuous support and efforts made by my educational mentors, peers, and family. Many times I needed that extra nudge to stay the course.

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ABSTRACT

Although the federal regulations regarding the criteria for specific learning disabilities influence state definitions and criteria, states have significant discretion in the implementation of special education disability diagnosis. These definitions and classification criteria are influential statements about which children are most in need of the resources associated with special education programs. This study determines if a difference exists in the rate of identification of Specific Learning Disability between three counties very close in geographic proximity, each of which uses a different method of classification. The districts included are Montgomery County, Tennessee, Christian County, Kentucky, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) Kentucky district. This study also looked at how each of these counties compares to the national average regarding identification of specific learning disability to determine any significant differences exist.

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It is important that those served under the special education umbrella be identified and placed in accordance with actual need and disability. Although the federal regulations regarding the criteria for specific learning disabilities influence state definitions and criteria, states have significant discretion in the implementation of special education disability diagnosis. These definitions and classification criteria are influential statements about which children are most in need of the resources associated with special education programs. The variability between state definitions and criteria result in the possible misidentification of students in need of these resources, as well as the possible refusal of services to a child who is considered eligible according to one system but not in the other.

Due to the inconsistencies in the identification process of those with specific learning disabilities across the country, it is probable that some systems are more likely to over- or under- identify students in this category as compared to national data. For these reasons, it is important that school psychologists and school personnel are aware of how their identification of disabilities matches national prevalence data. This study sought to determine if a difference exists in the rate of identification of Specific Learning Disability between three counties which are very close in geographic proximity and each of which uses a different method of classification. The districts included were Montgomery County, Tennesee, Christian County, Kentucky, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) Kentucky district. This study also looked at how each of these counties compares to the national average

regarding identification of specific learning disability.

Confusion and controversy have been associated with learning disabilities as long as they have been recognized as disabilities. Poor academic performance is a key element in most current definitions of learning disabilities (Rivers, D. & Smith, T., 1988). Therefore, many children now identified as having specific learning disabilities would have previously been labeled slow learners, emotionally disturbed, or even mentally retarded assuming they received any additional instructional support at all.

Currently, services related to learning disabilities make up the largest program for special needs children in the United States. Unlike any other area in special education, its growth rate has increased from about 25% of all students with disabilities in 1975 to nearly 50% in 2000 (U.S. Department of Education, 2002). Although, children classified as having a specific learning disability (SLD) represent the largest group of exceptionalities being served under provisions and funding authorizations of Public Law 94-142, and yet there continues to be major discussion and controversy surrounding both definition and classification in the field of learning disabilities. This increases the potential for both misidentification and over-identification of the disability (Rivers & Smith, 1988).

Federal Definitions and Classification

The term specific learning disability was introduced by an educator, Samuel Kirk, in 1963. His concept of the disability is defined by delays, deviations, and discrepancies in academic performance, as well as speech and language problems that cannot be attributed to mental retardation, sensory deficits, or emotional disturbance (Hardman, M.L., Drew, C.J. & Egan, M.W., 2005). However, the definitions of learning disabilities

vary across disciplines and even the educational systems that seek to identify them. This is due in part to the different theoretical views of the disability. It has been suggested that learning disabilities have been defined in more ways by more disciplines and professional groups than any other type of disability (Mastropieri & Scruggs, 2000).

The Individuals with Disabilities Education Act (IDEA) of 1990 stated that:

> "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (PL 101-476, Sec. 5[b][4]).

This definition included many of the same concepts incorporated in Kirk's definition, and at the same time it provided some legal guidance for the use of the term in the public school setting. This definition, although it led to a set of "Rules and Regulations" to help in the identification of those with specific learning disabilities, imposes no real way to measure a learning disability. In 1998, the National Joint Committee for Learning Disabilities included some important elements in the definition of specific learning disability which are not included in IDEA. In particular, one part of this definition states the following:

> Learning Disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, and mathematical abilities. These disorders are intrinsic to the individual, (are) presumed to be due to central nervous system dysfunction, and may occur across the lifespan (1998, p. 187).

This definition includes an emphasis on specific learning disabilities as being made up of a group of disorders, causing *significant* difficulties in learning, and the longevity of the disorder. This clears up any misunderstanding that a learning disability is only a mild problem.

There are three major elements that are typically used in classifying learning disabilities. These include discrepancy, heterogeneity, and exclusion (Fletcher, J.M., et al., 2001). The discrepancy approach to classification is based on the idea that there is a specific gap between intellectual ability and achievement in academic areas, such as reading, math, language, etc. The meaning of *severe* discrepancy is heavily debated among professionals as well as how this discrepancy is measured (Reschly, D.J., & Hosp, J.L., 2004).

Heterogeneity classification addresses the variety of areas where these children frequently exhibit academic performance problems. These include areas such as Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skill, Reading Comprehension, Mathematics Calculation, and Mathematics Reasoning. Finally, the exclusion approach addresses the idea that the learning disability cannot be due to other certain conditions, such as visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.

Another area often addressed when considering this disability is that of an information processing deficit. Cognition, or information processing, refers to the way a person acquires, retains, and manipulates information (Hardman, et. al, 2005). It is the believed by many that these processes are difficult for individuals with learning disabilities. Research suggests that children with learning disabilities do not uniformly exhibit the same processing deficiencies (Henry, 2001). Some may have difficulty with short-term memory, while others may struggle with long-term retrieval or visual spatial thinking. However, many educational systems require the identification of these processing disorders, and verification of their negative influence on a student's ability to perform academically in order to find him or her eligible for special education services under this label.

Again, there is much debate over what constitutes a learning disability and how it is measured throughout the field. This lack of agreement over basic concepts has resulted in inevitable difficulties in both research and treatment (Hardman, et. al, 2005). Specific Learning Disability (SLD) diagnostic decisions rely heavily on the eligibility criteria, which produces potential changes in eligibility of children for special education depending on their state of residence. This can become a very complicated issue when considering those children who frequently move between these systems.

Tennessee Definition & Eligibility Criteria

Similar to the federal definition, the state of Tennessee defines Specific Learning Disability as follows:

> "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or

> written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (State Board of Education Rule 0520-1-9-.01 (15) (m) "Disabilities").

This definition is very much like that of IDEA, with the exclusion of the exclusionary criteria. This however is addressed when considering the state's standards for eligibility. These include six factors which must be addressed. First of all, the child must demonstrate a continued lack of progress when provided with appropriate instruction in the suspected area of disability. There will be documented evidence which indicates that effective general education interventions and strategies have been attempted over a reasonable period of time. The determining factor for identification of a learning disability may not be due to the lack of appropriate instruction. There must be evidence that the child does not achieve commensurate with his/her age and ability in one or more of the following areas: listening comprehension, oral expression, basic reading skills, reading comprehension, written expression, mathematics calculation, and/or mathematics reasoning.

Tennessee employs the use of a discrepancy formula in determining eligibility under the category of specific learning disability. There must be a severe discrepancy between educational performance and predicted achievement that is based on the best measure of cognitive ability. A severe discrepancy between educational performance and predicted achievement that is based on the best measure of cognitive ability is defined by at least 1.5 Standard Error of the Estimate Units when utilizing regression-based discrepancy

analyses described in Tennessee's guidelines for evaluation of Specific Learning Disabilities (Tennessee Department of Education, 2004).

In addition to the ability/achievement discrepancy requirement, Tennessee also requires the identification of certain processing disorders. Their guidelines state that there must be evidence of a cognitive processing disorder that adversely affects the child's academic achievement. A cognitive processing disorder is defined as a deficit in the manner in which a child receives, stores, transforms, retrieves, and expresses information. There must also be documented evidence that demonstrates or expresses the manifestation of the processing disorder in the identified achievement deficit.

Lastly, like the eligibility criteria set out by IDEA, there must be evidence that the child's learning difficulties are not due primarily to visual, hearing, or motor impairments; Mental Retardation; Emotional Disturbance; environmental, cultural, or economic disadvantage; limited English proficiency; motivational factors; or situational traumas. It is also a stipulation that children who perform in classroom academics in a manner commensurate with expected academic standards at the child's grade level cannot be considered as having a Specific Learning Disability, even though they may show deficits on achievement tests in one or more of the seven academic areas.

Kentucky Definition & Eligibility Criteria

Identical to the federal definition, the state of Kentucky also defines Specific Learning Disability as follows:

> "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak,

> read, write, spell, or to do mathematical calculations including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (Kentucky Administrative Regulations 707 KAR 1:310 (22) 2000).

Although this definition is exactly as is stated in the federal guidelines, and is very similar to that used by the state of Tennessee, the criteria required for eligibility in this state is somewhat different. In the state of Kentucky, the determination of whether a child has a specific learning disability that adversely affects educational performance depends on the factors that follow. First, the child must not achieve commensurate with his/her age and ability levels in one or more of the seven academic areas previously mentioned (oral expression, listening comprehension, etc.), if provided with learning experiences appropriate for the child's age and ability levels. Also, the child must have a severe discrepancy as identified by a validated regression method between achievement and intellectual ability in one of those seven areas. The child cannot be identified as having a specific learning disability if the severe discrepancy between ability and achievements is primarily the result of any other condition listed in the definition (visual impairment, hearing impairment, mental disability, etc.). These guidelines do not require any documented evidence of a cognitive processing disorder that adversely affects the child's academic achievement, although this term is included as part of the definition currently being use (Kentucky Department of Education, 2003).

DoDEA Definition and Eligibility Criteria

The Department of Defense Education Activity (DoDEA) is a civilian agency of the U.S. Department of Defense headed by a director who oversees all agency functions from DoDEA headquarters. The schools serve the children of military service members and Department of Defense civilian employees throughout the world. The Department of Defense (DOD) Domestic Dependent Elementary and Secondary Schools (DDESS) is one of two distinct educational systems operated by DoDEA. DDESS provides comprehensive educational programs on military installations located in seven states and Puerto Rico that are comparable and competitive with that of any school system in the United States (Department of Defense Education Activity, 2005).

Within the Department of Defense Education Activity system, Specific learning disability is defined as:

> A disorder in a student's ability to effectively use one or more of the cognitive processes (i.e., discrimination, association, retention, reasoning) in the educational environment. The term does not apply to students who have learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation or emotional disturbance or of environmental, cultural, or economic disadvantage (Department of Defense Activity Regulation System Transmittal, DS 2500. 13-M).

This definition does not include the severe ability and achievement discrepancy requirement, although the system's eligibility requirements do require poor academic achievement. Within this system, a child is determined to have specific learning disability only when the presence of a disorder in processing and/or production of

language and/or information which relates to an academic deficit. Significant differences among scales or standard scores for clusters in a comprehensive battery in accordance with publisher's guidance are considered evidence of this. Also, significant weaknesses identified across sub-tests or clusters of more than one assessment instrument can be used as supporting evidence of a processing deficit. This processing disorder must adversely affecting educational performance. This can be shown in performance on academic achievement test, which must be at or near the 10th percentile (plus or minus the standard error of measure of the assessment that is administered). Also, academic achievement at or near the 35th percentile for those students who are above average intellectual functioning is sufficient for eligibility purposes within this system. These academic deficits cannot be due to an intellectual deficit. Unlike the regulations of the state of Kentucky, it is stated in DoDEA's regulations that in no case will a student be found eligible without having an identified processing deficit. This processing deficit shall be substantiated with supporting data, such as other test/sub-test scores and/or classroom/test performance. The processing deficit must impact adversely on academic achievement.

There is data available to the public regarding the incidence rates across these different states, but there is not currently much research about the incidence rates among the Department of Defense Education Activity (DoDEA) school systems, and how it compares to other state and national incidence rates.

This research looked at special education information from school districts in Tennessee, Kentucky, and the Department of Defense Education Activity to determine if a difference in definition and identification criteria for specific learning disability exists between these systems. Also of interest was whether or not identification of students

currently being placed in special education under the label specific learning disability is occurring at the same rates between these systems and as predicted by national prevalence data.

The results of this study should be of interest to special education departments in the districts used in the study as well as researchers who are interested in the trends of specific learning disability identification in general. In particular, by reviewing this study, special education directors and appropriate review teams will be able to see if there is significant over-identification or under-identification of specific learning disabilities in their district as compared to those neighboring districts and nationwide. This study is also important because it allows one to examine the probability of a child who is considered exceptional in one district not qualifying to receive services in another neighboring district.

Additionally, this study provides a larger base of information for future researchers that might wish to examine similar questions pertaining to specific learning disabilities. Implications for future research include identifying trends in special education placements across different areas of the country with different definitions and processes for identification. Also, it would be beneficial to explore possible interventions to prevent the over-diagnosis of specific learning disabilities, and in guiding research that may wish to explore effects on children who move between systems that have different identification criteria.

There are four research questions this study seeks to answer. The research questions this study will investigate include:

1. Did any of the three districts have significantly higher diagnoses of specific

learning disability than would be predicted based on national prevalence data?

2. Did any of those districts using only a discrepancy formula to identify specific learning disabilities have higher rates of students with this label?

3. Did any of those districts using a discrepancy formula along with identification of some processing deficits to identify specific learning disabilities have higher rates of students with this label?

4. Did any of those districts that only require identification of some processing deficits as a means to identify specific learning disabilities have higher rates of students with this label?

Limitations

There are some possible limitations of this study. One limitation to consider is the fact that unique regional differences do exist despite the close proximity of the three counties examined. These regional differences may influence the population that is being studied. For example, there may be a significant difference in the population living on a military base from those residing in the two neighboring counties. The presence of a local university in one of the counties may also influence the population in this area. It is possible that movements from the military or increased education from universities might bring an over- or under-representation of a given disability such as specific learning disabilities in the areas they serve. Given the close proximity of the three counties, it is likely that the populations overlap and are similar; however this does need to be considered when interpreting the findings. Data might show a significantly higher or lower proportion of students diagnosed with specific learning disabilities in those regions, but that discrepancy could be due to the unique features of the region rather than a

problem with diagnosis or placement.

Lastly, the data was drawn from particular school district databases, and while this would compose the entire population of the area being studied in most cases, it would be somewhat harder to generalize these specific results to other areas of the country. For that reason this study may be beneficial to the school systems where the data was drawn, but other districts might have little or no practical application for this research data.

Methodology

Participants

The data examined in this study are files in databases archived by the state of Tennessee, the state of Kentucky, and the Department of Defense Education Activity (DoDEA). The data considered is from independent school districts rather than individuals, and specific school districts were chosen based on their inclusion in this publicly available database of the Tennessee special education censuses, Kentucky special education censuses, and DoDEA special education censuses. Some data was obtained through direct contact of the examiner with the directors of the state or federal departments. There was no identifying information gathered such as name, ethnicity, or gender. The database is in the public domain and is designed to protect the identities and confidentiality of the students.

Only one district from each educational system was considered for this study, therefore school systems in other districts and in other states were excluded despite geographically close proximity to this study. These districts were chosen because of their location to each other, as well as their criteria requirements used to determine eligibility under this category. The districts included are Montgomery County, Tennessee, Christian County, Kentucky, and the DDESS Kentucky District. Information examined includes the numbers of students identified in these systems during the 2003-2004 school year. These three districts and their databases contain files on a total of 43,976 students. Of these students, 6,520 receive special education services, and 1,816 are considered to have a specific learning disability. All three districts border each other in some location, and all three have different classification requirements for SLD identification.

Design and Procedure

The information of interest to this study related directly to the number of students who are currently identified as having a specific learning disability, and these children were listed under the special education census for each district. Therefore, the information needed for this study was taken from the above mentioned special education databases holding census information. There was no identifying information gathered such as name, race, or sex. The database is in the public domain and is designed to protect the identities and confidentiality of the students. The only information the researcher had access to was the total number of students in a district, the total number of students receiving special education services, and the total number of those diagnosed as having a specific learning disability. The source of the information itself protects students, districts, and the researchers from risk.

Procedure for this study required downloading the data from the states' website to a computer hard drive in order to transfer that information to a statistics program. Descriptive statistics such as the total number of regular education students, special education students, and students with specific learning disability within each district were gathered to derive the percents used for comparison. Analysis of the data required the commercially available software package Excel to derive statistical results for the first research hypotheses. Percents of students who fall under the label of specific learning disability were mathematically determined by dividing the number of those students identified as having a specific learning disability by the total number of students within the district. They were compared to national data pulled from the Office of Special Education Programs (OSEP) Annual Reports for 2002 and a Chi-Square Test for

Goodness of Fit on Excel compared the obtained values for Montgomery County, Christian County, and Kentucky DDESS with predicted values from the United States to determine if any significant difference exists.

After it was determined whether there were any significant differences between those percentages found in each district and the national data, descriptive statistics were used to compare the three districts with each other. The data from each district was compared to the national data and any difference in identification rate was discussed.

Results

Procedure for Analysis

The information needed for this study was taken from the previously mentioned special education databases holding census information. Procedure for this study required downloading the data from the state's website to a computer hard drive in order to transfer that information to a statistics program. Descriptive statistics such as the total number of regular education students, special education students, and students with specific learning disability within each district were gathered to derive the percents used for comparison. Analysis of the data required the commercially available software package Excel to derive statistical results for the first research hypotheses. Percents of students who fall under the label of specific learning disability were mathematically determined by dividing the number of those students identified as having a specific learning disability within each district by the total number of students within that district. They were compared to hypothesized percents taken from national data pulled from the Office of Special Education Programs (OSEP) Annual Reports for 2002. A Chi-Square Test for Goodness of Fit on Excel compared the obtained values for Montgomery County, Christian County, and Kentucky DDESS with predicted values from the United States to determine the results of the first proposed research question. The incident rates in each county were then compared to each other using qualitative comparison and any differences noted between them were discussed to address the last three research questions.

Table 1a
2003-2004 District Raw Data

District	Number of Students	Number of students with SLD Identification	Rate of SLD Identification
Christian County, Kentucky	8,735	229	0.026
Montgomery County, Tennessee	28,170	1,323	0.046
Kentucky Districts, DDESS	7,071	201	0.028

Table 1b
Observed vs. Predicted Specific Learning Disability Diagnosis

District	Chi-Square Value	Degrees of Freedom	Significant .05 ($X^2 = 5.991$)
Christian County, Kentucky	1.18	2	N
Montgomery County, Tennessee	0.28	2	N
Kentucky Districts, DDESS	1.66	2	N

Results of Research Question 1

Data for the first research question pertaining to the relationship between the prevalence of identification of students with a specific learning disability in Montgomery County, Tennessee, Christian County, Kentucky, and the DDESS Kentucky District as compared to the prevalence of SLD identification according to national norms were analyzed using a Chi-Square Test for Goodness of Fit. All were found to be statistically insignificant at the .05 level for their respective degrees of freedom. Based on this information, it is determined that there is not a statistically significant difference between the rates of students identified as having a specific learning disability within each district as compared to the national rate of identification.

Results of Research Question 2

Data for the second research question pertaining to the relationship between the identification rates of those counties that used a discrepancy formula only as the means of SLD identification, namely Christian County, Kentucky in comparison to the rates noted

in the other two districts was analyzed using basic descriptive statistics alone. It is noted the Christian County district identified students as having a specific learning disability at a lower rate than the DDESS Kentucky district and at a lower rate than the Montgomery County district.

Results of Research Question 3

Data for the third research question pertaining to the relationship between the identification rates of Montgomery County, Tennessee which uses a discrepancy formula as well as the requirement of identification of some processing deficit in order to classify someone as having a specific learning disability in comparison to the rates noted in the other two districts was analyzed using basic descriptive statistics alone. It is noted that this district identified at a higher rate than both other districts.

Results of Research Question 4

Data for the fourth research question pertaining to the relationship between the identification rates of the Kentucky DDESS system which does not use a discrepancy formula, however does require the identification of some processing deficit in order to classify someone as having a specific learning disability in comparison to the rates noted in the other two districts was analyzed using basic descriptive statistics alone. It is noted that this district had the lowest rates of identification of students with a specific learning disability.

Although the information determined regarding the last three research questions was not based on any statistical measure, but rather on descriptive information, it is still of interest to compare the rates in general.

Discussion

There are several findings from this study that may be interesting to note. Given the concern for misidentification and over- or under-representation of students in special education it is important to determine if the method of identification used is related to this problem. The results of this study show that there is not a significant difference between the percent of students labeled with specific learning disability in a given Kentucky district, Tennessee district, and DDESS district and that which would be expected based on national norms. Each of these districts uses a different method to identify those students considered to have a specific learning disability. Despite some variations between each districts' prevalence rate of SLD identification, they are all still considered to be similar to that of national prevalence rates. It is interesting to look at the three districts and evaluate how they compare to each other both in identification methods as well as rates of identification. Although none of the districts evaluated in this study have identification rates that differ significantly from the national norms, it is interesting to note the differences between the three districts themselves.

Discussion of Hypothesis 1

When comparing the rates of SLD identification of each district as compared to national identification rates, there are no statistically significant differences identified. All district rates are considered to be similar to that of national prevalence rates. This information is in agreement with previous research that looked at rates within the entire states of Kentucky and Tennessee which have found the rates of identification for the two states to be similar to national rates (Reschly, D. J. & Hosp, J.L, 2004). No previous research exists regarding the DDESS special education identification rates, therefore the

DDESS special education identification rates in general have not as of yet been compared with national rates and information on DDESS districts as compared to national norms is not available. It is encouraging that despite the different methods used and the different rates found between the three districts, that they are all not far from what would be expected based on the national data. This may suggest that the method used for identification does not make a difference when considering who is considered to have a specific learning disability and that each of the three methods discussed here are equally successful in determining which students actually have this disability.

Discussion of Hypothesis 2, 3, & 4

Although all three districts were not considered to have rates of SLD identification that were significantly different from that of the national SLD identification rate, there are some differences between the districts themselves that are of interest. Despite their close proximity to each other, these three counties had some clinically significant variances in identification rates. Montgomery County, Tennessee for example identifies at twice the rate of the DDESS Kentucky district. This is appears to be a rather large difference when considering the large number of children who move between the two districts quite frequently. It is very likely that a child who is identified as having a specific learning disability in Montgomery County will not be given this label should they move to the neighboring DDESS district. This was not what the researcher expected to discover in doing this research. Experience gathered from working within these three districts led the researcher to believe that there would be higher rates of SLD identification within the DDESS district. This district appeared less stringent in its classification requirements because it does not use the discrepancy formula. Also it is

reported by many psychologists working within this particular school system that children who often were deemed ineligible for services under this label in other districts were found eligible in the DDESS school system. It is very interesting that the numbers did not support these experiences and opinions.

Limitations of Study

One major limitation of this study is the data collected on the DDESS Kentucky district is not readily available on a public database. The information was only obtainable by contacting the DDESS headquarters and requesting the information. Because this information is not published anywhere as of yet, it is possible that the numbers are not as accurate as the other data reports. The information was given to the researcher by the director of Special Education at DDESS headquarters, who also stated that they may not be accurate (C. Chen, personal communication, November 2005). Also, those students initially identified as having a specific learning disability who were in the process of re-evaluations may not have been represented for this district.

Secondly, the most current national data used for comparison in this study was of the 2000-2001 school year, while the specific district data was taken from the 2003-2004 school year. Some data such as the total US enrollment were rounded to the nearest thousand before reported. Although this is not believed to have significantly altered the results of this study, it is important to note that more precise data would be preferable and improve the conclusions of this study.

Another limitation of this study is the unknown variables that factored into the reporting of results. Although the state provides guidelines and criteria for diagnosis, theoretical perspective, experience, and natural bias will affect the data, and this cannot

be accounted for or eliminated from the data. Professionals such as school psychologists must use clinical judgment to diagnose specific learning disability and much of this may be more subjective in nature which will influence classification data. Furthermore, some students with this disability may actually be served under different IDEA labels, such as Language Impaired, if it is not considered to be the primary disability. This may also affect the number of students reported as having a specific learning disability within the system.

Lastly, the study is limited in that it only looked at three different districts. This makes it difficult to use this information in a general way. It may not generalize to other counties or districts.

Recommendations

Based on the results of this study, the following recommendations are made:

1). Professionals involved with special education in the schools should be aware of the current literature and statistics pertaining to specific learning disabilities. Awareness of the varieties of methods used for identification as well as current rates of identification may lead to more research and investigation in the field regarding these issues.

2). Assessment staff such as school psychologists should be thoroughly familiar with the disorder including its diagnostic criteria, course, treatment means, and other relevant information. Furthermore, such personnel should be familiar with state standards for the diagnosis of specific learning disability, which may differ slightly from clinical or federal standards.

3). With the reauthorization of IDEA in December of 2004, at least some diagnostic criteria are being reviewed and updated. When the Specific Learning Disability label is

reviewed, it would be beneficial if practices and procedures in the assessment of this disability are thoroughly surveyed and reviewed. An appropriate team should consider if there are ways to improve the standard for diagnosis and increase the accurate identification of students with a specific learning disability.

4). Further research of the DDESS school system is necessary as well. It would be beneficial to have more concrete data and information of this system in order to make more valid comparisons regarding both general education and special education populations with in the schools. This school system is unique in its operations and should be looked at in more detail.

5). There is a need for further research in this area and for the other disability categories as well. There are many research questions that could be asked based just on the database used for this study. Future research should consider additional hypotheses that could be tested and further build or validate the results of this research.

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APPENDICES

District Profile for Christian County
2003-2004

11/23/200

Robert Charles Lovingood, Superintendent
200 Glass St
Hopkinsville, KY 42240

UDENTS:

School Years	2000	2001	2002	2003	2004
Avg Daily Attendance	8,072.11	8,154.48	8,090.79	8,160.38	8,086.89
Membership	8,794.00	8,777.00	8,781.00	8,755.00	8,735.00

NANCIAL:

Local Revenue	Tax Revenue	0.00	State Revenue	SEEK-General Fund	0.00
	Other Local Revenue	0.00		Other State Revenue	0.00
Federal Revenue		0.00	Other Revenue	Includes Fund Transfers & Insurance	0.00

Revenue Per Pupil	Local	State	Federal	Total
	0.00	0.00	0.00	0.00

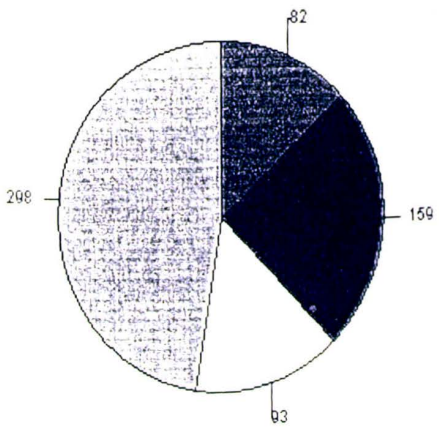
Three Year Comparison of Revenue and Expenditures

School Year	2002	2003	2004
Total Revenue:	57,821,956.56 *	59,922,365.79 *	0.00
Total Expenditures	58,616,855.89	56,713,116.00	0.00

* - Does not include "Other Revenue"

AFF:

District Staff (FTE)



Sum of @Facilities	82
Sum of @Instructional	159
Sum of @Operation Non-Instructional	93
Sum of @Support Services Staff	298
Total:	632

Figures do NOT include On Behalf

	Personnel	Total Salary
Classified Staff	632.48	9,968,564.36
Certified Personnel	0.00	0.00

	District	State
Average Teacher Salary	0.00	0.00
Pupil Teacher Ratio:	0.00	0.00

ew attendance percentages, dropout, retentention rate , visit the growth charts and KPR by clicking *HERE*

District Profile for Christian County

2003-2004

Robert Charles Lovingood, Superintendent
200 Glass St
Hopkinsville, KY 42240

Suspensions and Expulsions:

	Headcount	Incidents
spensions	1,390.00	2,845.00
pulsions	40.00	40.00

ceptional Child Count: 1,508.00

rtified Staff (FTE)

	Personnel	Salary	% of Total
ructional Staff	0.00	0.00	0.00
eration Noninstructional	0.00	0.00	0.00
pport Services Staff	0.00	0.00	0.00
ilities/Construction	0.00	0.00	0.00

Classified Staff (FTE)

	Personnel	Salary	% of Total
Instructional Staff	158.74	2,004,479.05	25.10
Operation Noninstructional	93.35	1,346,099.43	14.76
Support Services Staff	298.37	4,843,182.08	47.17
Facililties/Construction	82.02	1,774,803.80	12.97

Figures do NOT include On Behalf

	Expenditures	Expenditures Per Pupil	
	District	District	State
Current Expense (1000-3900)	0.00	0.00	0.00
Instruction (1000)	0.00	0.00	0.00
2100 Inst Supp Svcs	0.00	0.00	0.00
2200 Inst Staf Supp Svcs	0.00	0.00	0.00
2300 District Admin Supp Svcs	0.00	0.00	0.00
2400 School Admin Supp Svcs	0.00	0.00	0.00
2500 Business Supp Svcs	0.00	0.00	0.00
2600 Plant Oper & Maint	0.00	0.00	0.00
2700 Pupil Trans	0.00	0.00	0.00
2800 Central Office Supp Svcs	0.00	0.00	0.00
2900 Other Inst Supp Svcs	0.00	0.00	0.00
3100 Food Svcs Oper	0.00	0.00	0.00
3300 Comm Svcs Oper	0.00	0.00	0.00
3900 Non-Inst Svcs	0.00	0.00	0.00
4100 Facilities Site Acqu	0.00	0.00	0.00
4200 Facilities Site Impr	0.00	0.00	0.00
4300 Facilities Arch and Eng	0.00	0.00	0.00
4400 Facilites Educ Spec Dev	0.00	0.00	0.00
4500 Facilites New Build Const	0.00	0.00	0.00
4600 Facilities Build Impr/Ren/Add	0.00	0.00	0.00
4900 Facilities Other	0.00	0.00	0.00
5100 Debt Service	0.00	0.00	0.00
5200 Fund Transfers	0.00	0.00	0.00
Total Expense (1000-5200)	0.00		

strict Nar	MMD	FMD	HI	S/L	VI	EBD	OI	OHI	SLD	D/B	MD	AUT
Adair Co	99	19	2	111	6	40	1	31	76	-	12	1
Allen Co	111	10	2	68	-	15	3	39	85	-	21	2
Anchorage I	-	-	-	32	-	-	-	12	16	-	1	8
Anderson C	41	18	4	276	1	13	4	90	67	-	9	2
Ashland Ind	53	25	2	191	-	35	-	44	86	-	6	2
Augusta Ind	9	2	1	14	-	1	-	3	13	-	1	1
Ballard Co	19	6	-	62	2	11	1	25	22	-	4	3
Barbourville	8	-	-	26	-	1	-	11	24	-	8	-
Bardstown I	46	22	-	50	-	24	2	37	49	-	13	9
Barren Co	53	20	2	162	2	53	4	75	103	-	33	9
Bath Co	51	16	1	106	1	18	3	15	29	-	10	4
Beechwood	4	3	2	21	-	11	2	35	10	-	2	5
Bell Co	134	23	4	132	5	7	1	29	92	-	14	8
Bellvue Ind	20	4	1	77	-	6	-	22	21	-	3	-
Berea Ind	21	11	-	26	3	13	-	14	24	-	10	6
Boone Co	129	32	24	648	7	47	7	372	357	-	30	38
Bourbon Co	77	14	-	124	1	12	1	38	102	-	20	4
Bowling Gre	31	19	4	128	1	29	5	31	88	-	8	12
Boyd Co	72	24	3	193	1	52	4	116	75	-	41	9
Boyle Co	54	11	2	110	5	14	1	115	110	-	18	6
Bracken Co	39	11	-	43	-	4	-	8	22	-	3	1
Breathitt Co	111	41	5	108	5	33	-	16	54	-	6	9
Breckinridg	53	8	1	156	3	35	1	44	85	-	25	4
Bullitt Co	205	33	8	476	2	87	8	134	420	-	92	28
Burgin Ind	6	1	1	30	-	2	-	12	13	-	3	3
Butler Co	47	11	4	119	2	10	5	25	59	-	14	6
Caldwell Co	48	7	-	92	2	10	6	42	58	-	7	7

SLD

Calloway Co	49	7	2	110	4	50	3	63	88	-	16	14
Campbell C	54	17	5	226	6	67	2	89	229	-	25	19
Campbellsv	49	7	-	67	1	10	-	20	16	-	5	4
Carlisle Co	11	2	-	21	-	8	1	19	17	-	3	5
Carroll Co	56	18	6	49	2	13	2	21	70	-	10	3
Carter Co	156	35	5	259	9	43	6	45	217	1	29	6
Casey Co	76	11	-	100	1	13	-	58	76	-	20	3
Caverna Ind	27	9	1	9	-	5	-	17	29	-	5	-
Christian Co	229	42	10	576	3	69	12	90	292	-	67	27
Clark Co	119	32	6	220	8	69	4	108	96	3	8	8
Clay Co	239	49	17	294	5	14	3	39	155	-	21	7
Clinton Co	34	6	-	72	-	13	1	18	49	-	8	3
Cloverport I	12	-	-	36	-	-	-	6	17	-	4	-
Corbin Ind	73	9	1	102	-	2	-	13	69	-	6	7
Covington I	177	20	5	142	5	69	1	90	137	1	49	8
Crittenden C	31	6	1	78	1	8	-	20	72	-	5	-
Cumberland	50	6	1	63	-	3	-	5	28	-	1	1
Danville Ind	40	7	1	81	1	32	2	58	44	-	9	12
Daviess Co	128	13	4	540	7	149	15	273	240	-	118	37
Dawson Spr	41	10	-	36	1	-	-	9	27	-	-	2
Dayton Ind	28	3	3	85	1	13	2	27	24	-	4	1
East Bersta	16	-	-	27	1	2	-	5	6	-	7	1
Edmonson C	67	18	2	57	6	25	1	78	104	-	16	5
Elizabethto	34	8	-	84	-	8	2	37	49	-	9	8
Elliott Co	73	22	1	74	1	2	-	21	61	-	2	-
Eminence Ir	6	1	-	12	-	8	-	11	38	-	4	2
Erlanger Inc	40	3	-	161	1	17	1	47	53	-	11	8
Estill Co	37	37	2	143	-	8	-	28	82	-	7	2
Fairview Inc	34	6	1	18	-	6	-	2	16	-	2	-
Fayette Co	253	71	33	869	6	154	37	1,045	509	-	175	86

TABLE 8 - NET ENROLLMENT - COUNTY AND CITY PUBLIC SCHOOLS - KINDERGARTEN THROUGH TWELVE - 2003-2004

		K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	SPECIAL EDUCATION	TOTAL
550	MCNAIRY COUNTY	386	344	306	311	352	347	370	369	363	356	327	285	267	75	4,458
560	MACON COUNTY	274	300	305	287	278	298	307	316	271	381	279	215	233	32	3,772
570	MADISON COUNTY	1,052	1,040	1,025	1,039	1,108	1,090	1,164	1,207	1,197	1,301	1,115	853	851	310	14,352
580	MARION COUNTY	397	347	340	308	326	313	297	350	346	275	287	268	260	14	4,128
581	*RICHARD CITY	20	31	21	22	29	27	32	29	32	45	34	23	27	0	372
590	MARSHALL COUNTY	400	387	343	369	408	387	463	403	444	370	377	287	325	61	5,024
600	MAURY COUNTY	933	913	907	871	877	932	920	989	902	1,039	946	759	776	140	11,904
610	MEIGS COUNTY	162	137	142	137	145	140	159	150	153	131	152	152	111	25	1,896
620	MONROE COUNTY	345	370	349	325	370	347	394	417	361	642	579	435	462	65	5,481
621	SWEETWATER	156	146	145	152	172	169	162	182	198	0	0	0	0	14	1,496
630	MONTGOMERY COUNTY	2,253	2,272	2,244	2,172	2,125	2,099	2,238	2,182	2,248	2,459	1,912	1,808	1,632	526	28,170
640	MOORE COUNTY	72	72	77	71	75	77	78	83	75	97	56	63	60	12	968
650	MORGAN COUNTY	264	250	240	241	241	272	243	294	269	277	267	223	243	46	3,370
660	OBION COUNTY	352	317	301	389	323	364	331	344	316	366	291	269	232	46	4,240
661	UNION CITY	121	134	114	117	85	116	119	133	117	130	118	77	102	0	1,483
670	OVERTON COUNTY	318	294	284	266	233	256	267	285	261	248	220	244	195	33	3,404
680	PERRY COUNTY	90	103	92	70	98	76	76	87	91	112	98	96	96	14	1,199
690	PICKETT COUNTY	64	53	48	52	41	51	53	51	57	64	60	75	48	10	727
700	POLK COUNTY	223	225	190	223	186	194	192	222	209	267	194	182	146	32	2,685
710	PUTNAM COUNTY	853	840	798	830	746	756	827	813	805	913	808	694	651	11	10,346
720	RHEA COUNTY	327	340	285	273	262	298	328	313	317	424	329	328	321	24	4,169
721	DAYTON	87	72	65	68	86	78	72	94	85	0	0	0	0	2	709
730	ROANE COUNTY	630	513	512	516	498	517	521	507	543	597	568	480	465	172	7,039
740	ROBERTSON COUNTY	789	816	766	797	768	798	801	822	851	943	721	655	585	78	10,190
750	RUTHERFORD COUNTY	2,248	1,957	2,027	1,985	2,033	2,071	2,077	2,782	2,796	3,019	2,766	2,201	2,099	508	30,569
751	MURFREESBORO	1,038	955	891	944	877	912	830	0	0	0	0	0	0	0	6,447
760	SCOTT COUNTY	241	228	215	205	187	203	227	246	208	259	211	173	176	2	2,781
761	*ONEIDA	89	132	94	92	93	95	103	116	118	91	101	89	90	0	1,303
770	SEQUATCHIE COUNTY	161	162	129	141	141	181	169	177	134	184	155	111	103	72	2,020
780	SEVIER COUNTY	1,026	1,088	1,038	1,042	993	1,081	1,096	1,121	1,176	1,257	1,035	916	802	276	13,947
790	SHELBY COUNTY	3,746	3,516	3,647	3,674	3,767	4,081	3,931	3,828	3,766	4,297	3,958	3,531	3,248	645	49,635
791	MEMPHIS	10,492	9,877	9,442	9,389	9,617	9,615	10,200	10,215	9,468	10,490	8,636	6,750	5,819	4,102	124,112
800	SMITH COUNTY	260	199	251	232	211	270	245	277	268	309	239	220	224	34	3,239
810	STEWART COUNTY	176	150	139	167	165	162	200	202	181	188	187	161	150	23	2,251
820	SULLIVAN COUNTY	868	957	950	969	973	1,023	1,064	1,067	1,054	1,267	1,053	1,005	894	42	13,186
821	BRISTOL	289	289	244	303	299	295	324	330	319	383	297	269	247	27	3,915
822	KINGSPORT	522	491	527	521	518	562	577	540	522	551	486	466	414	154	6,851
830	SUMNER COUNTY	2,217	2,295	2,156	2,217	2,237	2,263	2,275	2,528	2,490	2,697	2,154	1,829	1,727	547	29,832
840	TIPTON COUNTY	858	860	830	900	849	882	888	1,007	951	1,076	960	806	768	10	11,645

TABLE 11 - NUMBER OF CHILDREN AGES 3 THROUGH 21 WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES - 2003-2004

		LEARNING DISABLED	MENTALLY RETARDED	GIFTED	SPEECH IMPAIRED	LANGUAGE IMPAIRED	EMOTIONALLY DISTURBED	AUTISM	HEALTH IMPAIRED	PHYSICALLY IMPAIRED	DEAF	HEARING IMPAIRED	BLIND	VISUALLY IMPAIRED	DEAF/BLIND	MULTI-DISABLED	FUNCTIONALLY DELAYED	DEVELOPMENTALLY DELAYED	TRAUMATIC BRAIN INJURY	TOTAL***
550	MCNAIRY COUNTY	182	82	83	156	**	15	**	43	**	0	**	0	**	0	**	18	52	**	853
560	MACON COUNTY	224	21	**	92	106	**	**	37	**	**	**	**	**	0	**	16	20	**	550
570	MADISON COUNTY	1,221	300	579	352	187	152	31	120	**	0	13	**	**	0	92	121	119	**	3,308
580	MARION COUNTY	228	50	18	168	30	**	**	**	**	**	**	0	**	0	14	69	45	**	853
581	*RICHARD CITY	30	**	12	11	**	0	**	**	0	0	0	0	0	0	0	**	**	0	79
590	MARSHALL COUNTY	358	36	155	166	30	22	**	48	**	**	**	0	0	0	12	15	21	0	877
600	MAURY COUNTY	718	184	232	320	163	106	40	180	15	**	27	0	**	0	23	61	119	**	2,204
610	MEIGS COUNTY	79	23	**	55	64	0	0	56	**	0	0	0	**	0	**	40	16	**	344
620	MONROE COUNTY	423	102	63	150	18	30	**	60	**	0	**	**	**	0	13	33	42	0	957
621	SWEETWATER	64	32	**	89	26	**	**	11	**	0	**	0	**	0	**	**	43	**	301
630	MONTGOMERY COUNTY	1,323	235	696	650	218	135	82	246	24	**	25	**	21	0	35	111	291	**	4,103
640	MOORE COUNTY	87	11	**	25	31	**	**	15	**	0	**	0	0	0	**	**	**	0	192
650	MORGAN COUNTY	144	29	58	122	62	13	**	47	**	**	**	**	0	0	**	11	17	**	528
660	OBION COUNTY	311	62	204	182	24	18	**	38	**	**	**	0	**	0	**	**	13	**	877
661	UNION CITY	83	23	0	11	60	**	**	10	0	0	**	0	0	0	**	**	**	0	203
670	OVERTON COUNTY	401	28	181	103	43	13	**	31	**	0	**	0	**	0	**	10	12	0	837
680	PERRY COUNTY	97	17	13	38	61	15	**	24	0	0	**	0	**	0	**	**	**	**	312
690	PICKETT COUNTY	33	18	0	34	10	**	0	**	**	0	0	0	**	0	0	**	**	0	113
700	POLK COUNTY	116	28	23	100	13	**	**	11	**	0	**	0	0	**	**	22	27	0	355
710	PUTNAM COUNTY	679	122	281	291	116	52	35	191	21	**	22	0	11	0	18	47	95	**	1,988
720	RHEA COUNTY	149	47	12	60	69	**	10	65	**	0	**	0	**	0	**	24	19	**	478
721	DAYTON	51	10	0	27	**	**	0	**	0	0	0	0	**	0	0	**	**	**	118
730	ROANE COUNTY	526	73	271	266	45	33	**	162	**	**	**	**	10	0	31	79	56	**	1,580
740	ROBERTSON COUNTY	818	46	220	375	239	35	18	159	**	0	17	**	**	0	13	51	70	0	2,075
750	RUTHERFORD COUNTY	1,742	336	1,099	485	303	184	73	329	40	**	54	19	16	**	49	141	185	**	5,049
751	MURFREESBORO	294	29	12	223	73	**	**	82	**	**	**	0	**	0	**	22	116	**	894
760	SCOTT COUNTY	113	118	**	104	52	**	0	19	**	0	**	0	**	0	0	**	0	0	425
761	*ONEIDA	48	21	0	32	15	0	**	14	**	0	**	0	**	0	**	**	**	0	149
770	SEQUATCHIE COUNTY	150	31	46	72	20	**	**	39	**	**	**	0	**	0	**	14	84	0	486
780	SEVIER COUNTY	688	129	352	552	172	83	25	227	19	**	17	**	**	0	36	101	143	**	2,567
790	SHELBY COUNTY	3,967	328	3,288	983	423	108	108	902	105	0	85	**	31	0	79	77	327	16	10,811
791	MEMPHIS	4,686	4,541	2,595	1,816	201	212	189	715	66	0	216	0	60	0	204	35	327	**	15,872
800	SMITH COUNTY	196	39	14	79	90	**	**	73	**	0	**	**	**	0	**	10	22	**	551
810	STEWART COUNTY	226	**	15	48	46	13	**	16	**	0	**	0	0	0	**	21	30	0	440
820	SULLIVAN COUNTY	789	169	773	471	25	28	**	299	**	**	**	**	12	0	**	**	231	**	2,841
821	BRISTOL	223	50	51	121	22	14	**	51	**	0	0	0	**	0	**	18	69	0	644
822	KINGSPORT	456	74	155	303	36	65	17	141	**	**	**	0	**	0	30	38	75	**	1,403
830	SUMNER COUNTY	1,379	159	786	662	636	117	86	535	32	**	34	**	14	0	21	71	89	**	4,632
840	TIPTON COUNTY	513	223	229	369	407	50	17	186	**	**	20	**	**	0	24	55	21	**	2,138
850	TROUSDALE COUNTY	123	17	**	46	56	**	**	16	**	0	**	0	0	0	**	10	12	**	295
860	UNICOI COUNTY	138	35	40	175	118	10	**	36	**	0	**	0	**	0	**	17	50	0	649
870	UNION COUNTY	295	28	70	133	30	10	12	35	**	0	**	**	**	0	**	44	20	**	706

DDESS KENTUCKY DISTRICT ENROLLMENT

2003-2004 School Year

Kentucky District (03-04):
Total Enrolled: 7071
SPED Enrollment: 909
SLD Eligible: 201

2004-2005 School Year

Kentucky District (04-05)
Total Enrollment: 6927
SPED Enrollment: 947
SLD Eligible: 156

*Information given by Cynthia Chen, Director of DoDEA Special Education (11/2005)

DDESS KENTUCKY DISTRICT ENROLLMENT

2003-2004 School Year

Kentucky District (03-04):
- Total Enrolled: 7071
- SPED Enrollment: 909
- SLD Eligible: 201

2004-2005 School Year

Kentucky District (04-05)
- Total Enrollment: 6927
- SPED Enrollment: 947
- SLD Eligible: 156

*Information given by Cynthia Chen, Director of DoDEA Special Education (11/2005)

Table AA3

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	92,274	42,093	15,972	20,224	4,854
ALASKA	16,054	9,191	3,169	819	843
ARIZONA	87,298	51,059	15,209	7,215	5,312
ARKANSAS	52,862	22,490	9,569	11,773	488
CALIFORNIA	587,636	344,595	125,095	35,549	22,188
COLORADO	70,597	34,201	13,326	3,461	8,753
CONNECTICUT	66,714	30,615	12,347	3,731	7,332
DELAWARE	15,108	9,049	1,650	2,039	675
DISTRICT OF COLUMBIA	10,185	5,117	960	1,342	1,861
FLORIDA	336,675	164,225	75,100	39,421	37,082
GEORGIA	154,732	48,665	32,726	30,204	24,100
HAWAII	22,032	10,722	2,326	2,692	3,371
IDAHO	25,583	14,595	4,167	1,929	822
ILLINOIS	267,576	134,494	56,079	27,712	30,699
INDIANA	141,219	59,362	36,056	21,862	12,107
IOWA	66,881	33,809	4,223	16,494	9,905
KANSAS	54,360	23,975	10,635	5,553	4,244
KENTUCKY	78,200	20,448	17,947	17,950	5,858
LOUISIANA	87,981	35,947	19,170	12,024	5,369
MAINE	31,655	13,126	7,537	1,047	3,697
MARYLAND	102,074	44,316	23,893	6,698	9,116
MASSACHUSETTS	147,888	90,882	21,851	14,559	12,893
MICHIGAN	201,519	94,511	39,912	24,121	19,147
MINNESOTA	98,432	38,802	16,370	10,097	17,592
MISSISSIPPI	55,337	27,318	16,230	5,800	683
MISSOURI	126,074	65,763	26,131	12,387	9,164
MONTANA	17,522	9,651	3,319	1,229	1,029
NEBRASKA	39,069	16,084	9,724	5,951	2,630
NEVADA	34,484	21,703	5,728	1,757	1,822
NEW HAMPSHIRE	27,690	13,339	5,516	1,009	2,546
NEW JERSEY	205,354	111,288	42,824	5,772	13,785
NEW MEXICO	47,286	28,357	8,676	1,900	3,052
NEW YORK	386,842	204,158	59,337	15,801	42,925
NORTH CAROLINA	155,706	66,965	27,622	28,844	10,267
NORTH DAKOTA	12,405	5,620	3,390	1,232	1,035
OHIO	218,979	85,490	38,467	51,471	15,125
OKLAHOMA	79,184	44,631	14,294	8,475	4,171
OREGON	68,278	34,335	15,204	4,365	4,634
PENNSYLVANIA	219,377	122,386	36,022	27,052	19,864
PUERTO RICO	57,758	31,284	7,540	13,055	919
RHODE ISLAND	28,113	15,683	5,052	1,206	2,540
SOUTH CAROLINA	94,147	43,037	21,165	16,954	6,002
SOUTH DAKOTA	14,539	7,405	3,222	1,441	778
TENNESSEE	115,164	54,371	24,922	14,493	3,590
TEXAS	455,200	258,386	71,091	24,904	35,323
UTAH	48,136	27,973	8,836	3,183	3,471
VERMONT	13,251	5,039	2,120	1,412	2,186
VIRGINIA	153,215	74,858	23,381	14,190	12,947
WASHINGTON	107,091	50,756	15,934	6,591	4,908
WEST VIRGINIA	44,888	18,986	10,992	9,229	2,124
WISCONSIN	110,852	52,530	17,416	13,026	16,256
WYOMING	11,459	5,760	2,001	633	948
AMERICAN SAMOA	649	521	26	63	7
GUAM	2,062	1,545	186	95	19
NORTHERN MARIANAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PALAU	121	87	[illegible]	[illegible]	[illegible]
VIRGIN ISLANDS	1,329	549	130	[illegible]	[illegible]
BUR. OF INDIAN AFFAIRS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL AND OUTLYING AREAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
50 STATES, D.C. & P.R.	5,762,935	2,879,445	1,092,105	611,878	472,932

[illegible]

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

State	Student membership	Number of teachers	Revenues (in thousands)	Current expenditures (in thousands)	Pupil/teacher ratio	Per pupil revenue	Per pupil expenditure
United States	47,159,682	2,95[illegible]	384,090,254	333,828,141	16.0	[illegible]	[illegible]
Alabama	726,259	47,527	5,026,545	4,314,139	15.3	6,921	[illegible]
Alaska	135,859	8,136	1,372,[illegible]15	1,226,966	16.7	10,098	[illegible]
Arizona	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Arkansas	448,018	29,025	2,655,266	2,360,509	15.4	5,937	[illegible]
California	6,239,519	299,897	46,284,281	38,026,563	20.8	[illegible]	6,255
Colorado	724,508	42,100	[illegible]	[illegible]	17.2	[illegible]	[illegible]
Connecticut	562,138	42,512	6,303,000	5,697,000	13.2	11,209	10,135
Delaware	114,424	7,466	1,112,730	1,001,457	15.3	9,725	8,752
District of Columbia	68,751	5,000	938,785	807,781	15.8	11,540	10,252
Florida	2,434,403	132,515	19,262,337	14,552,276	16.7	7,913	[illegible]
Georgia	1,444,937	92,636	11,874,406	9,359,589	[illegible]	[illegible]	[illegible]
Hawaii	184,360	10,765	1,368,724	1,178,281	[illegible]	7,424	[illegible]
Idaho	245,650	[illegible]	1,720,300	1,323,127	17.7	[illegible]	[illegible]
Illinois	2,048,792	128,817	16,259,064	14,726,541	15.9	[illegible]	[illegible]
Indiana	988,963	59,728	8,527,000	7,668,000	16.6	8,622	7,754
Iowa	[illegible]	34,203	[illegible]	[illegible]	14.5	[illegible]	[illegible]
Kansas	469,747	33,010	3,639,971	3,189,301	14.2	7,749	6,789
Kentucky	623,231	40,746	4,537,058	4,256,345	[illegible]	[illegible]	6,629
Louisiana	743,089	[illegible]	[illegible]	4,415,[illegible]	14.8	[illegible]	[illegible]
Maine	213,461	17,000	1,896,460	1,634,197	12.6	8,884	7,656
Maryland	853,406	53,673	7,627,347	6,633,866	15.9	8,938	7,773
Massachusetts	975,000	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Michigan	1,705,800	95,200	15,754,224	13,722,604	17.9	9,236	8,045
Minnesota	847,000	56,000	7,180,471	7,159,543	15.1	8,478	8,453
Mississippi	499,362	30,782	2,615,892	2,637,923	16.2	[illegible]	5,283
Missouri	897,081	64,000	6,715,012	5,385,946	14.0	7,489	6,003
Montana	155,860	10,290	1,130,000	995,900	15.1	7,250	6,390
Nebraska	286,176	20,939	2,401,950	2,017,561	13.7	8,393	7,050
Nevada	340,707	17,838	2,326,725	1,918,795	19.1	6,829	5,632
New Hampshire	210,454	14,079	1,672,883	1,536,730	15.0	7,949	[illegible]
New Jersey	1,309,839	98,395	15,976,406	14,129,045	13.3	12,[illegible]	10,287
New Mexico	316,548	20,[illegible]	2,242,468	2,045,977	15.8	[illegible]	[illegible]
New York	2,740,000	216,000	32,392,370	29,209,562	13.6	10,950	9,935
North Carolina	1,265,810	80,390	8,953,084	7,630,436	15.7	7,073	6,028
North Dakota	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ohio	1,821,200	113,000	15,700,000	[illegible]	16.1	[illegible]	[illegible]
Oklahoma	625,577	42,120	3,991,733	3,717,980	[illegible]	[illegible]	[illegible]
Oregon	547,200	27,900	4,254,000	4,026,[illegible]	19.6	[illegible]	[illegible]
Pennsylvania	1,811,030	114,700	17,293,000	15,070,000	15.8	9,519	8,321
Rhode Island	158,141	11,272	1,470,525	1,504,648	14.0	[illegible]	[illegible]
South Carolina	647,400	44,449	4,960,421	[illegible]	14.6	[illegible]	[illegible]
South Dakota	128,133	9,296	902,339	783,489	[illegible]	[illegible]	[illegible]
Tennessee	905,700	56,971	5,626,692	[illegible]	[illegible]	[illegible]	[illegible]
Texas	4,032,697	274,345	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Utah	475,269	21,500	2,687,402	2,077,668	22.1	5,654	[illegible]
Vermont	[illegible]	[illegible]	1,015,963	[illegible]	[illegible]	[illegible]	[illegible]
Virginia	1,144,054	82,616	9,276,821	[illegible]	[illegible]	[illegible]	[illegible]
Washington	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
West Virginia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Wisconsin	876,243	61,285	8,119,048	7,327,962	11.3	[illegible]	[illegible]
Wyoming	89,553	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Outlying areas							
American Samoa	15,583	815	63,761	97,822	19.1	[illegible]	[illegible]
Guam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Northern Marianas	[illegible]	521	51,686	[illegible]	14.2	[illegible]	[illegible]
Puerto Rico	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Virgin Islands	20,757	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1. Data imputed by NCES based on previous year's data.

2. Early estimate number reported by state, adjusted by NCES.

3. Actual count/amount reported by state.

NOTE: All estimated data are state estimates, except where noted. Estimates are as of December 2000. Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data: "Early Estimates of Public Elementary/Secondary Education Survey," 2000–01; "National Public Education Financial Survey" and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1996–97 through 1999–2000.

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LETTERS OF APPROVAL TO CONDUCT RESEARCH

Austin Peay State University

College of Graduate Studies

January 24, 2006

Michaellea Cox
1271 Silver Star Drive
Clarksville, TN 37042

RE: Your application regarding study number 05-073: A Study of Specific Learning Disability Incidence Rates in Montgomery County, TN, Christian County, KY and the DDESS Kentucky District

Dear Michaellea Cox,

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your request for expedited approval of the new study listed above. This type of study qualifies for expedited review under FDA and NIH (Office for Protection from Research Risks) regulations.

Congratulations! This is to confirm that I have approved your application through one calendar year. This approval is subject to APSU Policies and Procedures governing human subject research.

You are granted permission to conduct your study as described in your application effective immediately. The study is subject to continuing review on or before January 24, 2007, unless closed before that date. Enclosed please find the forms to report when your study has been completed and the form to request an annual review of a continuing study. Please submit the appropriate form prior to January 24, 2007.

Please note that any changes to the study as approved must be promptly reported and approved. If you have any questions or require further information, contact me at (221-7415; fax 221-7641; email pinderc@apsu.edu). Again, thank you for your cooperation with the APSU IRB and the human research review process. Best wishes for a successful study!

Sincerely,

Charles A. Pinder

Charles A. Pinder, Ph.D.
Chair, Austin Peay Institutional Review Board
cc: Dr. Larry Lowrance