

Improving Special Education Services (ISES)
December 2, 2009
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))