

Improving Special Education Services (ISES)
June 10, 2010
Workgroup Descriptions

1. Least Restrictive Environment (Indicator 5)

- **Indicator 5:** Percent of children with IEPs aged 6 through 21 served:
 - A. Inside the regular class 80% or more of the day;
 - B. Inside the regular class less than 40% of the day; and
 - C. In separate schools, residential facilities, or homebound/hospital placements.

2. Disproportionate Representation (Indicators #4, 9, & 10)

- **Indicator #4a Suspension and Expulsion (Overall)**
Rates of suspension and expulsion: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

- **Indicator #4b Suspension and Expulsion (Race & Ethnicity)**
Percents are not calculated for districts of residence reporting fewer than 20 students receiving special education services. Districts large enough to be calculated were considered to have met the target if fewer than two students were suspended or expelled for more than ten days.

The percent of districts that have an overall suspension or expulsion rate greater than one percent are expected to decrease over the years. The measure is not reported this year as per instructions for the FFY 2007 SPP/APR

Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

- **Indicator #9 Disproportionality (Overall)**
Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- **Indicator #10 Disproportionality (Disability)**
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

3. Parent Involvement (Indicator #8)

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

4. Transition Language and Post-Secondary Outcomes (Indicator #13, 14)

Indicator #13 Transition Language

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Indicator 14: Post-Secondary Outcomes

Percent of youth who had Individualized Education Programs (IEP), are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

5. Early Childhood (Indicators 6, 7 and 12)

Indicator 6 – Preschool LRE

Percent of preschool children with IEP who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings)(20 USC 1416(a)(3)(A))

Measurement: The number of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

New reporting requirement:

1. In regular preschool more than 10 hours per week, receiving the majority of their special education services in the regular preschool;
2. In regular preschool more than 10 hours per week, receiving the majority of their special education services outside of the regular preschool;
3. In regular preschool less than 10 hours per week, receiving the majority of their special education services in the regular preschool; and
4. In regular preschool less than 10 hours per week, receiving the majority of their special education services outside of the regular preschool.

Indicator 7: Preschool Assessment

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C.1416 (a)(3)(A)).

Indicator 12: Transition Part C to Part B

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.