2010-2011 Minnesota Annual Report on Special Education Performance

Minnesota Department of Education

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Message from the Commissioner

"There is no disability that is bigger or more powerful than our collective will, and there's no greater hunger than the hunger of a child to learn, and that has nothing to do with disabilities, with race, or with poverty." – U.S. Education Secretary Arne Duncan

As a student, educator, education administrator and now as Minnesota's education commissioner, I have learned what it means to meet challenges and overcome them to reach rewarding accomplishments and goals. As their teachers know, meeting the needs of our students in special education programs deepens and broadens the challenges we must face. It also heightens the rewards of the goals we achieve.

It is in that spirit, I am very happy to present the latest edition of the Minnesota Annual Report on Special Education Performance covering the 2010-11 school year. This year's report highlights the progress we continue to make toward our goal of reaching all our children with necessary support for healthy development and lifelong learning, as well as overcoming the many challenges that remain.

President Barack Obama has challenged us, individually and as a nation, to enable every single American to reach his or her highest potential. This report supplies us with credible data to measure the outcomes of our students with disabilities. I, as Commissioner, and the leaders and staff of the Special Education Division of the Minnesota Department of Education, together are committed to draw on our collective will and experience; leverage the valuable expertise and contributions of our partners in schools and districts across the state; reach out to students, parents, advocates and leaders; and work to secure the resources we need to prepare our special education students for further education, employment, independent living and community participation.

I look forward to working with all of you as we satisfy the hunger of our students to learn, achieve and meet their goals.

Sincerely,

Brenda Cassellius

Dr. Brenda Cassellius
Commissioner Minnesota Department of Education

Preface

This is the fifth edition of the *Minnesota Annual Report on Special Education Performance,* for school year 2010-2011. Once again, this publication displays information related to demographics, educational environments, student performance on statewide assessments, high school completion, dropouts, post school outcomes, and special education finance. Summary information is provided from Compliance and Monitoring for a better understanding of the scope of special education. This report has proven to be useful to a variety of audiences. The intent is to publish it in an effort to ensure that parents, students, teachers, administrators, legislators, and the public are informed of Minnesota's current performance and progress in improving results for students with disabilities.

The *Minnesota Annual Report on Special Education Performance* provides a summary of key performance data based on required submissions such as Minnesota's Annual Performance Report (APR) by the Minnesota Department of Education (MDE) to the U.S. Department of Education. The full Annual Performance Report for Part B, ages 3-21, and for Part C, Birth-2 includes data on performance indicators in special education chosen by the federal Office of Special Education Programs (OSEP). Stakeholder groups in Minnesota establish annual targets for some indicators and OSEP establishes targets for others (the most recent APR is available at our website: http://education.state.mn.us/MDE/SchSup/SpecEdComp/index.html).

The APR demonstrates continued gradual improvement in areas such as graduation and dropout rates. This positive trend is expected to produce a corresponding positive impact in post school outcomes such as enrollment in postsecondary education and competitive employment. MDE continues to target specific performance areas for improvement each year. For instance, innovative initiatives center on reducing disproportionality in the achievement of children and youth with disabilities, early intervention programs, dropout prevention and teaching programs aligned with higher graduation rates for students with Individualized Education Programs (IEPs). These efforts have helped to close the achievement gap and will be continued.

New efforts by MDE include district staff development about how to implement standards-based IEPs for students with disabilities, Positive Behavioral Interventions and Supports (PBIS), and Response to Intervention (RtI). The Department's work also includes data analysis and initiatives focusing on diverse populations in special education. MDE supports a variety of Assistive Technology (AT) initiatives designed to ensure that students with disabilities have access to appropriate assistive technology and receive a free, appropriate public education. MDE will continue to monitor these and other targeted initiatives to ensure that all children receive the necessary supports each child requires to improve his or her educational opportunities and outcomes.

The MDE hopes this document will be informative and useful to you. We welcome your feedback.

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I. Demographics

The following pages are intended to provide information describing the children and youth with disabilities who are served in special education in Minnesota; the disability categories in which they are identified; their race and ethnicities, and incidence by geographical regions.

Key Facts

- The Individuals with Disabilities Education Act (IDEA) defines 13 disability categories. Each category has a state definition and criteria for eligibility in order for a student to receive special education (see Appendix).

- Infants and toddlers with disabilities (from birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. Early childhood programs include Part C and Part B ages 3-5.

- The number of infants from birth to age one served under Part C of IDEA was 2,142 in 2010. The number of those children under age three receiving early intervention services was greater in 2010: 8,447 versus 8,152 in 2009.

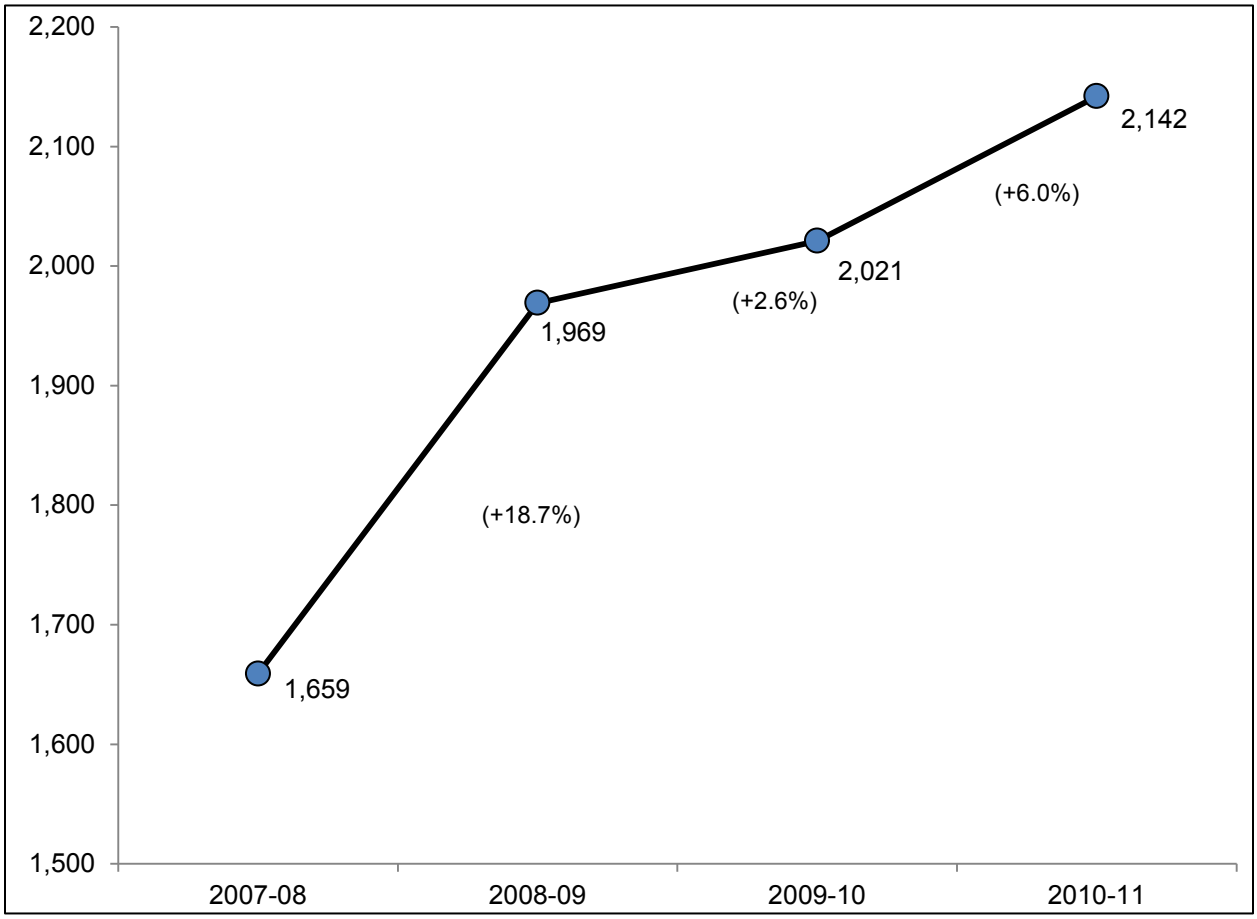
- The total number of preschool children receiving special education services continues to increase. For this age group, the percentage of children identified as having a Developmental Delay (DD) or experiencing Speech/Language Impairments (SLI) continues to be larger than other categories of disability.

- The total number of students with disabilities, grades K-12, continues to increase, from 110,560 in 2009 to 111,794 in 2010, although the percentage change in terms of growth is minor: from 13.2 % in 2007 to 13.5% in 2010. The largest numbers are students with Specific Learning Disabilities (SLD), which continues to drop each year, followed by students with SLI and Emotional or Behavioral Disorders (EBD).

- Both Black and American Indian students with disabilities are overrepresented in special education, compared to their proportions in general education, while Asian students are under-represented in Minnesota.

- Minnesota regions 7, 10, and 11 which comprise the seven county metro area, northern suburbs and the southeastern part of the state, have the greatest number of students receiving special education: 85,075 or 72.3% of K-12 students with disabilities.

Children Ages Birth to One



Source: December 1, Child Count (2007-2010)

The graph above shows the number of infants with disabilities, birth to 1, in all disability categories who received special education over the past four school years.

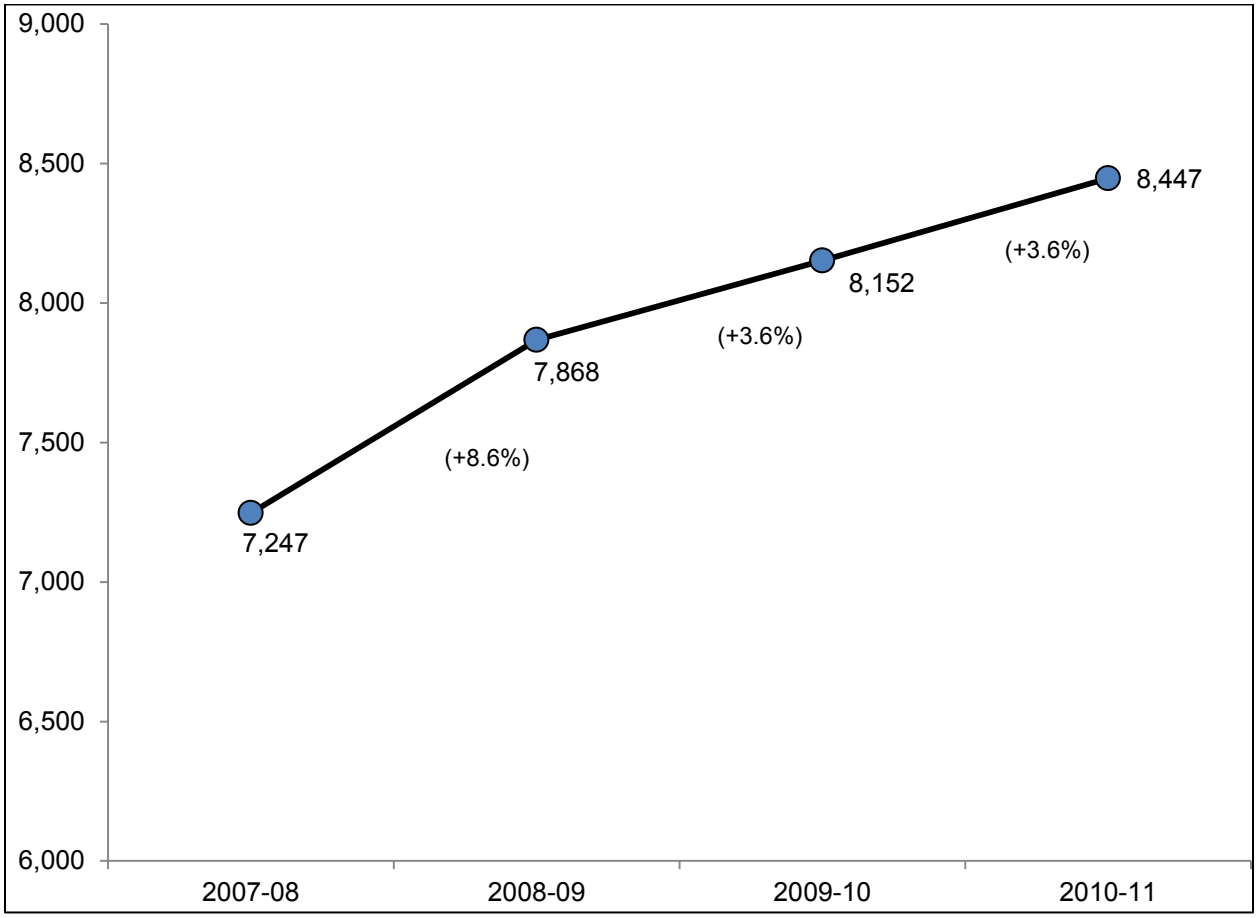
Key Facts

- Under Part C of IDEA, states must provide services to any child under 3 years of age who needs early intervention services. A state also may provide services at its discretion to at-risk infants and toddlers.

- In Minnesota, the number of infants aged 1 and younger served in Part C continues to increase. Between 2007 and 2010, 483 more infants were served, representing a 27.3% increase in three years.

- The biggest change in the number of infants served in Part C was between school years 2007 and 2008 with a 18.7% increase. There was a smaller increase of 2.6% between 2008 and 2009. It increased from 2009 to 2010 with a 6% increase.

Children Ages Birth to Three

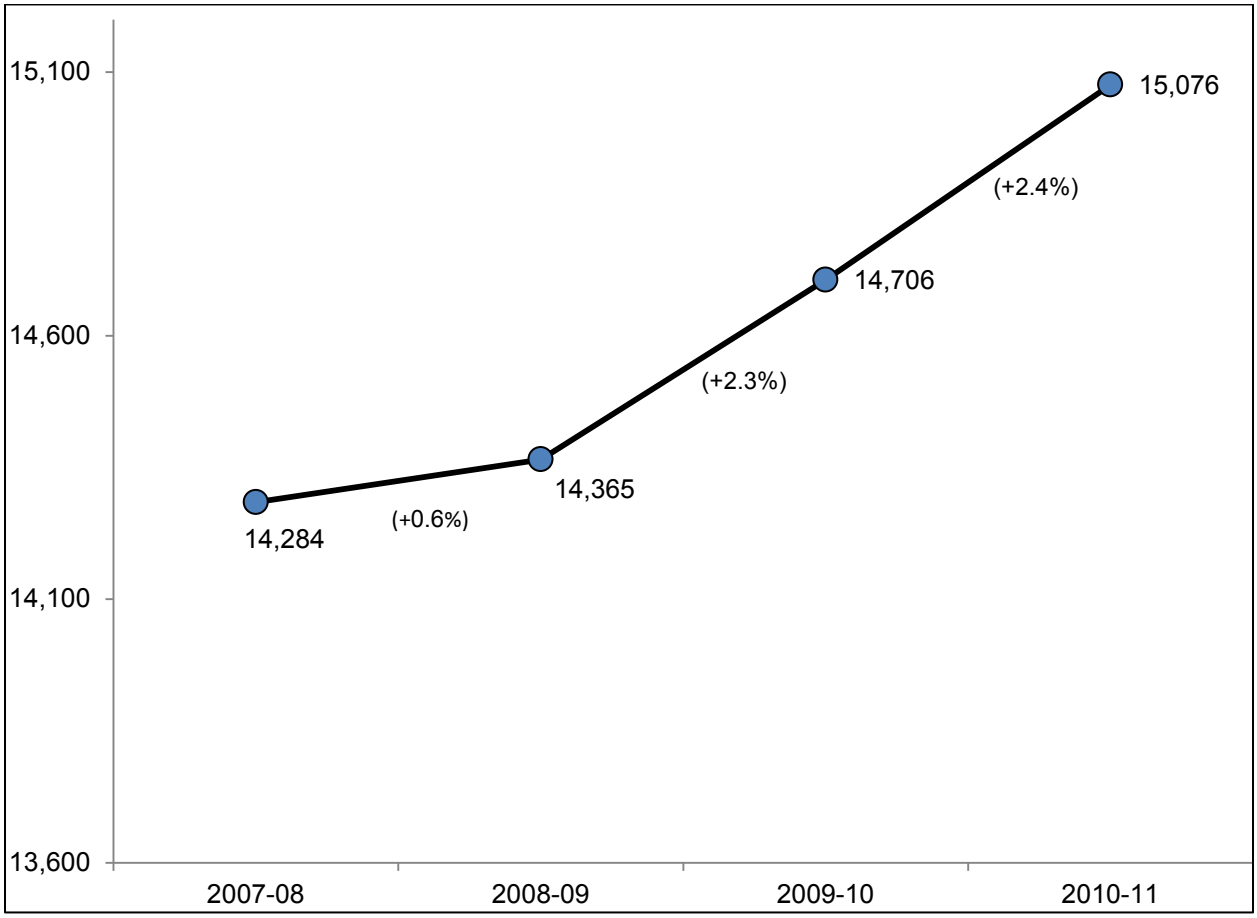


Source: December 1, Child Count (2007-2010)

The graph above shows the number of children with disabilities, birth to 3, who received special education over the past four school years.

- In Minnesota, the number of infants with disabilities birth to 3 served by Part C continues to increase. Between 2007 and 2010, 1,200 more infants were served, representing a 15.8% increase in three years.

Children with Disabilities, Ages 3-5



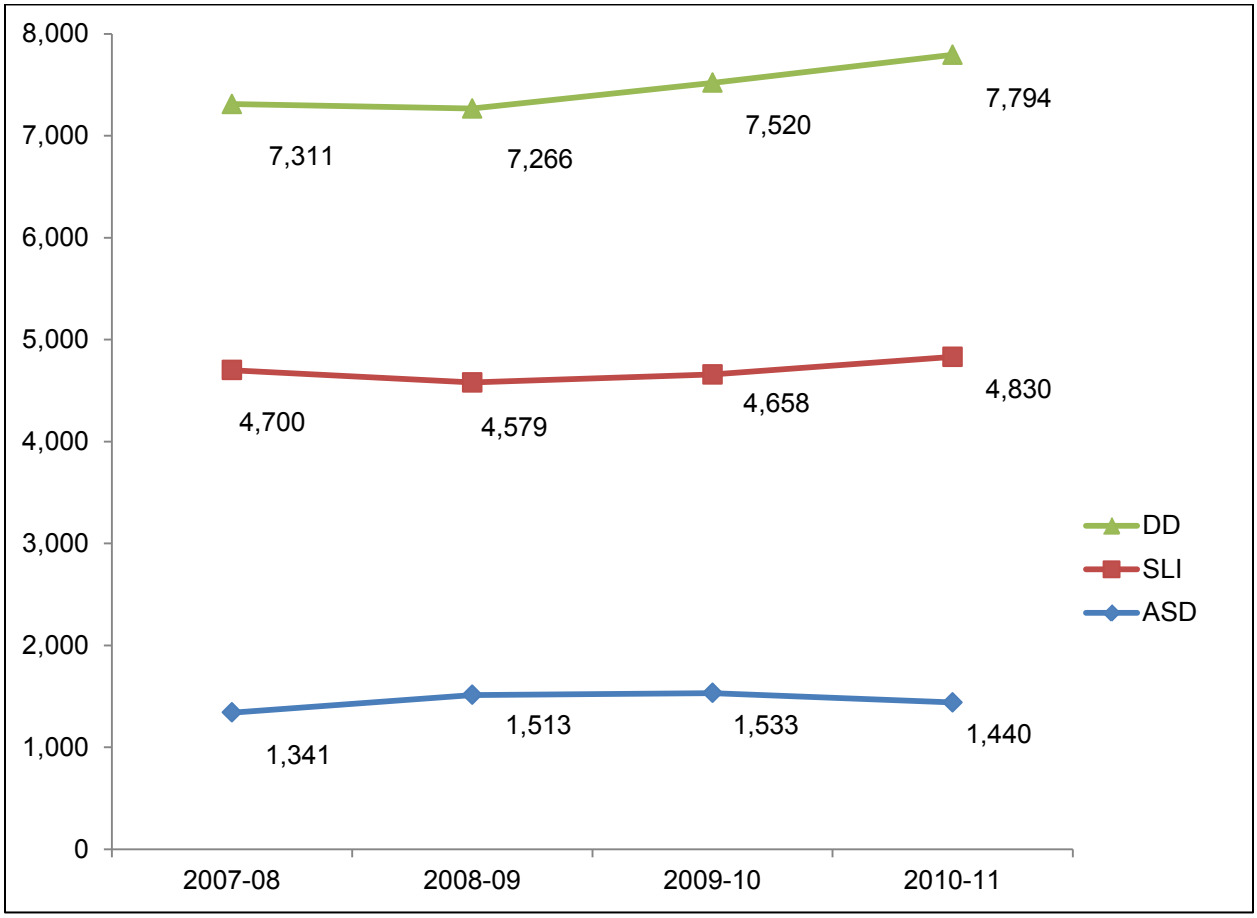
Data Source: December 1, Child Count (2007-2010)

The graph above includes children with disabilities, ages 3 to 5, who received special education over the past four school years.

Key Facts

- Over time, the number of children with disabilities ages 3 to 5 has been increasing, from 14,284 in 2007 to 15,076 in 2010.
- The rate of growth in the number of children with disabilities ages 3 to 5 slowed between 2007 and 2009 but had a sharper increase in the last two school years.
- The number of children with disabilities in this age range increased 5.3 % between 2007 and 2010. Between 2007 and 2010, there were 792 additional students identified with disabilities.

Children with High Incidence Disabilities, Ages 3-5



Data Source: December 1, Child Count (2007-2010)

DD-Developmental Delay SLI-Speech/Language Impairment ASD-Autism Spectrum Disorders

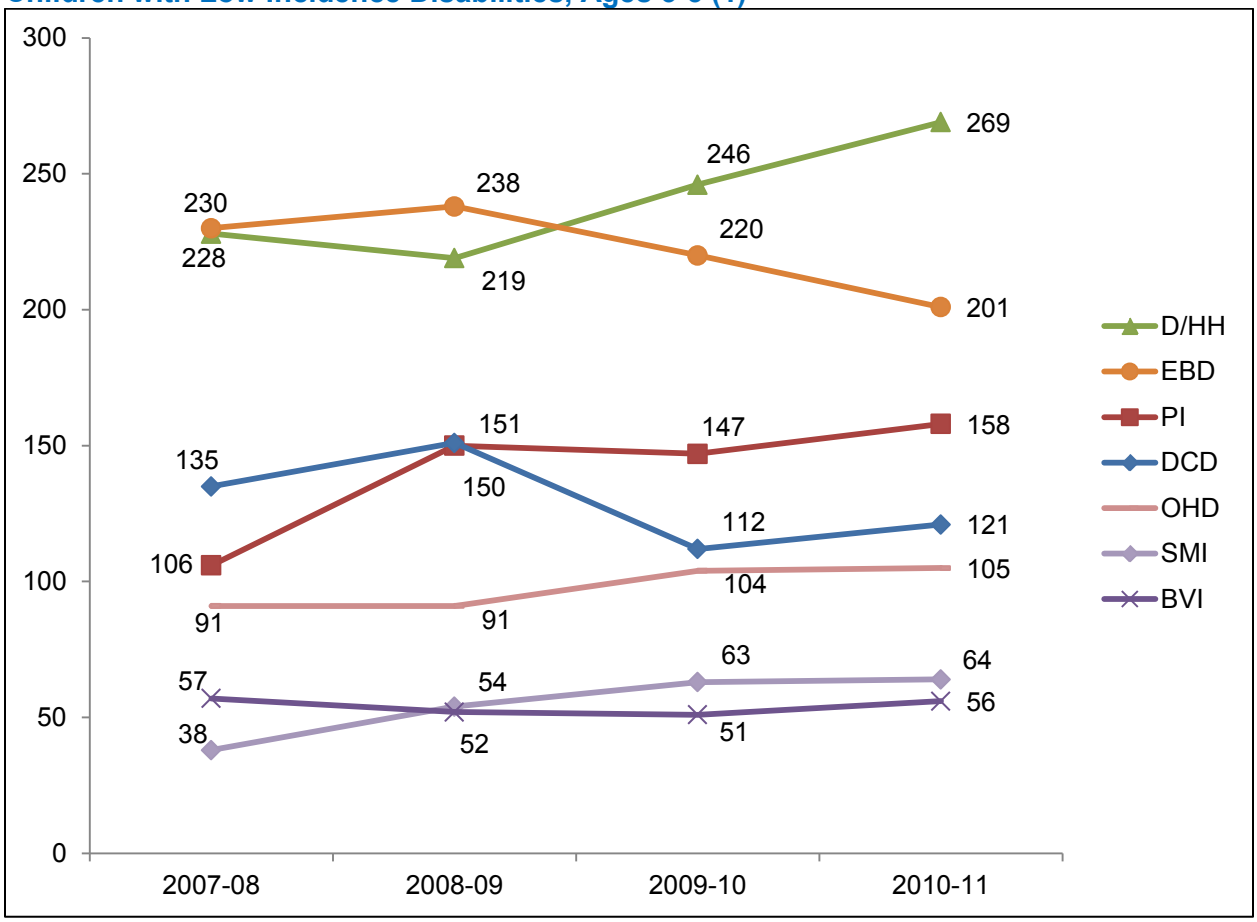
This graph shows the number of preschool children in special education with the three largest disabilities over the past four school years.

Key Facts

- As observed in previous years, the largest number of children with disabilities (ages 3-5) are, in order of prevalence, those with: 1) development delay, 2) speech/language impairment, and 3) autism spectrum disorders. Children in these three categories compose 93% of preschoolers in special education.

- The number of children with ASD increased from year 2007 to 2009 (14.32% growth), but decreased in 2010. The percentage of students with SLI decreased in 2008 and then grew again in 2009 and 2010, with a 5.48% increase since 2008.

Children with Low Incidence Disabilities, Ages 3-5 (1)



Data Source: December 1, Child Count (2007-2010)

D/HH- Deaf/Hard of Hearing
EBD-Emotional or Behavioral Disorders
PI- Physically Impaired
DCD-Developmental Cognitive Disabilities
OHD- Other Health Disabilities
SMI- Severely Multiply Impaired
BVI- Blind and Visually Impaired

This graph shows the number of preschool children in special education, ages 3-5, with low incidence disabilities over the past four school years.

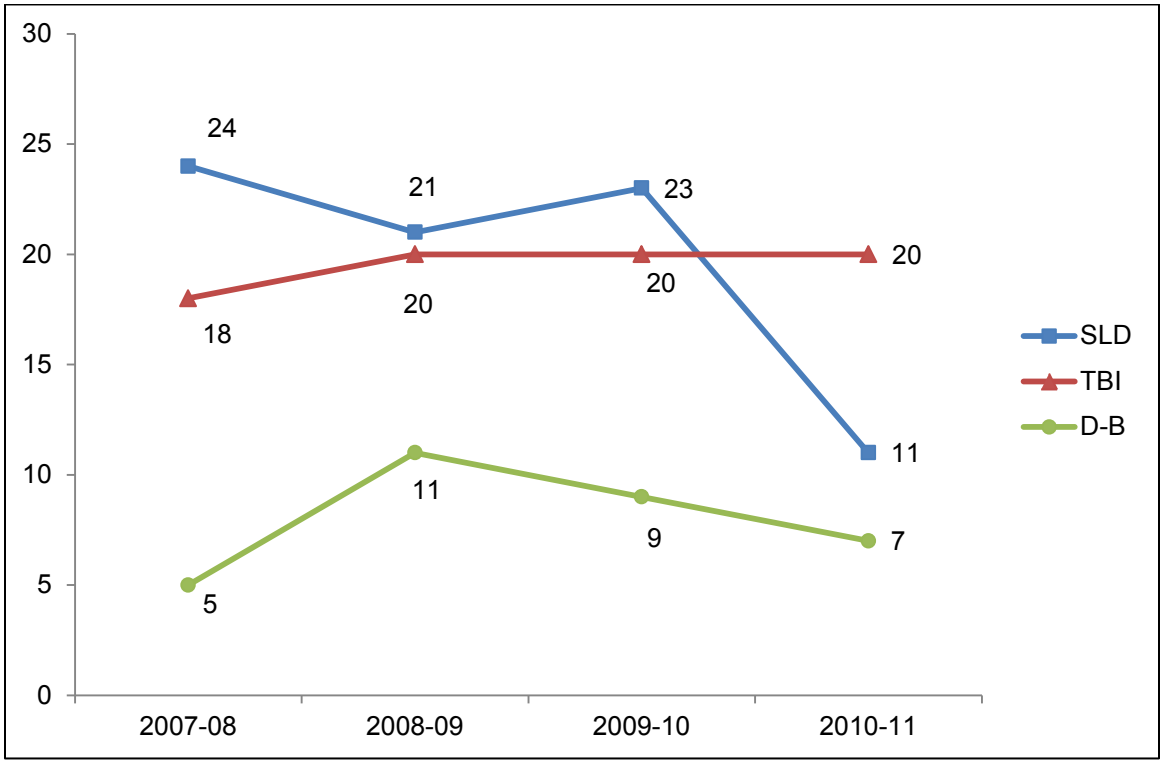
Key Facts

- Children with low-incidence disabilities compose 6.71% of preschoolers in special education. As shown in the graph, in 2010, there were 974 children in seven of these categories.

- The number of children with EBD increased each year until 2008 and then started to decline in 2009. The number of children with D/HH has been increased slightly since 2008 from 219 to 269 in 2010.

- Some disabilities that are considered “low incidence” for preschoolers become “high incidence” for K-12.

Children with Low Incidence Disabilities, Ages 3-5 (2)



Data Source: December 1, Child Count (2007-2010)

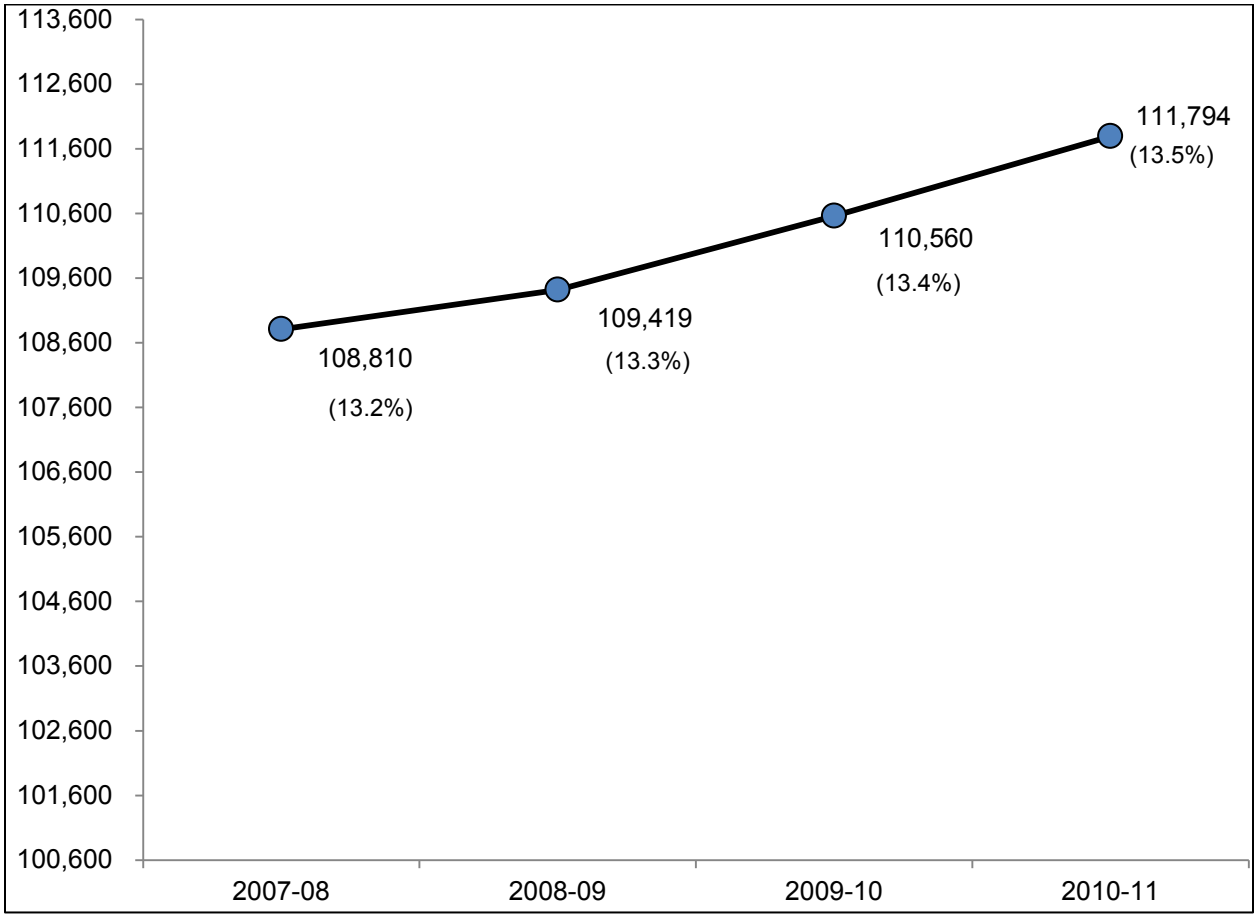
SLD-Specific Learning Disabilities TBI-Traumatic Brain Injury D-B - Deaf-Blind

This graph shows the number of preschool children in special education, ages 3-5, in the lowest incidence disabilities over the past four school years.

Key Facts

- The three disability categories with the lowest incidence (SLD, TBI, and D-B) have fewer than 50 students in 2010. The number of students with SLD dropped from 23 in 2009 to 11 in 2010, while the number students with TBI has remained basically the same in the last four years, at 20.

Students with Disabilities, Grades K-12



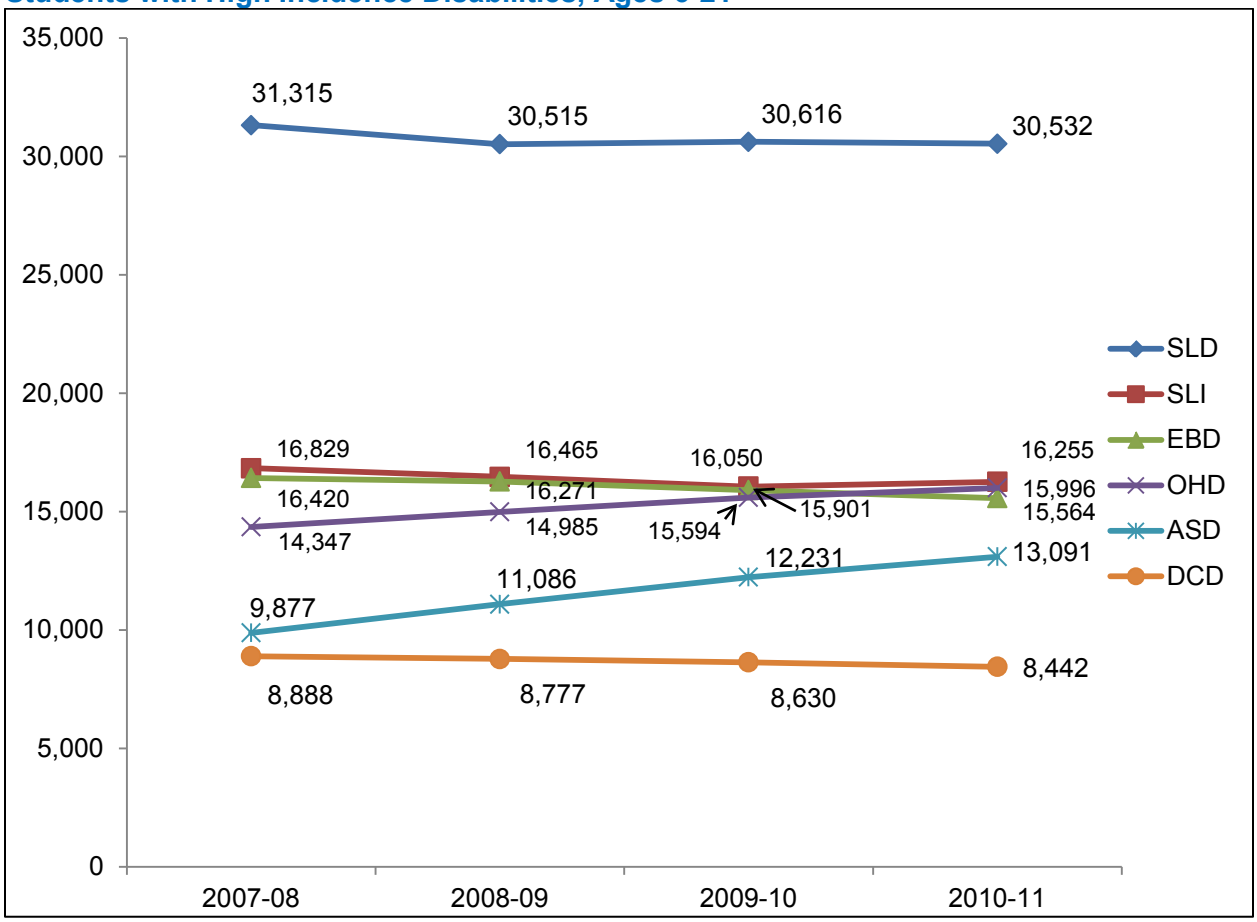
Data Source: December 1, Child Count (2007-2010)

This graph shows the total number of students with disabilities, grades K-12 who are receiving special education over the past four years.

Key Facts

- The number of students with disabilities in the state is slightly increasing. In 2010, students with disabilities represented 13.5% of total education for grades K-12. The number increased from 108,810 students in 2007 to 111,794 in 2010 (a 2.5% change).

Students with High Incidence Disabilities, Ages 6-21



Data Source: December 1, Child Count (2007-2010)

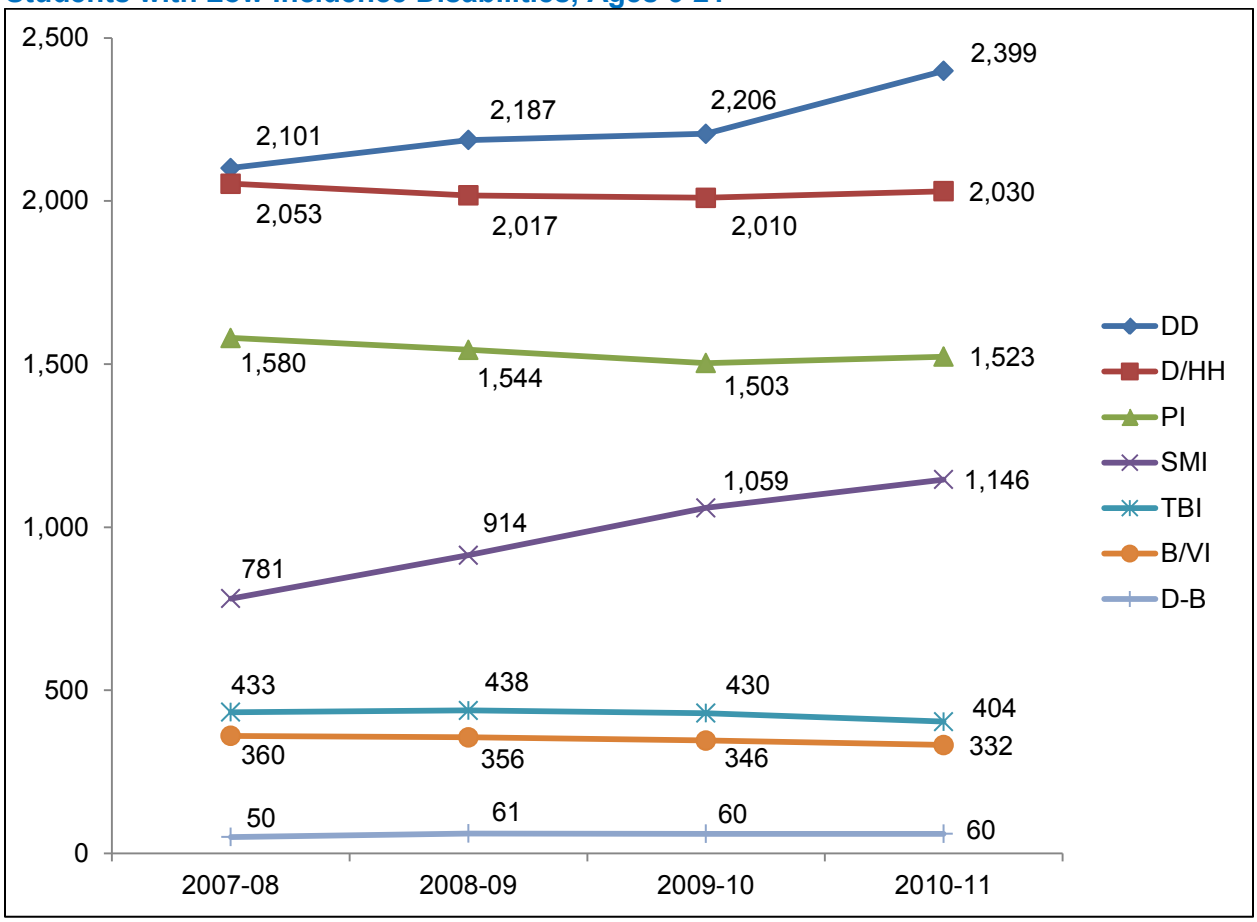
SLD- Specific Learning Disabilities
ASD-Autism Spectrum Disorders
OHD- Other Health Disabilities
EBD-Emotional or Behavioral Disorders
SLI-Speech Learning Impairment
DCD-Developmental Cognitive Disabilities

This graph shows the number of students with disabilities, ages 6 to 21, with the six most frequently identified disabilities.

Key Facts

- The highest numbers of students with disabilities ages 6-21 are identified with SLD, SLI, EBD, OHD, ASD, and DCD.
- The number of students identified with EBD continues to decrease, going from 16,420 in 2007 to 15,564 in 2010.
- As in previous years, the number of students with SLD continues to decrease while the number of students with ASD is increasing, reaching 13,091 in 2010.

Students with Low Incidence Disabilities, Ages 6-21



Data Source: December 1, Child Count (2007-2010)

DD-Developmental Delay
D/HH- Deaf/Hard of Hearing
PI- Physically Impaired
SMI- Severely Multiply Impaired
TBI- Traumatic Brain Injury
B/VI- Blind/Visually Impaired
D-B- Deaf-Blind

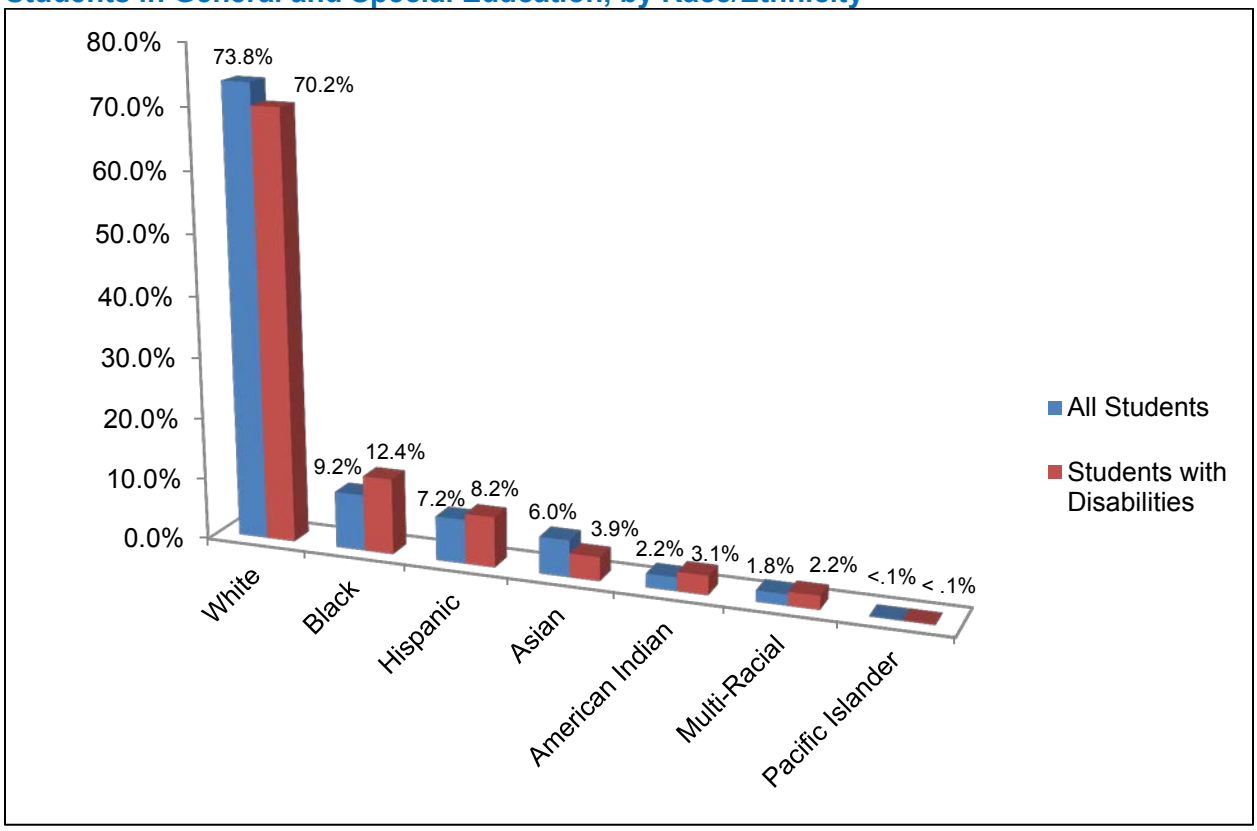
This graph shows the number of K-12 students with low incidence disabilities over the past four school years.

Key Facts

- In 2010, the students with low incidence disabilities represent 7.06% of the total number of students with disabilities ages 6-21. Within low incidence disabilities, the largest numbers of students are those with DD (2,399) and D/HH (2,030). The number of students with SMI has increased in the last four school years (from 781 to 1,146). The number of B/VI students continues to decline, from 360 in 2007 to 332 in 2010.

- While the number of students with D-B has not fluctuated much over the years, those students with TBI have declined since 2009, from 438 in 2008 to 404 in 2010.

Students in General and Special Education, by Race/Ethnicity



Data Source: December 1 Child Count (2010). Students are reported in federally designated racial/ethnic categories.

This graph displays the percentage of students with disabilities, ages 6 to 21, by race and ethnicity compared to the total student population.

Key Facts

- Beginning with the 2010-11 school year, states were required to report racial and ethnic education data on seven categories: White, Black, Hispanic, Asian, American Indian, Multi-Racial, and Pacific Islander. Prior to that time, five categories were used.

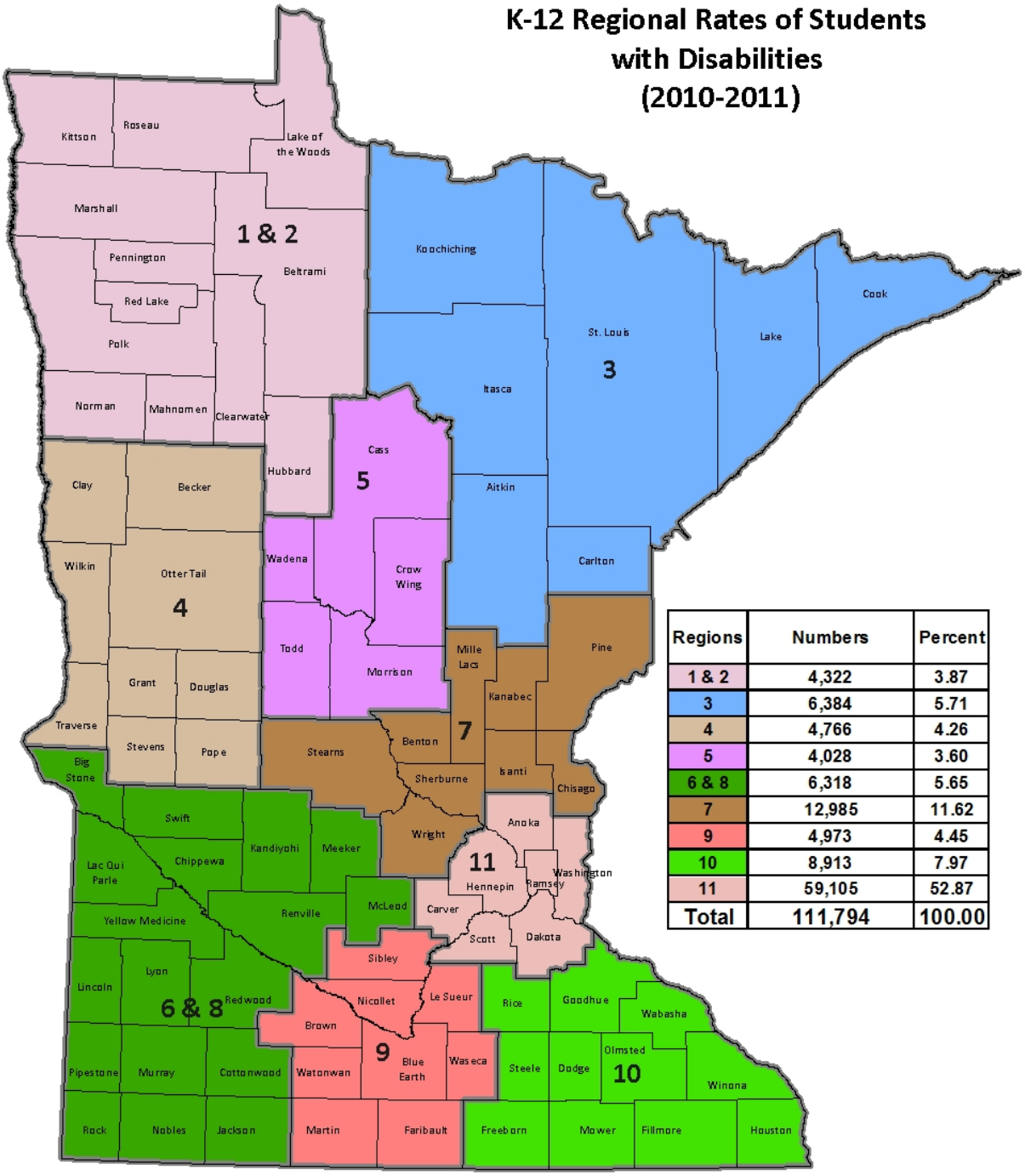
- White students with disabilities make up the largest share in special education (70.2%), followed by Black (12.4%), and Hispanic (8.2%).

- Some differences exist between different racial or ethnic groups. Data continue to show that Black, Hispanic, and American Indian students with disabilities are overrepresented when compared to the general student population.

- There are fewer Asian students with disabilities than would be anticipated given their presence in the total student population.

- A seventh ethnic category, Pacific Islander is too small to appear on the graph, but it represents 0.09 percent of special education (110 students) and 0.07 of general education (551 students).

K-12 Regional Rates of Students with Disabilities (2010-2011)



Regions	Numbers	Percent
1 & 2	4,322	3.87
3	6,384	5.71
4	4,766	4.26
5	4,028	3.60
6 & 8	6,318	5.65
7	12,985	11.62
9	4,973	4.45
10	8,913	7.97
11	59,105	52.87
Total	111,794	100.00

Data Source: December 1 Child Count (2010)

II. Educational Environments

The term “educational environments” refers to the extent that students with disabilities are included in classes or in schools with students who do not have disabilities.

There are four categories of educational environments or placement for students with disabilities, based on the amount of time spent with their peers without disabilities.

- 80% or more of the day inside the general education classroom,
- 41-79% of the day inside the general classroom,
- 0-40% of the day inside the general classroom, or in
- Separate educational facilities

As in previous years, the data in this section demonstrate stability in terms of student placement. The majority of students with disabilities are served in general education with their non-disabled peers for the majority of their school day.

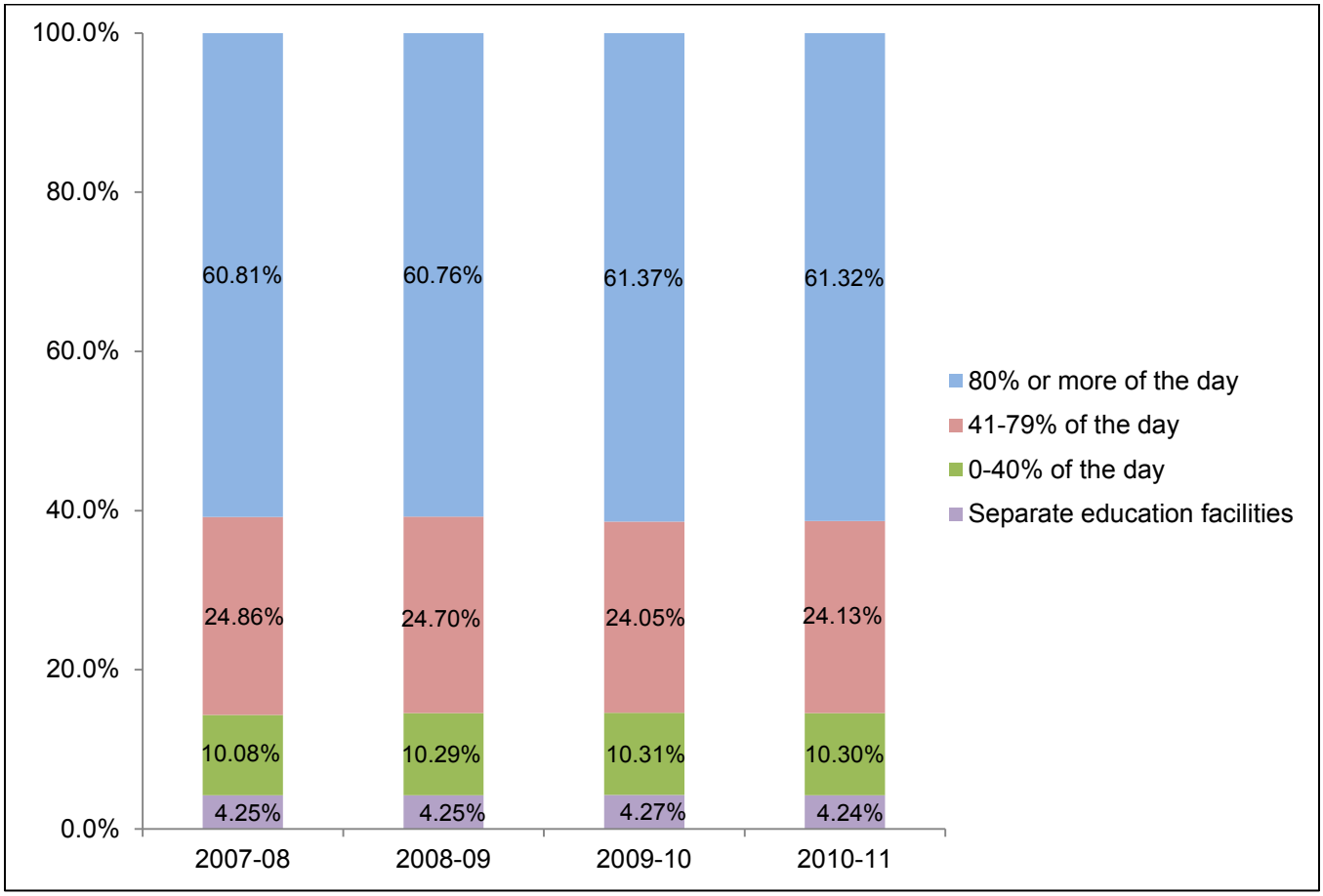
Key Facts

- Minnesota is a “high inclusion” state, meaning that the majority of students with disabilities are included in general education classrooms for 80% or more of the school day.

- A small number of students with disabilities are placed in the most restrictive settings. Among disability categories, the largest proportion of students in more restrictive settings occurs for students with Developmental Cognitive Disabilities (DCD).

- When viewed by race or ethnicity, Black students with disabilities continue to have a higher rate of placement in more restrictive settings than any other racial or ethnic group.

Educational Environments, Ages 6-21



Data Source: December 1, Child Count (2010)

This graph displays the percentage of Minnesota students with disabilities served in the following settings:

- 80% or more of the day inside the general classroom
- 41-79% of the day inside the general classroom
- 0-40 % of the day inside the general classroom, or in
- Separate education facilities

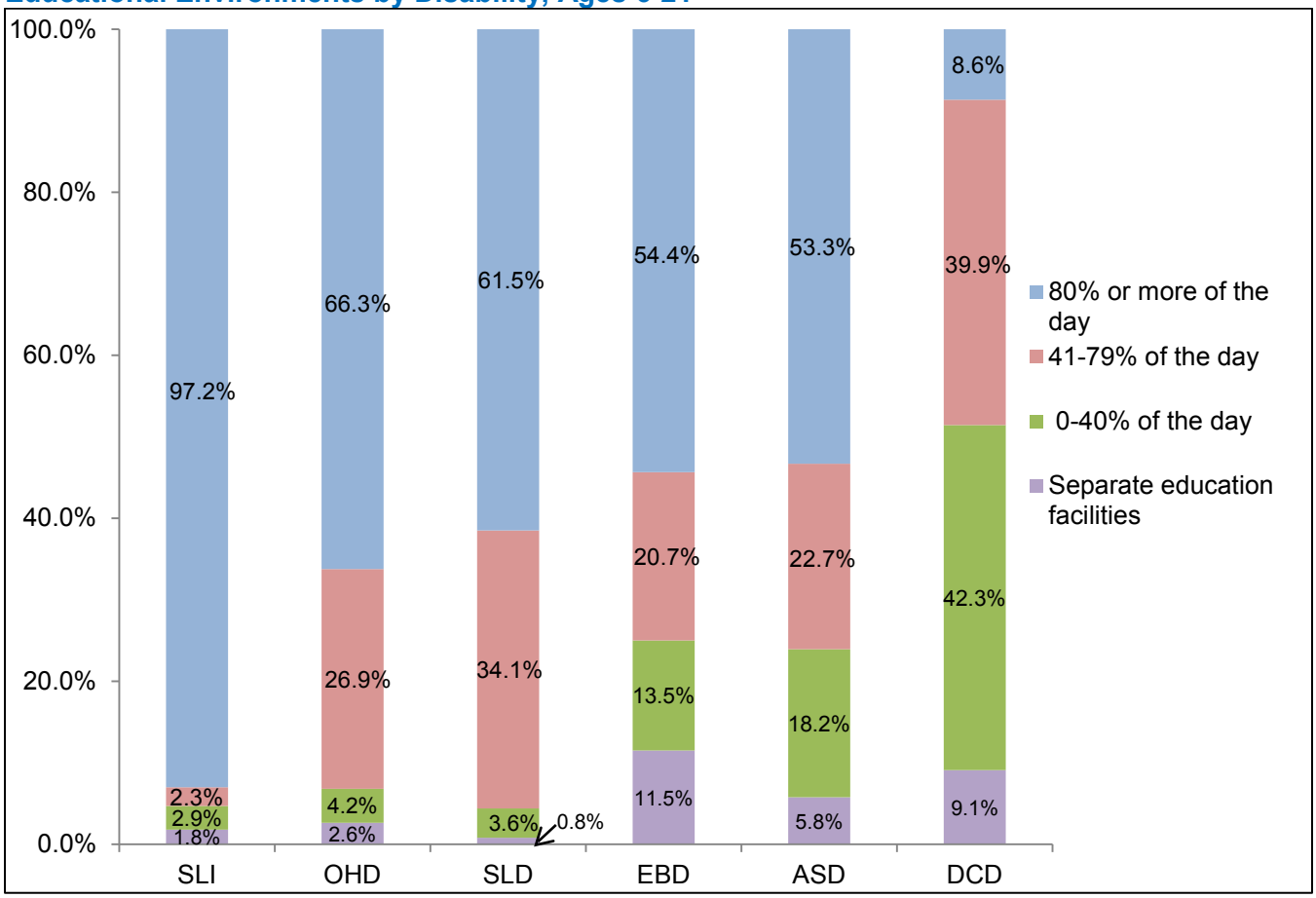
Key Facts

- Consistent with previous years, the state continues to have a high rate of inclusion of students with disabilties in general education. In 2010, 61.3% of students were placed in a general education classroom for 80% or more of the day. Only 4.2% of students were placed in separate education facilities.

- Over the last three school years, the state's rate of placing students with disabilities in more restrictive environments (0-40% of the day) remained relatively stable at 10.3%.

- Minnesota continues to have a low rate of placement of students in separate educational facilities. Only a little more than 4% of students with disabilities were placed in separate educational settings for the four last years.

Educational Environments by Disability, Ages 6-21



Disability Category	SLI	OHD	SLD	EBD	ASD	DCD
Number of students (6-21)	16,255	15,996	30,532	15,901	13,091	8,442

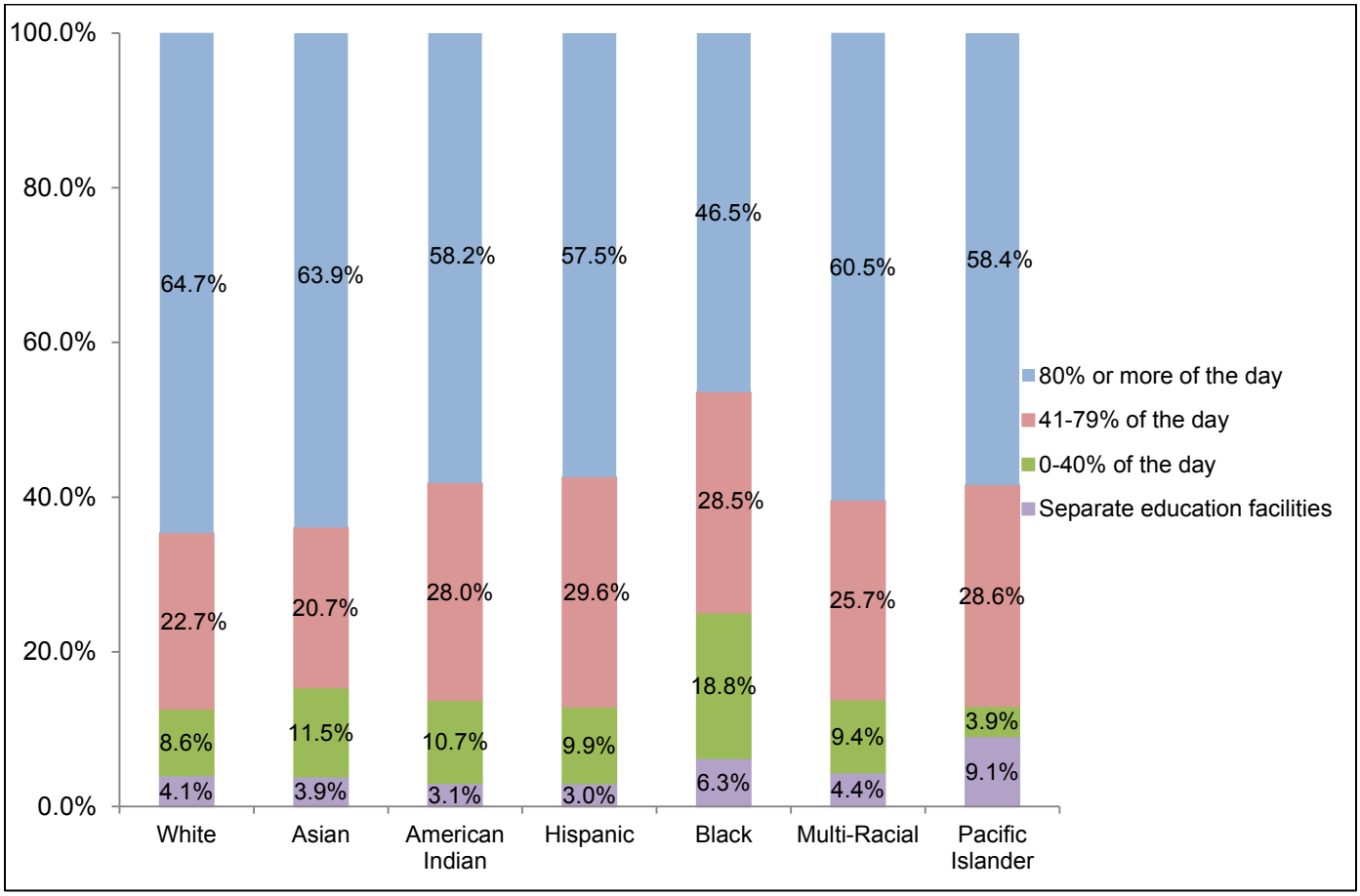
Data Source: December 1, Child Count (2010)

This graph displays the percentage of students with the six most common disabilities and their educational settings, ages 6-21.

Key Facts

- High rates of general education placement exist for students with SLI (97.2%); OHD (66.3%), and SLD (61.5%).
- Lower rates of general education placement are more frequent for students with EBD (54.4%) and ASD (53.3%). Only 8.6% of students with DCD are served 80% or more of the day inside the general classroom
- Less than one percent of students with SLD are placed in separate facilities (0.8%) in contrast with those with EBD (11.5%) or DCD (9.1%).

Educational Environments by Race/Ethnicity, Ages 6-21



Race/Ethnicity	White	Asian	American Indian	Hispanic	Black	Multi-Racial	Pacific Islanders
Number of students with disabilities (6-21)	76,148	4,562	4,024	8,178	14,862	2,113	77

Data Source: December 1, Child Count (2010)

This graph displays percentages for four educational settings for students with disabilities, ages 6-21, in five race/ethnicity categories: White, Black, Asian/Pacific Islander, Hispanic, and American Indian/Native Alaskan.

Key Facts

- White and Asian students with disabilities are the two groups most often placed in inclusive settings (64.7% and 63.9% respectively), followed by Pacific Islanders (58.4%) American Indian (58.2%), Hispanic (57.5%), and Black (46.5%) students. This pattern has not changed from previous years.

- Among students placed in general education 41-79% of the time, white and Asian students with disabilities are placed at approximately equal rates (22.7% and 20.7% respectively), while Hispanics have the highest rate (29.6%). As in previous years, Black students were placed in more restrictive settings at a higher rate than other groups.

III. Statewide Assessments: Student Proficiency and Participation

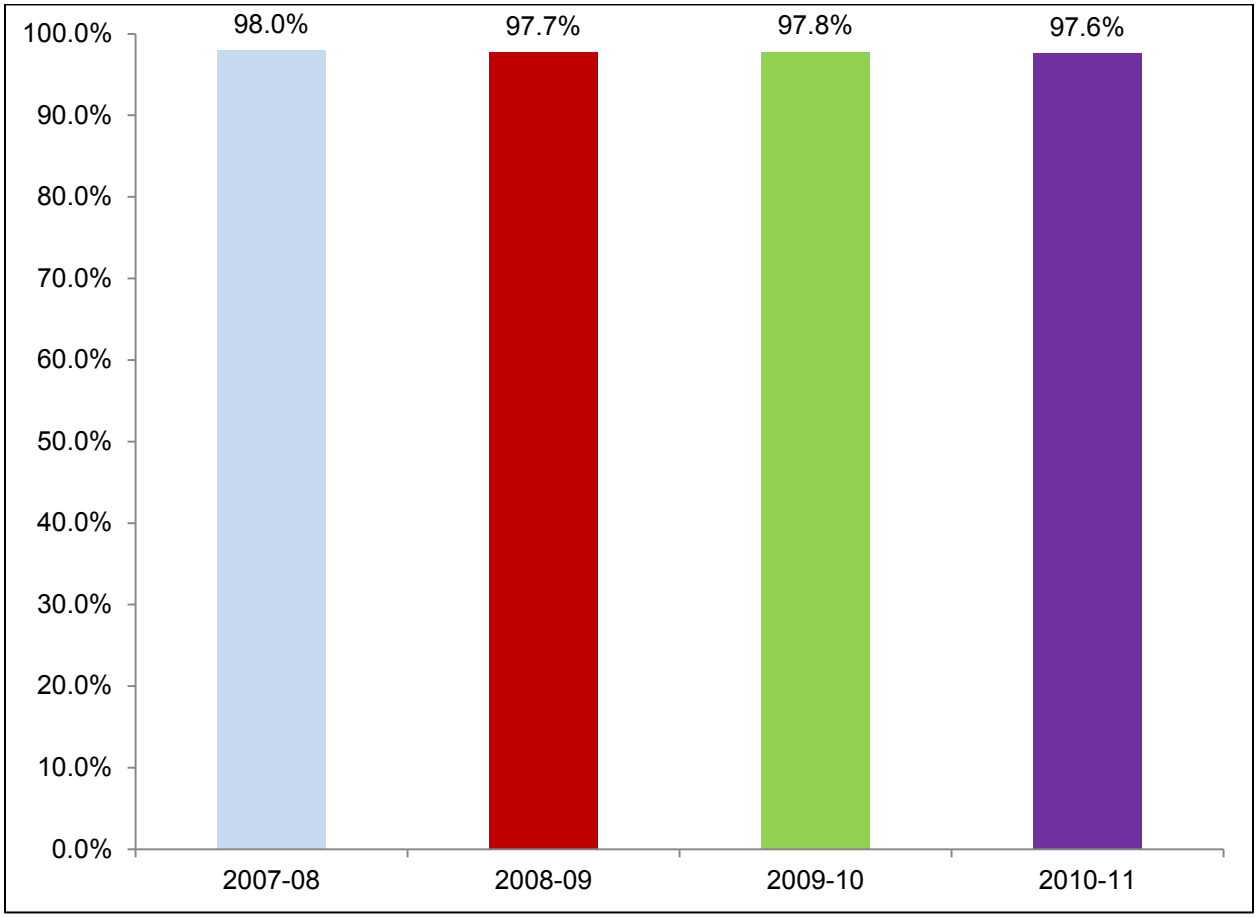
Ensuring the success of students with disabilities goes beyond providing access to educational opportunities; it also involves provision of specially designed instruction and related services, and the appropriate assessment of students' academic achievement.

Statewide tests are used to measure the performance of all students in core content areas such as mathematics and reading. This section summarizes the status of students with disabilities on statewide tests. The graphs in this section display the progress and academic challenges that remain for students with Individualized Education Programs (IEPs) as measured by the Minnesota statewide testing system.

Key Facts:

- Federal education legislation mandates that all students with disabilities participate in statewide assessments in either the Minnesota Comprehensive Assessments (MCAs), the Minnesota Test of Academic Skills (MTAS) or the MCA-Modified.
- MCAs are the state's regular assessments using grade level academic content standards, in reading and math. All general education students and most students with disabilities take the MCAs.
- MDE has developed a second alternate assessment, the MCA-Modified, which is based on modified achievement standards. The MCA-Modified was implemented in spring 2011 for eligible students with IEPs. In order to be eligible to take the MCA-Modified assessment, a special education student must fail to meet proficiency standards on the regular MCA for two consecutive years. Students may take the MCA in one content area and the MCA-Modified in another area.
- MTAS is Minnesota's alternate assessment against alternate achievement standards. It is designed for students with the most significant cognitive disabilities. The responsibility to decide whether a student is assessed with an alternate assessment rests with the IEP team and is made on an individual basis.
- Minnesota has demonstrated high rates of participation in statewide assessments for students with disabilities. In 2010, the participation rate reached 97.6%.
- The State Special Education Advisory Panel (SEAP) recommended accurately representing proficiency for students with disabilities by including scores a "partially proficient" in the overall proficiency percentage.
- As required by the Elementary and Secondary Education Act (ESEA) Title I, Adequate Yearly Progress (AYP) is a standard set by the Minnesota Department of Education (MDE) to measure district progress in various subgroups of students including the special education subgroup.
- As the level of difficulty of the MCAs increases, and as proficiency targets increase annually, the percentage of districts attaining AYP for the special education subgroup has declined over the years, from 79.5% in 2004 to 56.4% in 2010.
- Minnesota reports grade level proficiency rates for students with disabilities in its Annual Performance Reports (APR) and on the District Data Profiles, which can be accessed on the MDE website.

Participation in Statewide Assessments (MCA, MCA-Modified, and MTAS)



Data Source: MDE Assessment Database (2007-2010)

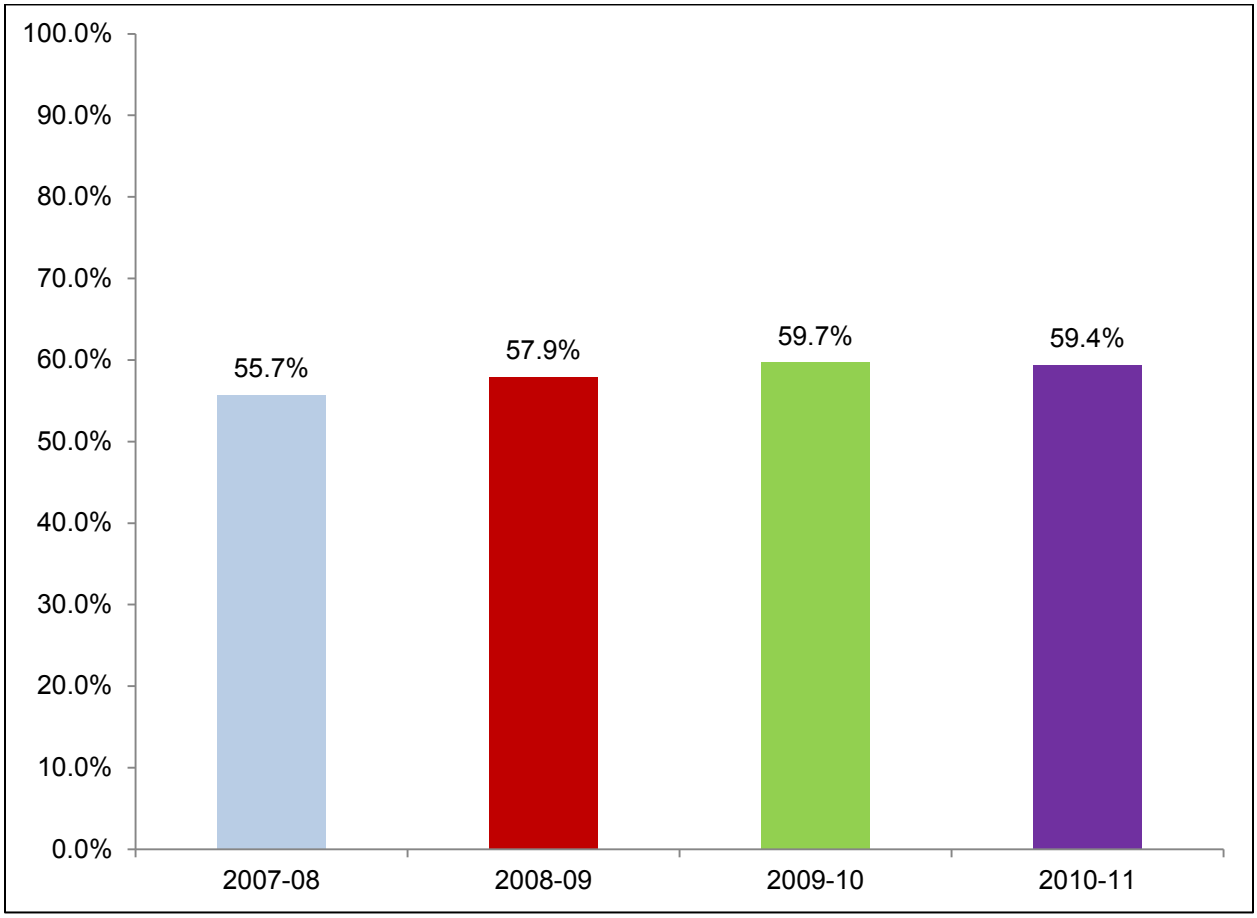
This graph reports the participation rate of students with disabilities on the reading and math sections on either the MCA, MCA-Modified or MTAS.

Key Facts

In 2010:

- Minnesota continues to show very high participation levels for students with disabilities on statewide assessments.
- Under the Elementary and Secondary Education Act (ESEA Title I), the Minnesota Department of Education (MDE) set a target of 95% participation rate in statewide assessments for all students for FFY 2010, which was met and exceeded for the past four school years for students with disabilities.

Overall Proficiency Rate of Students with Disabilities (MCAs, MCA-Modified, and MTAS)



Data Source: MDE Assessment Database (2007-2010)

The graph shows the percentage of students with disabilities scoring overall proficiency in reading and math on all tests.

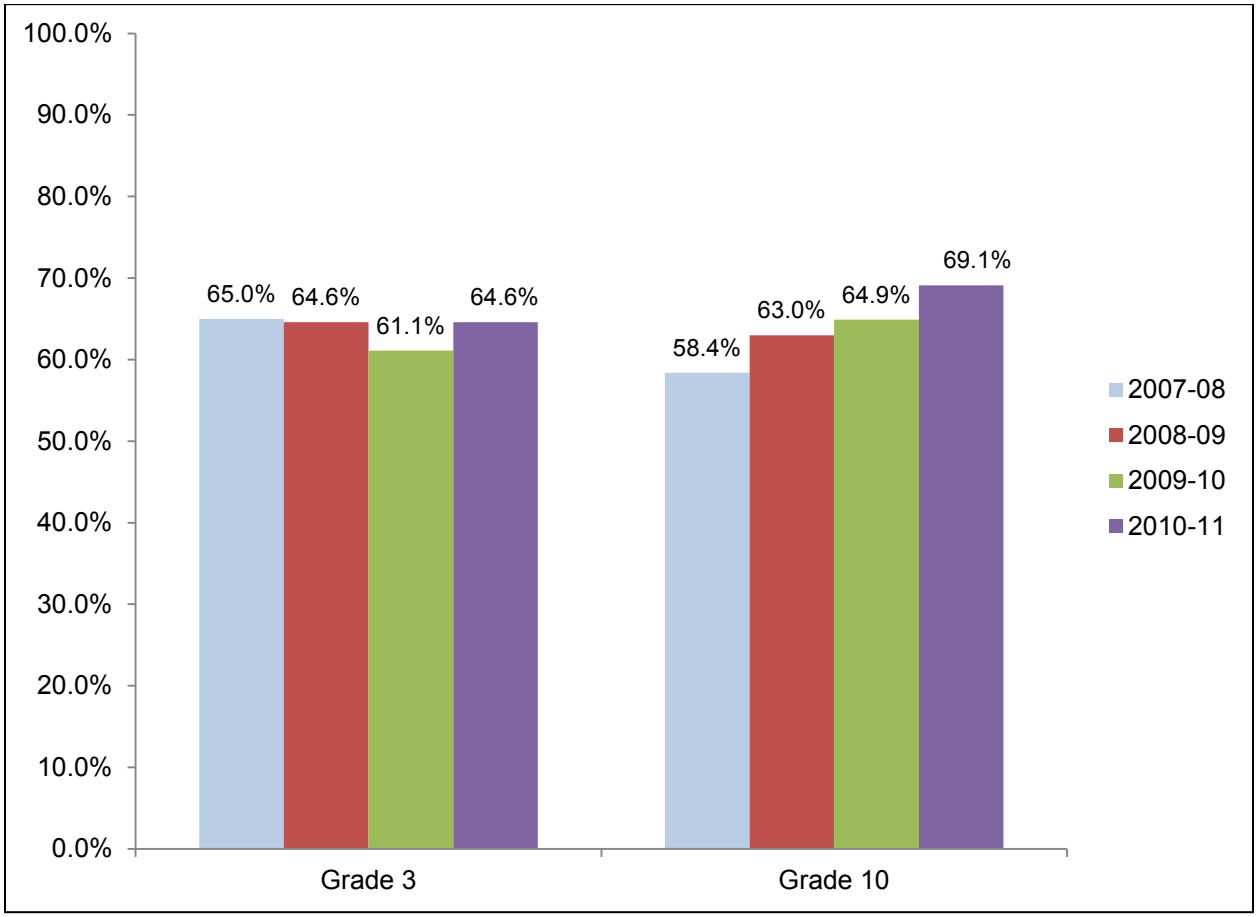
Key Facts

- Combined proficiency scores for students with disabilities on reading and math tests have been steadily improving in the last three years, despite a slight drop in proficiency in the last school year. There is an increase from 55.7% in 2007 to 59.4% in 2010, an increase of 3.7% points over the past four years.

- In school year 2010, 119,590 students were tested in math and reading, (59,462 and 60,128 respectively).

- Statewide assessments have undergone substantial changes over the years and have included different options and subjects, making a year-to-year comparison difficult.

Representative Proficiency on Statewide Reading Assessments (MCA, MCA-Modified, and MTAS) for Grades 3 and 10



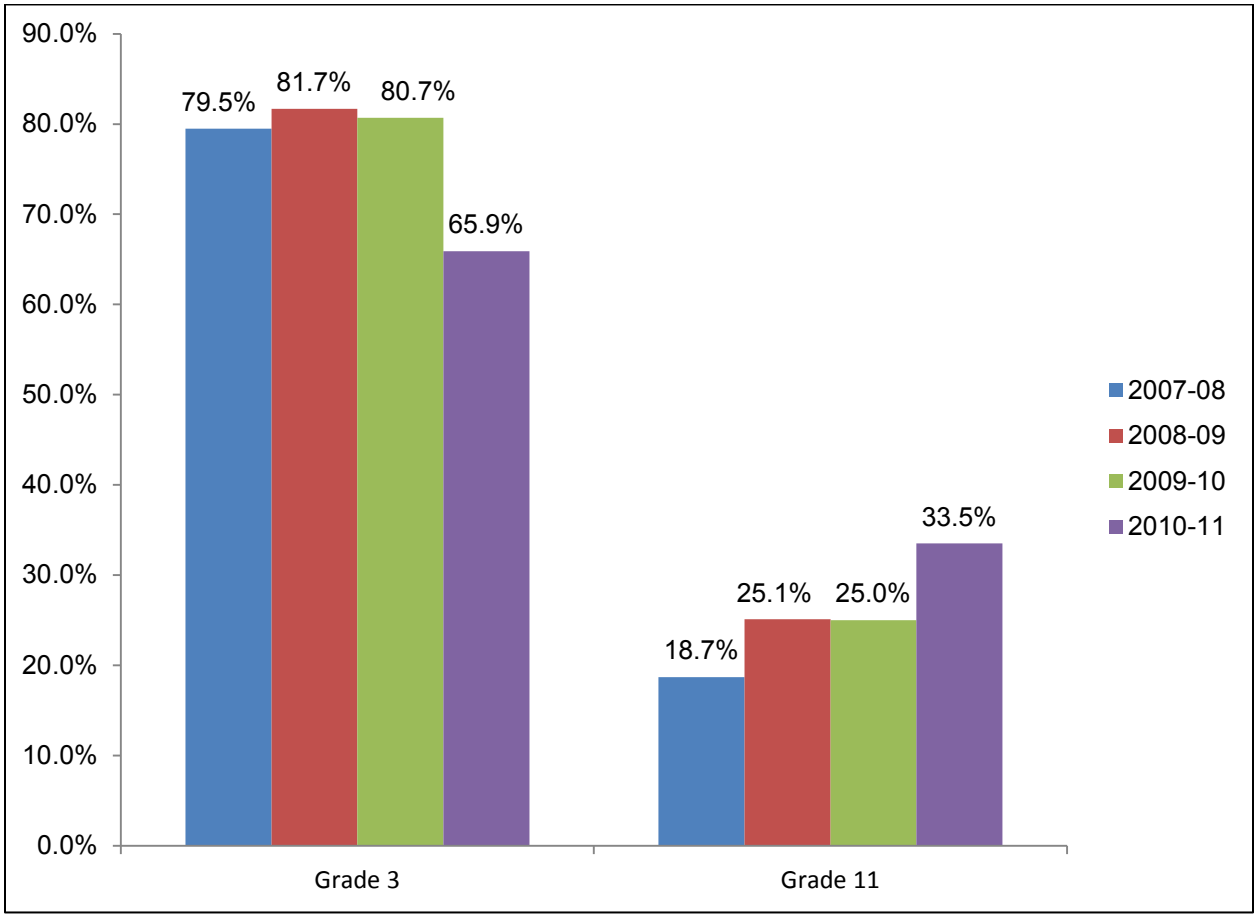
Data Source: MDE Assessment Database (Test Results 2007-2010)

The graph shows the percentage of students with disabilities who achieved proficiency in reading over the past four school years in grades 3 and 10.

Key Facts

- Students in grades 3 to 8 and grade 10 are tested in reading. In 2010, 8,531 students in grade 3 and 7,844 in grade 10 were tested.
- There was a notable increase in proficiency for students in grade 10; the percentage of students who were proficient increased from 58.4% in 2007 to 69% in 2010.
- There was an improvement in the percentage of students who achieved proficiency in grade 3, from 61.1% in 2009 to 64.6% in 2010.
- Under the ESEA Title I, the MDE set a target of 84.1% proficiency in reading for grade 3, and 79.9% in grade 10 for 2010, both of which were not met.

Proficiency on Statewide Math Assessments (MCA, MCA-Modified, and MTAS)



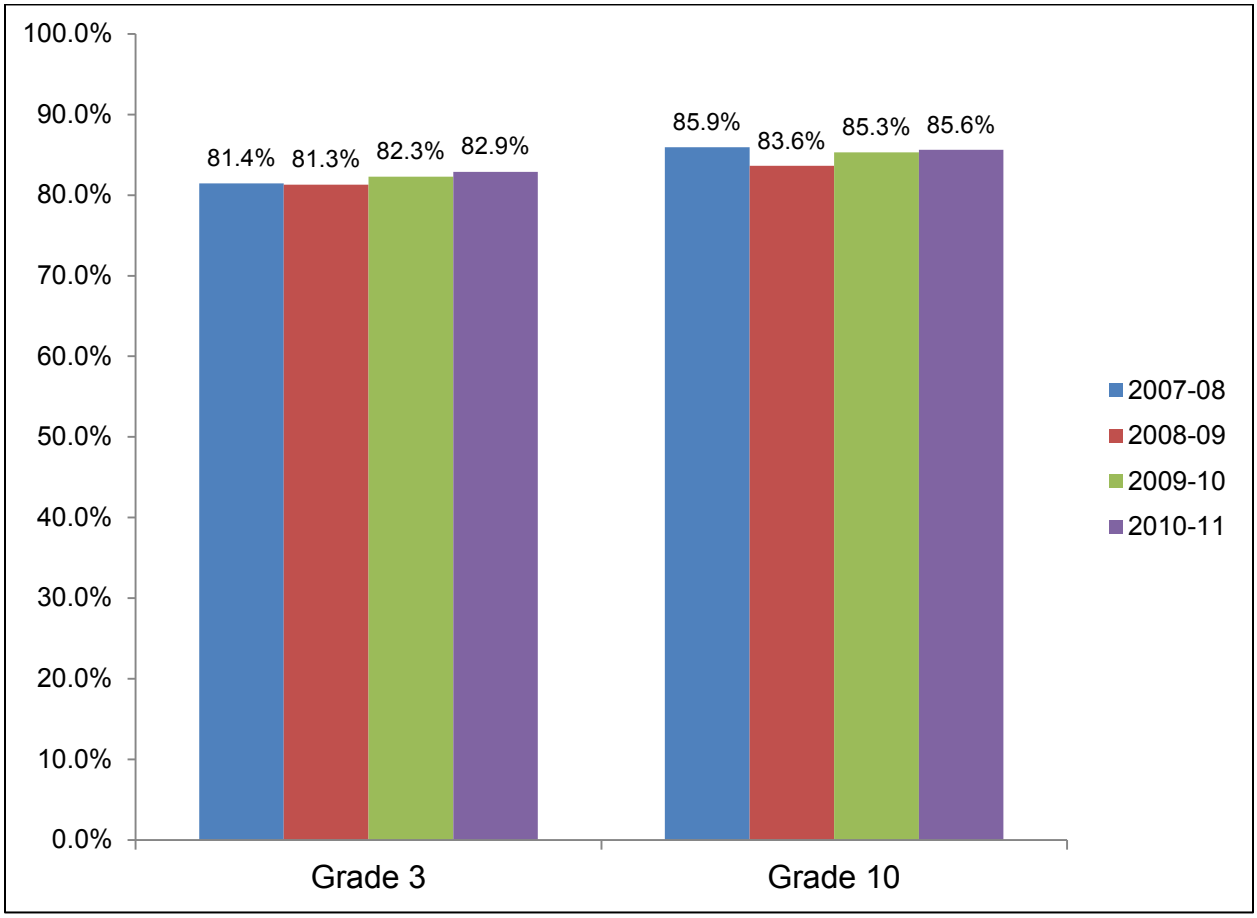
Data Source: MDE Assessment Database (Test Results 2007-2010)

The graph shows the percentage of students with disabilities who achieved proficiency in math over the past four school years in grades 3 and 11.

Key Facts

- Students in grades 3 to 8 and grade 11 are tested in math.
- There continues to be a positive improvement in grade 11: a quarter of students with disabilities scored at proficient levels in math in 2008 and 2009 and a third of them did so in 2010. In grade 3, the rate of proficiency in math dropped in 2010 (from 80.7% to 65.9%) as the math test became more rigorous beginning in the 2010 school year.
- In school year 2010, 8,541 students in grade 3 were tested and 7,353 in grade 11.
- Under the ESEA Title I, the MDE set a target for all students of 88.0% proficiency in math for grade 3, and 60% in grade 11 for 2010, which were not met by students with disabilities.

Proficiency on Statewide Alternate Assessment (MTAS): Reading



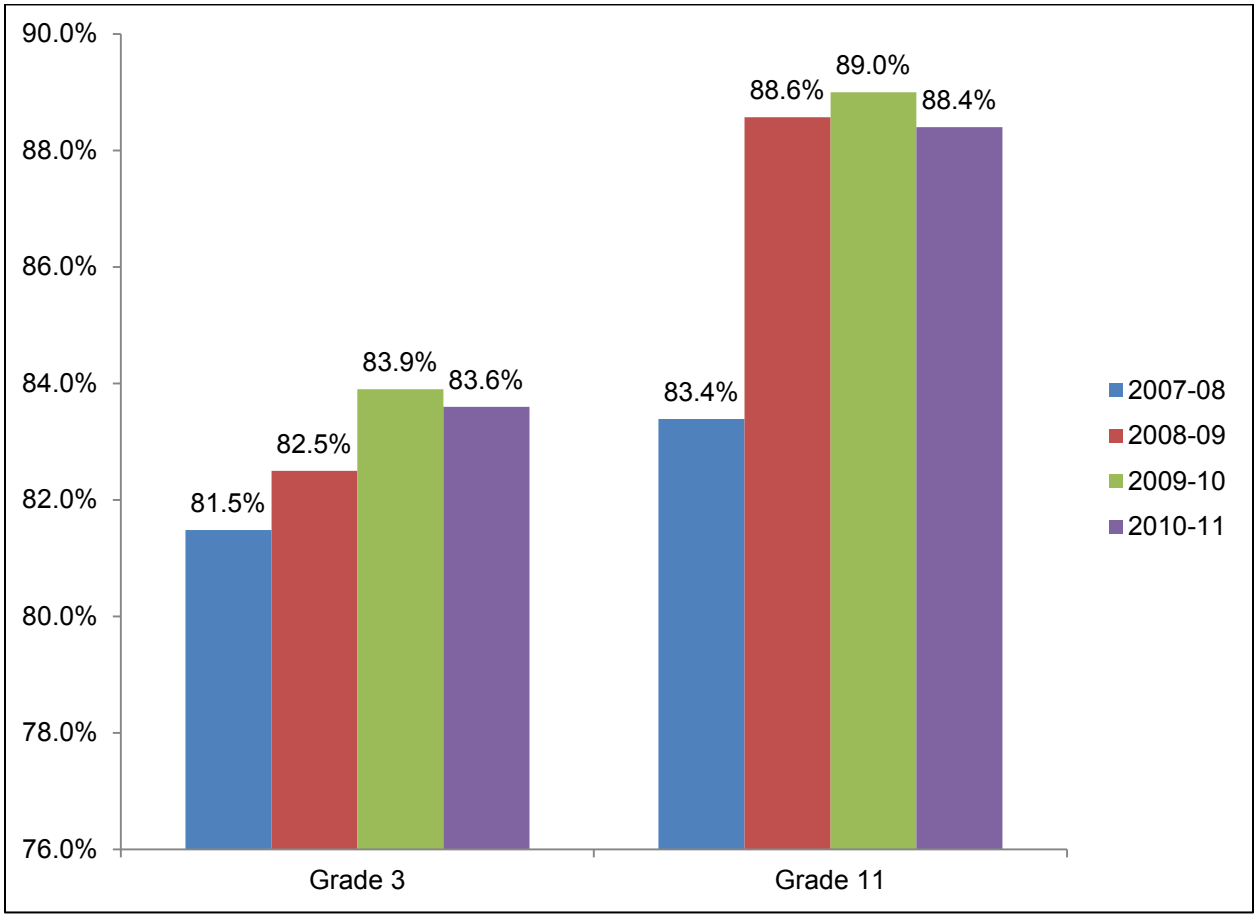
Data Source: MDE Assessment Database (Test Results 2007-2010)

The graph shows the percentage of students with disabilities who achieved proficiency in reading on the MTAS over the past four years.

Key Facts

- In 2010, 897 students in grade 3 and 819 students in grade 10 were tested, which represents a small proportion of special education students.
- Minnesota provides an alternate assessment based on alternate achievement standards called the Minnesota Test of Academic Skills (MTAS), for students with the most significant cognitive disabilities.
- The percentage of students who are proficient in grade 3 has changed very little over the past four school years (from 81.4% in 2007 to 82.9% in 2010). A similar trend is observed for students in grade 10 (from 85.9% in 2007 to 85.6% in 2010).

Proficiency on Statewide Alternate Assessment (MTAS): Math



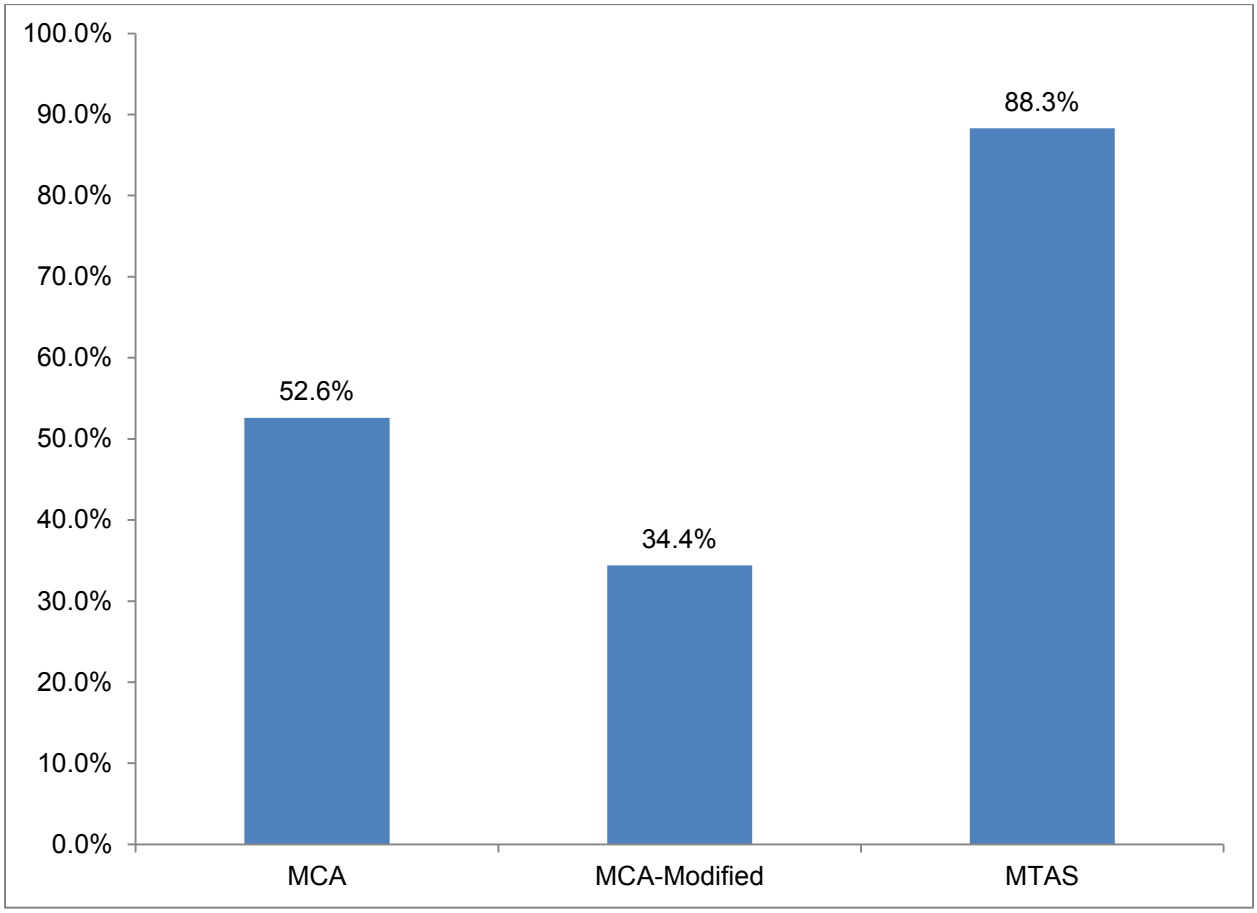
Data Source: MDE Assessment Database (Test Results 2007-2010)

The graph shows the percentage of students with disabilities who achieved proficiency in math on the MTAS over the past four years.

Key Facts

- In school year 2010, 873 students were tested in grade 3 and 852 students were tested in grade 11 on the MTAS, which represents small numbers of students.
- Over time, on the MTAS, larger proportions of students in both grades 3 and 11 receive a score of proficient. Students at both grade levels demonstrate an improvement in student proficiency with 83.6% in grade 3, and 88.4% in grade 11 in year 2010.
- In 2010-11 a more rigorous math assessment was introduced for students in grades 3 to 8.

A Comparison of Overall Proficiency Scores in Math on the MCAs, MCA-Modified and MTAS for Students with Disabilities (Grade 5)



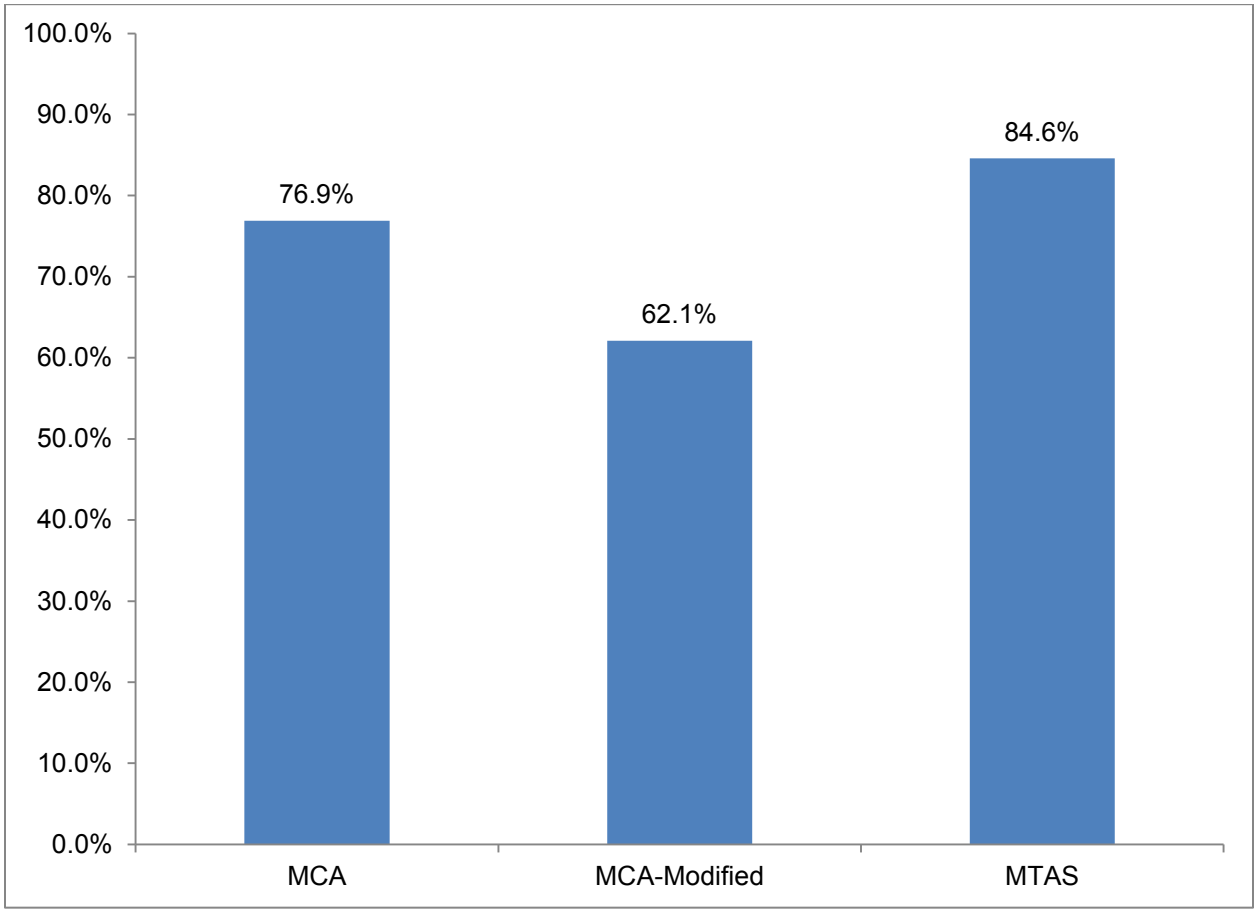
Data Source: MDE Assessment Database (2007-2010)

The graph shows the percentage of students with disabilities who achieved proficiency in math in grade 5 in 2010-2011.

Key Facts

- Students with disabilities in grade 5 achieved a largest percentage of proficiency in math in the MTAS (88.3%) compared to the MCA (52.6%) and MCA-Modified tests (34.4%).
- Under the ESEA Title I, the MDE set a target of 77% proficiency in math for grade 5.

A Comparison of Overall Proficiency Scores in Reading on the MCAs, MCA-Modified and MTAS for Students with Disabilities (Grade 5)



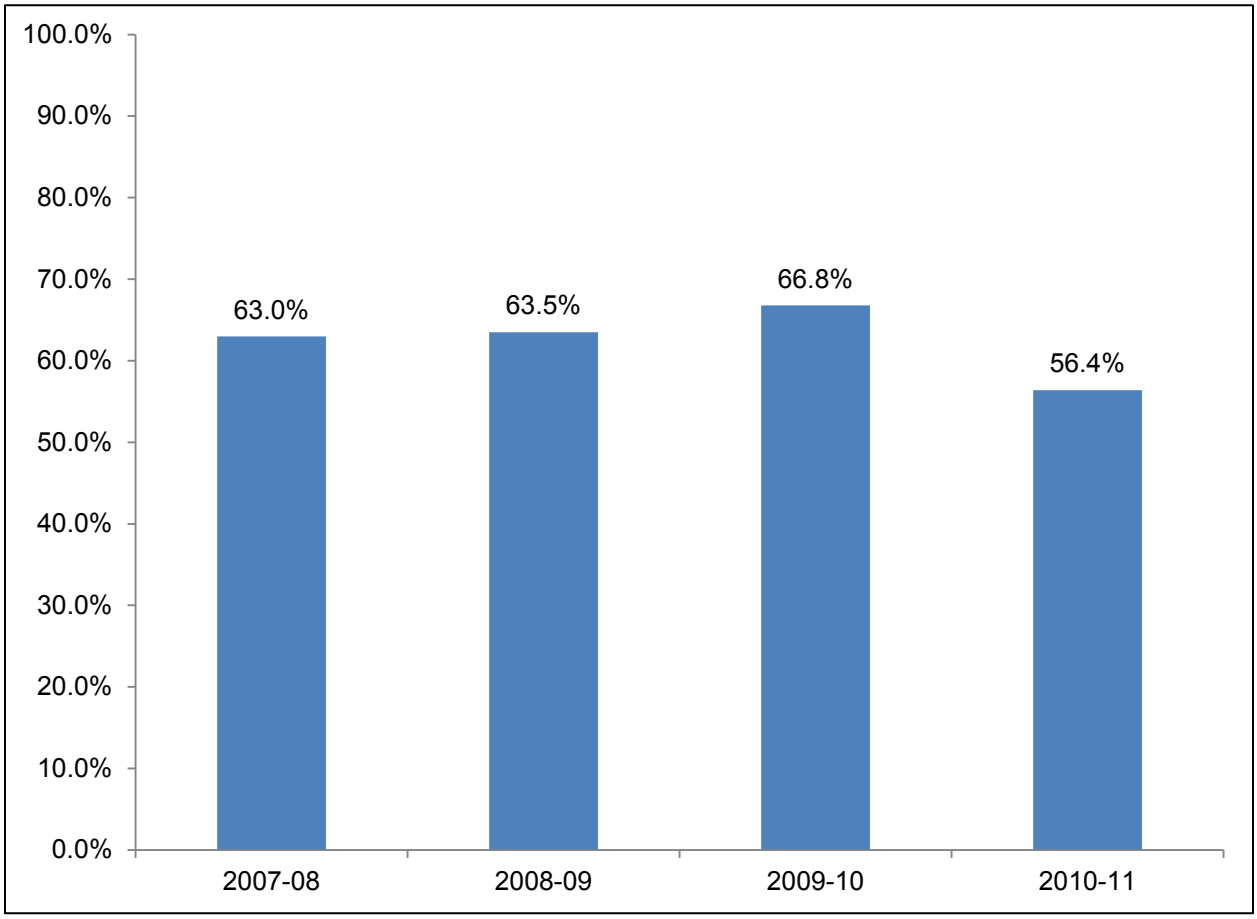
Data Source: MDE Assessment Database (2007-2010)

The graph shows the percentage of students with disabilities who achieved proficiency in reading in grade 5 in 2010-2011.

- Students with disabilities in grade 5 achieved a largest percentage of proficiency in reading in the MTAS (84.6%) compared to the MCA (76.9%) and MCA-Modified tests (62.1%).

- Under the ESEA Title I, the MDE set a target of 84% proficiency in reading for grade 5.

Percentage of Districts meeting Adequate Yearly Progress (AYP) for the Special Education Subgroup



Data Source: MDE Assessment Database (Test Results 2007-2010)

This graph represents the percentage of Minnesota school districts that attained Adequate Yearly Progress (AYP) for the subgroup of students with disabilities within their school district.

Key Facts

- The percentage of districts attaining AYP for the special education subgroup has been declining since the 2006-07 school year. It decreased from 72.3% in 2006-07 to 63.5% in 2008, improving slightly in 2009 and dropping to 56.4% in 2010.

- Under the ESEA Title I, the MDE set a target of 72.6% of districts meeting the State's AYP objectives for progress for all districts. The AYP targets have been increasing over time and in school year 2010, they were not met.

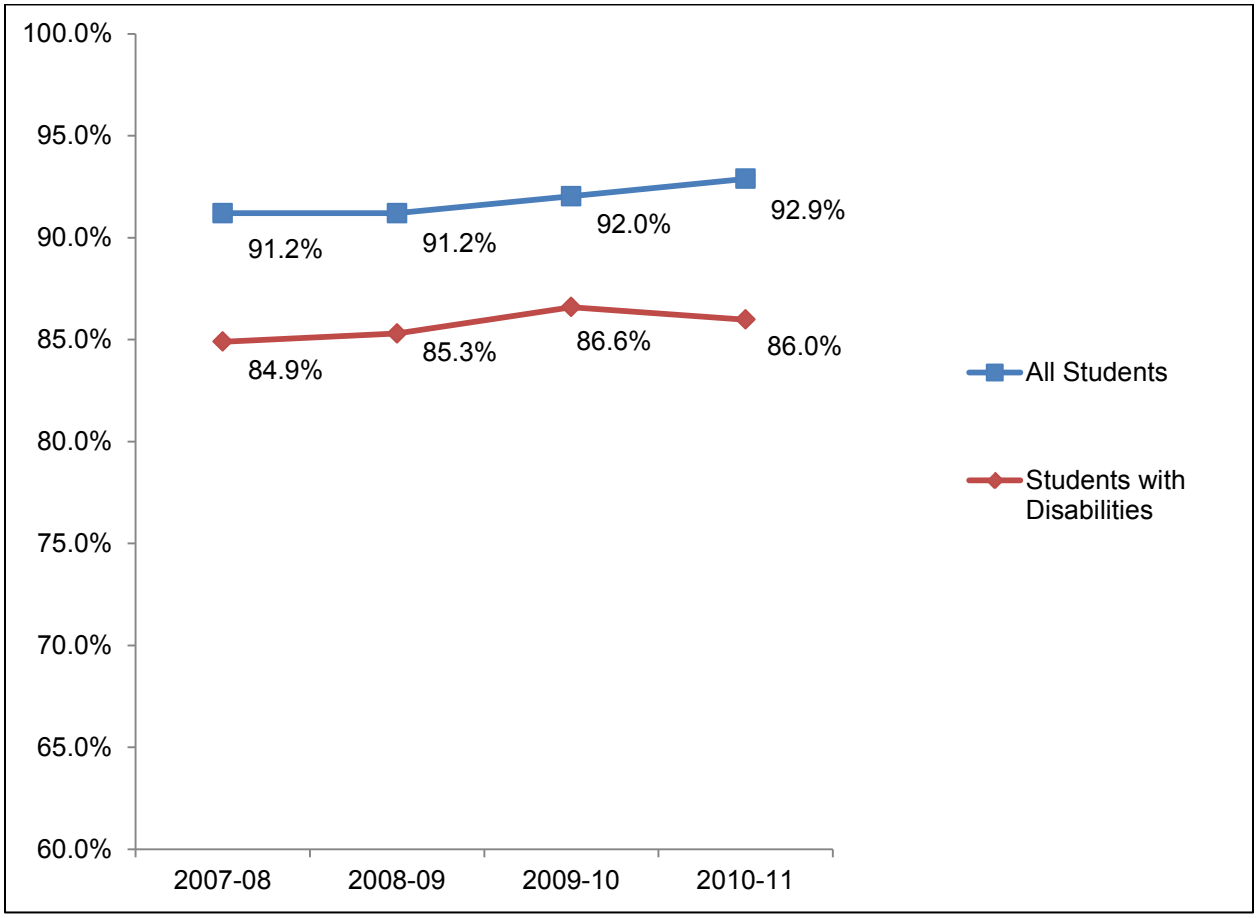
IV. High School Completion

Obtaining a high school diploma carries significant psychological and financial importance for students with disabilities as it does for all students. It is important to track the level at which students with disabilities remain in school and graduate with a regular diploma, as well as to examine the postsecondary status of students with disabilities. This section of the report presents graduation and dropout information and information regarding student status after high school.

Key Facts:

- In Minnesota, the graduation rates for students with disabilities and all students have been very stable over the last four years.
- In Minnesota, the gap between the graduation rates for students with disabilities and all students has widened from 5.4% in 2009 to 6.9% in 2010.
- Over the past four years, the dropout rate for students with disabilities has been relatively stable.
- The dropout rate for students with disabilities has varied somewhat. It decreased slightly from 1.4% in 2004 to 1.1% in 2006, but increased to 1.5% in 2008 and remained the same in 2009 and 2010.
- Within one year of leaving high school, 77.6% of students with disabilities were competitively employed or enrolled in some type of postsecondary school in 2009-10.

Graduation Rates



Data Source: MARSS (2007-2010)

This graph represents the percentage of students with disabilities graduating with a regular diploma in the last four years.

Key Facts

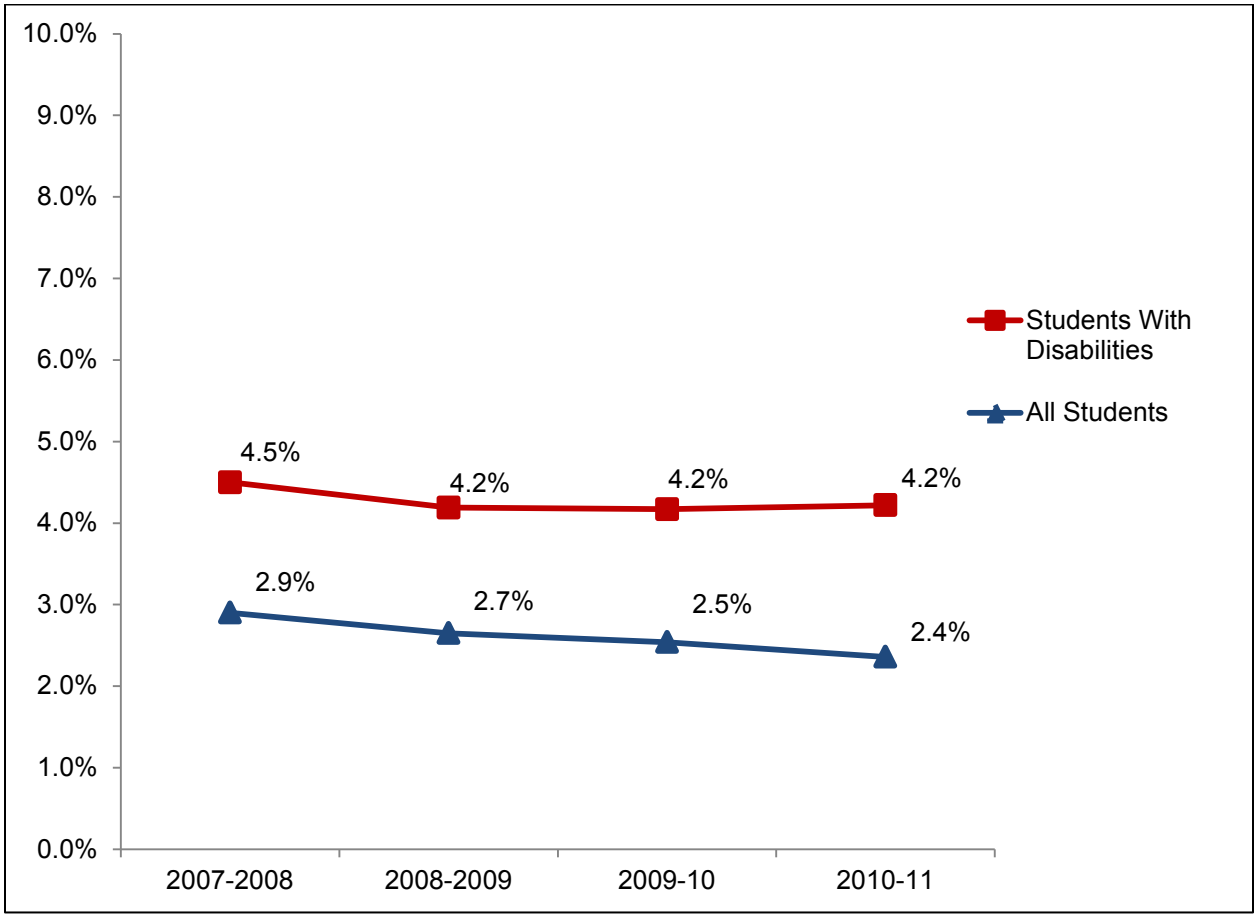
- The graduation rate in Minnesota is calculated using the proportion of the students who start 9th grade across the state in one year and then graduate from their schools within four years.

- The graduation rate does not include students who complete high school in non-traditional ways, such as General Equivalency Diploma (GED), night diploma program, etc.

- The graduation rate for students with disabilities has been relatively stable over the past four years. The graduation rate was 84.9% in 2007, and it increased to 86.6% in 2009, with a very slight decrease in 2011, at 86%.

- Over the past four years, the gap between the graduation rate for all students and students with disabilities has been widening from 6.3% in 2007 to almost 7% in 2010.

Dropout Rates



Data Source: MARSS (2007-2010)

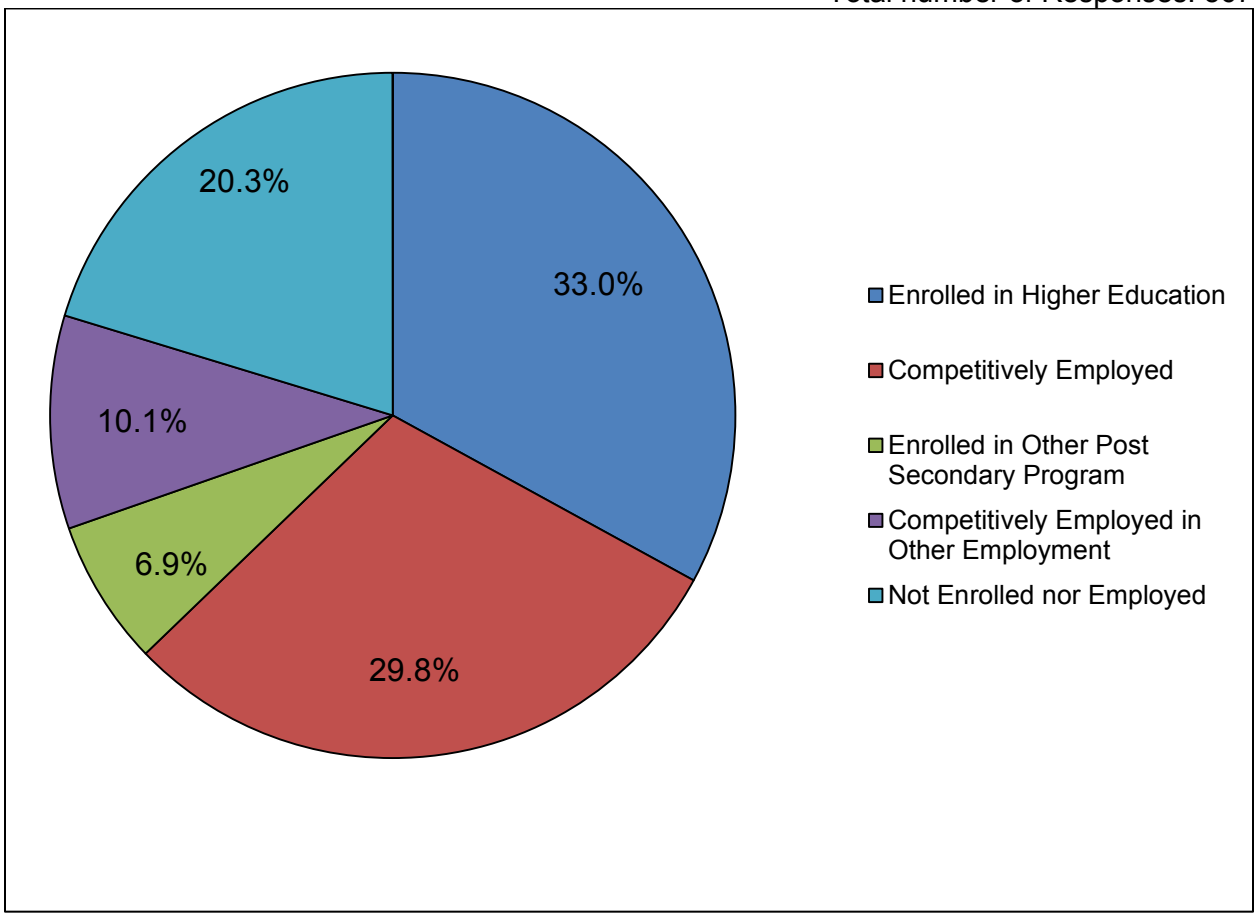
This graph represents the percentage of students with disabilities who dropout in grades 9-12 in the last four years.

Key Facts

- The dropout rate in Minnesota measures the students grades 9-12 that drop out from their schools in one year.
- The dropout rate for students with disabilities decreased in year 2008 to 4.2% and remained stable in 2009 and 2010.
- The dropout gap between students with disabilities and all students remains relatively flat.

Post-School Outcomes 2010 Survey Summary

Total number of Responses: 567



Data Source: Post School Follow-Up Survey, 2011

This pie chart represents the percentage of students with disabilities in areas of post-school outcomes.

Key facts

- Each year, a representative sample of students with disabilities who left high school the previous spring is surveyed to gather information on their postsecondary status. This graph reflects the postsecondary outcomes of students who left school in 2010 and reported results in 2011.

- In 2010, almost two thirds of students with disabilities surveyed were either enrolled in a post-secondary institution or competitively employed (62.8%).

- Those students with disabilities enrolled in a two or four year institution represented 33.0%, and those enrolled in another post-secondary institution, 6.9%. Those who were competitively employed represented 29.8%, and those employed in other employment, 10.1%.

- Less than 25% of students with disabilities report they are neither enrolled in an educational program nor employed (20.3%).

V. Special Education Finance Overview

Key Facts

- Special education for students with disabilities includes specially designed instruction and related services to accommodate the student's disability in school settings.

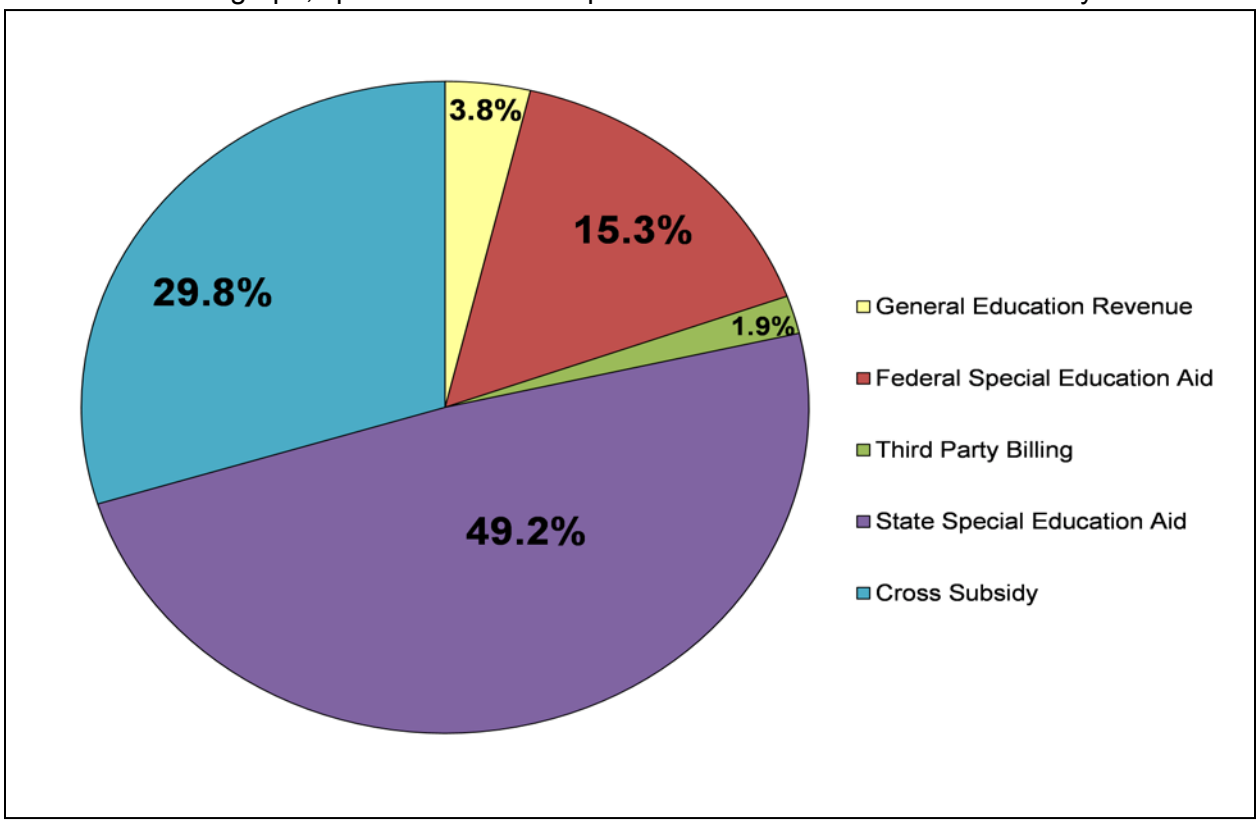
- Federal law requires that special education and related services be provided to students with disabilities at no cost to the parents of that student. These services are financed by federal, state, and local funding sources.

- While special education services pose an expense to school districts, students with disabilities also generate federal, state and local revenues for school districts.

- This section of the report presents information concerning the financing of special education in Minnesota.

- The next two pages show the funding sources for special education in the state and total expenditures over the last four years.

As shown in the graph, special education expenditures in SFY2011 were funded by:



Data Source: MDE Division of Program Finance

- **General Education Revenue**

Students with disabilities generate the same general education revenue as their peers without disabilities. The proportion of general education revenue shown in the graph is the percent that is available to defray the costs of providing special education services for students who receive their services outside of the regular classroom for more than 60% of the school time. This represents 3.8% of expenses.

- **State Special Education Aid**

The state pays a percentage of eligible expenditures for special education staff salaries, instructional supplies and equipment, contracted services and placements, and special transportation. State special education aid covers almost half of the special education expenditures (49.2%).

- **Federal Special Education Aid**

School districts and charter schools receive a base funding level calculated using a special education child count from 1998 (adjusted for new charter schools) plus additional funding based on current year enrollment and poverty levels (15.3%).

- **Cross Subsidy**

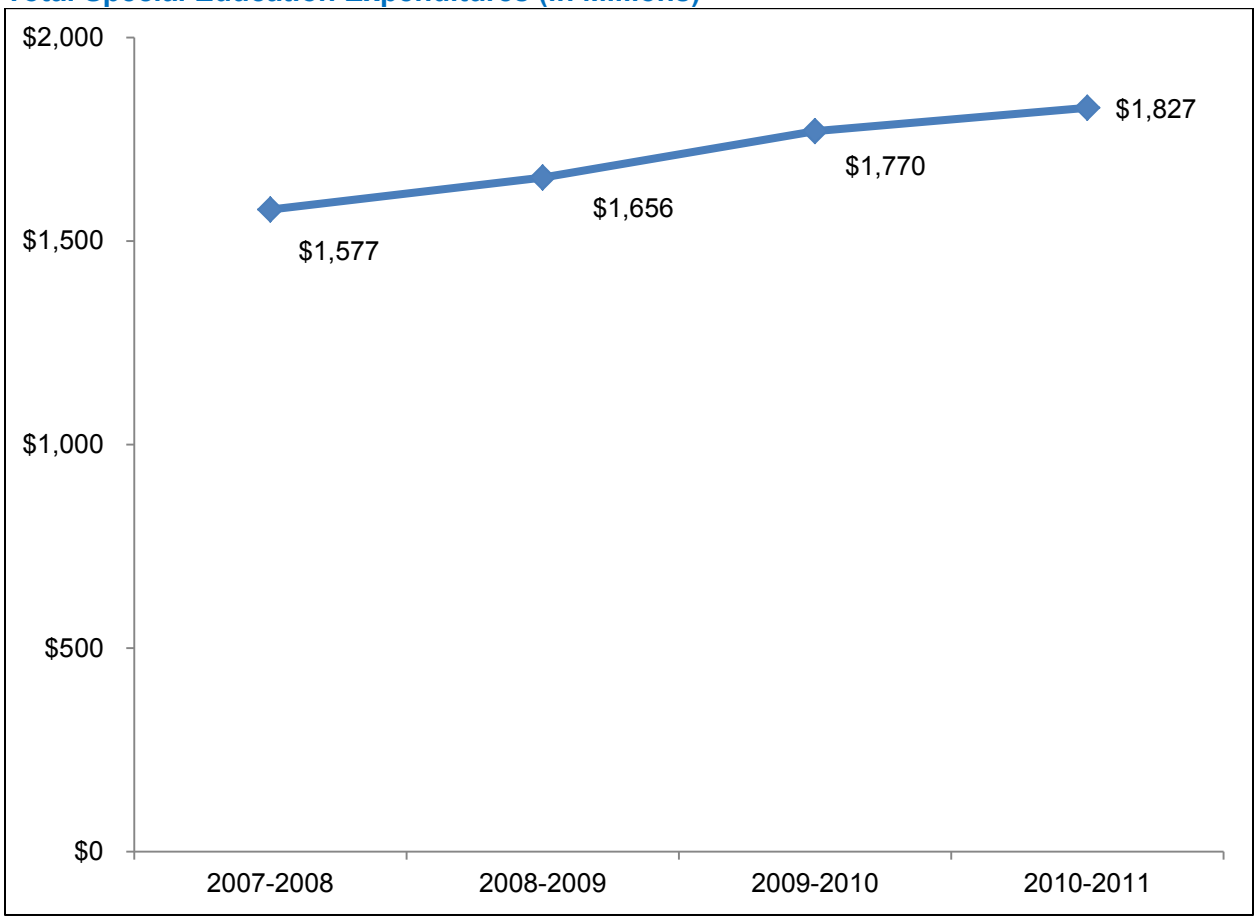
Costs not funded with the above sources are covered using other general fund revenues of the district. This proportion represents 29.8%.

- **Third Party Billing**

A small portion of the cost of serving students with disabilities is funded through third party billing, representing 1.9%.

Special Education Expenditures

Total Special Education Expenditures (in Millions)



Source: MDE Division of Program Finance Databases (2008-2011)

The graph represents the total amount spent on reimbursable expenses and special education services over the past four years on a per student basis.

Key Facts

- Special education costs have increased over the past four years as the number of students with disabilities continues to grow. These have increased from $1,577 in 2007 to $1,827 in 2010, a 13.7% change in four years.

- In FY2011, approximately 8.5% of the total special education expenditures were on transportation costs and 91.5% on special education instruction and services.

- Special education cross subsidies increased rapidly between 2003 and 2007, but decreased between 2007 and 2011, due to a large increase in state special education aid enacted by the 2007 Legislature and a temporary increase in federal special education aid for 2010.

VI. Special Education Monitoring

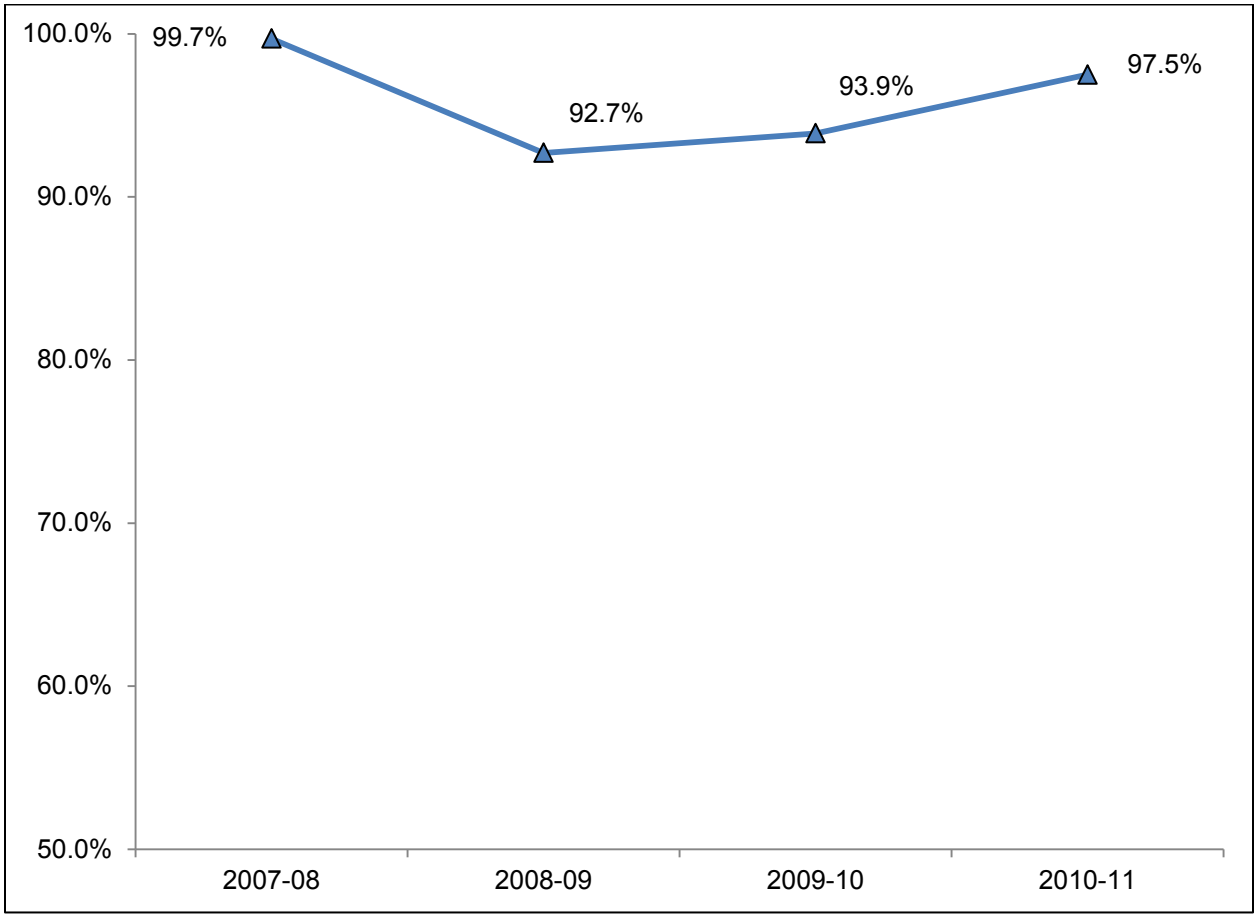
The role of monitoring special education in districts is to provide general supervision and oversight of special education programs in Minnesota public schools, charter schools and care and treatment facilities to ensure compliance with federal and state legislation. The Minnesota Department of Education (MDE) uses the Minnesota Continuous Improvement Monitoring Process: Self Review (MNCIMP: SR) to accomplish this task.

- All districts are assigned to one of five groups on the MDE Five Year Monitoring Schedule (for more information, visit MDE's Website under "Compliance and Monitoring", MDE > School Support > Special Education Programs).

- Following each part of the monitoring process conducted in districts under review, correction of any noncompliance found in individual student records is required. All correction must be completed within one year of the date that MDE issued formal notification of findings of noncompliance.

- Prior to initiating the review of students' records, representatives of the district attend a three-day training conducted by MDE. During an MDE Review, districts review a randomized sample of student records, targeting specific components required for the State's Annual Performance Report (APR). Each year MDE reports to the Office of Special Education Programs (OSEP) the percentage of noncompliance corrected within one year.

Corrections of Noncompliance Completed within One Year



Source: Minnesota Part B Annual Performance Report (APR) FFY2011

This graph represents the percentage of instances of noncompliance corrected within one year in Minnesota over the four last years.

Key Facts:

- The state of Minnesota has substantially improved its monitoring system, reflected in the percentage of corrections of noncompliance completed in a timely manner, showing renewed improvements in 2008 with 92.7% of corrections completed, reaching 97.5% in 2010.

VII. Dispute Resolution Processes

There are four systems used to resolve special education disputes administered by MDE: complaints, hearings, mediations, and facilitated Individualized Education Programs (IEPs). The complaint and hearing systems emphasize impartial review by a third party of the specific claims of violations of the law and any resulting injury to the individuals the law is intended to protect. The complaint system is relatively simple for anyone to use, does not require a lawyer and decisions are typically given within 60 days of the day the complaint is filed. The hearing system is complex, expensive, lengthy and seldom used in Minnesota (for more information, visit MDE's Website under Compliance and Monitoring).

In contrast to hearings and complaints, mediation and facilitated IEP meetings leave the decisions and resolution in the hands of those involved rather than to a third party. Minnesota initiated the process of mediation as a dispute resolution option for special education in 1992, five years before IDEA required it. In 2001, Minnesota began offering the option of a neutral facilitator for education planning meetings for the IEP and the Individualized Family Service Plan (IFSP). Both the mediation and the facilitated IEP processses are Alternative Dispute Resolution (ADR) options for conflict resolution and have proven to be effective in resolving a variety of issues.

Key Facts

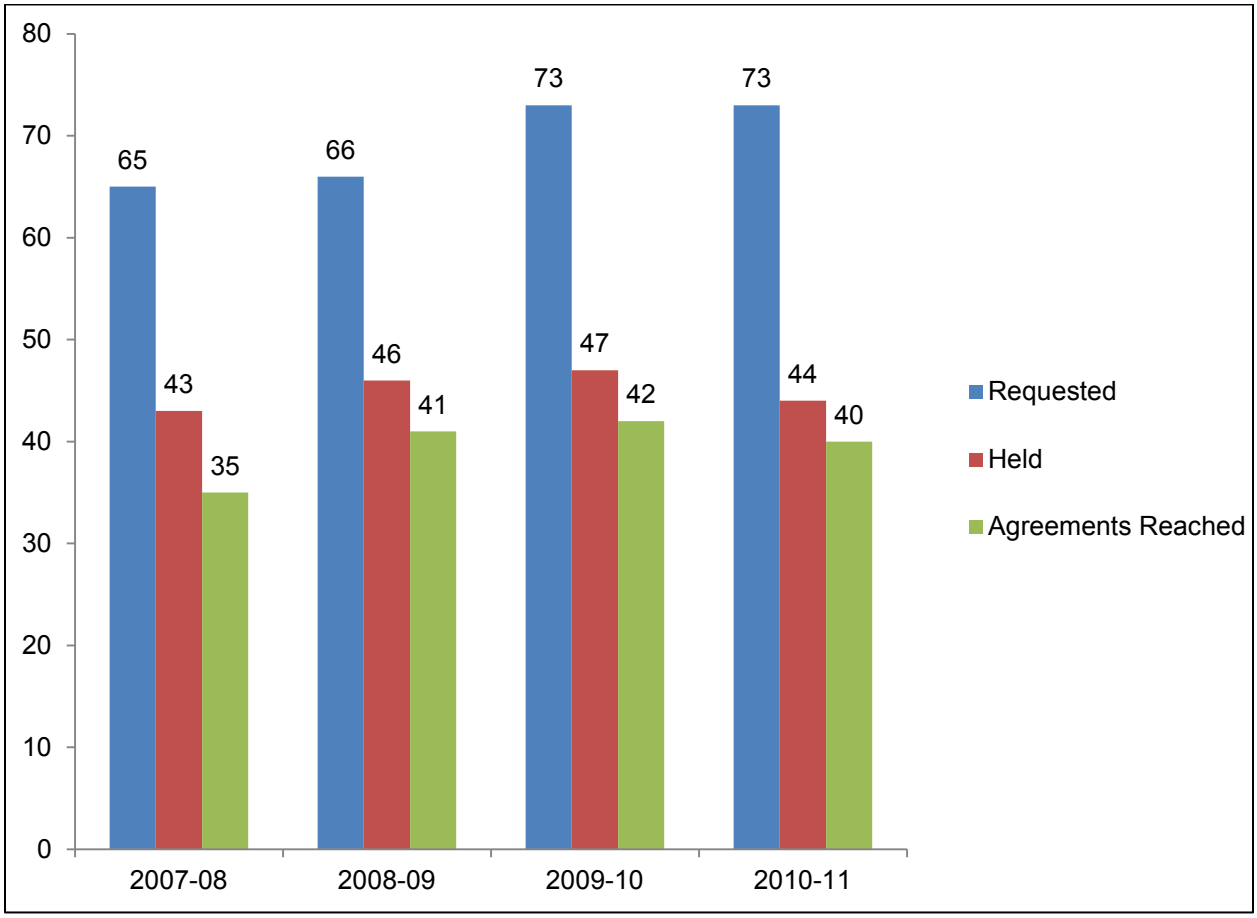
- The Division of Compliance and Monitoring offers free third-party assistance to school districts and parents for resolving conflicts about a student's special education services. Thirteen independent contractors located around the state provide direct assistance.

- Parents and districts are entitled to an impartial due process hearing conducted by the MDE to resolve disputes over identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or provision of a free and appropriate public education (FAPE) to a child with a disability.

- Parents and school districts are encouraged to use mediation, conciliation or some other mutually agreed upon alternative before proceeding to a hearing.

- MDE's special education ADR service continues to achieve high rates of agreement in mediation and neutral facilitation of education planning meetings. Very few hearings are requested and processed and are not depicted in a separate graph in this report due to their small numbers. For instance, in 2009-10, while 23 hearings were requested, only 3 were held.

Number of Mediations



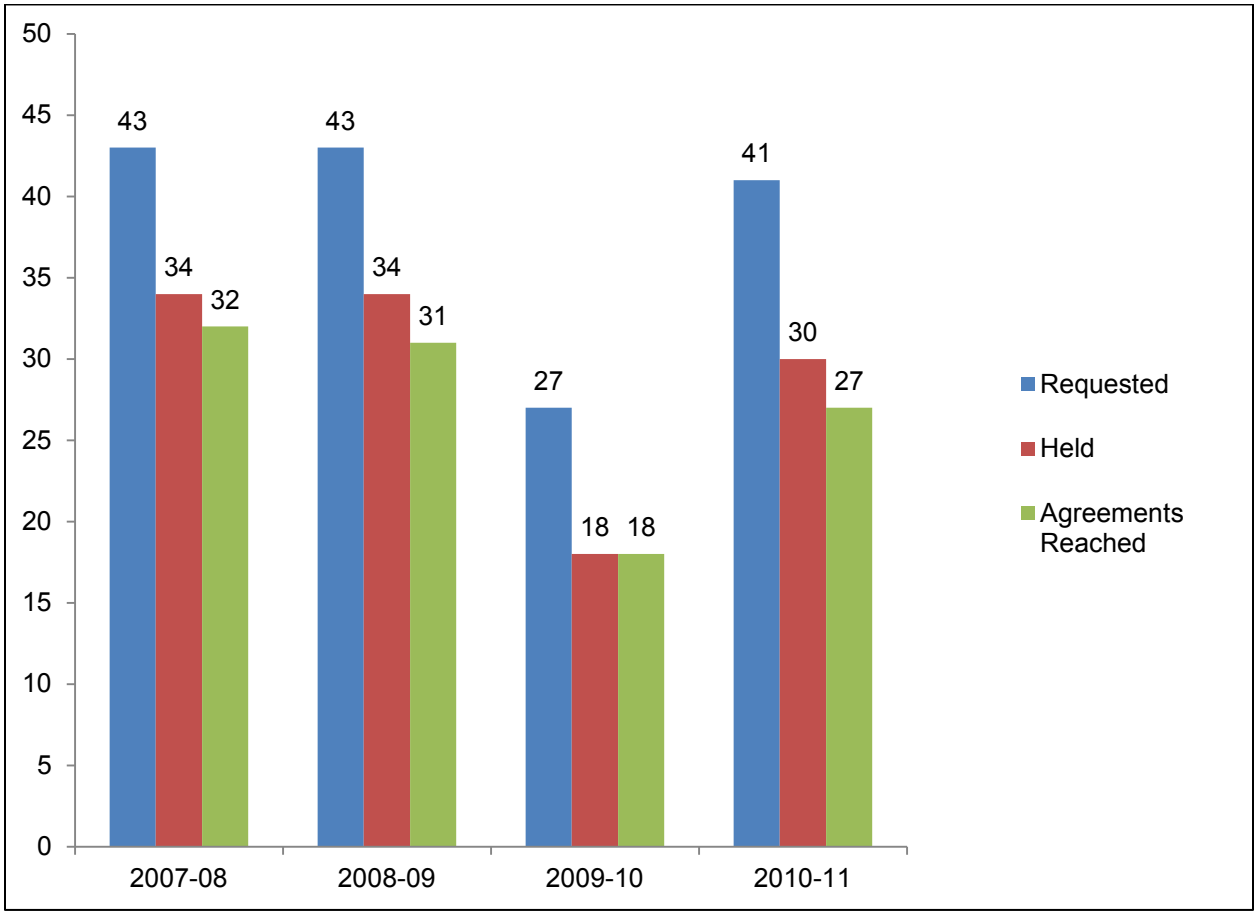
Source: Special Education Alternative Dispute Resolution (ADR) Report

This graph shows the number of mediation procedures over the last four years.

Key Facts

- The number of mediation requests has been stable over the last four years. 2007 was the year with the fewest requests, 65, increasing to 73 in 2009 and 2010.
- Not every request results in a scheduled mediation session. Sometimes the request is not appropriate for the program; at other times, the request is withdrawn.
- Of those mediations that have been held over the last four years, approximately 9 out of 10 have reached an agreement.

Number of Facilitated Individualized Education Program (IEP) Meetings



Source: Special Education Alternative Dispute Resolution (ADR) Report

This graph shows the number of facilitated IEP meetings over the last four years.

Key Facts

- Overall, facilitated IEP meetings are not requested as often as mediations, and most facilitated requests result in holding a meeting. As shown in the graph, the number of requests started decreasing after 2007, with a decrease in 2009 with 27 cases and an increase in 2010 with 41 cases.

- From 2007 to 2009, the number of requests for facilitated IEPs decreased approximately 40%, from 44 to 27 requests. In 2010, the number of requests increased from 27 to 41, a 34% change.

- The number of agreements reached is very high, with more than 90% of requests reaching an agreement (100% in 2009).

End Notes

Minnesota's special education performance is positive from many perspectives. It is the hard work of parents and teachers reflected in day-to-day interactions with students that accounts for this positive performance, along with stakeholder efforts to identify areas and activities for improvement.

Minnesota has long been an innovator in the areas of transition, inclusion, program options, dropout prevention programs, and dispute resolution. State and local programs in these areas have received national recognition. Continuing this tradition of innovation, new statewide efforts in development and implementation of Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and federal State Improvement Grants are at the forefront of Minnesota's commitment to excellence for students with disabilities and their families.

The Minnesota Department of Education (MDE) continuously convenes and collaborates with stakeholders involved with special education, including parents of children and youth with disabilities, school district directors of special education, service providers, and advocacy organizations. Stakeholder groups such as the Minnesota Special Education Advisory Panel (SEAP) and other concerned groups, provide valuable input for the setting of priorities by MDE as well as determinations of progress on those priorities.

In recent years the demand for increasingly complicated accountability data at both federal and state levels has resulted in a major commitment by MDE to improve data collection and reporting systems. The consolidation and refinement of these systems has been a multi-year effort by multiple divisions within MDE. Initial priorities for this process are nearing completion, and new priorities for improvement of data and evaluation systems are continuously being identified.

MDE and its partner stakeholders utilize these new data systems in their continuing work to improve outcomes for children and youth with disabilities and their families. One especially notable area of improvement is the positive trend in graduation rates for students with disabilities. The graduation rate for students with disabilities continued to increase. In 2004-05, the graduation rate was 82.2%, increasing to 86% in 2010-11. This positive trend is expected to produce a corresponding positive impact in post-school outcomes, such as enrollment in postsecondary education and competitive employment.

Finally, Minnesota continues to target specific challenges in special education performance, including efforts to increase proficiency on statewide assessments, reduce drop outs, and ensure access to the general education curriculum.

Appendix

Special Education Disability Categories

IDEA and Minnesota Rule defines 13 disability categories. Each disability category has a state definition and criteria for a student to be determined eligible to receive special education services. The disability categories are:

Autism Spectrum Disorders (ASD) It means a range of pervasive developmental disorders, with onset in childhood, that adversely affect a pupil's functioning and result in the need for special education instruction and related services. ASD may include Autistic Disorder, Childhood Autism, Atypical Autism, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders (MN Rule Chapter 3525, Section 1325).

Blind-Visually Impaired (B-VI)
Visually impaired means a medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services may be needed (MN Rule Chapter 3525, Section 1345).

Deaf-Blind (D-B)
Deaf-blind means medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting in the environment. Both conditions need to be present simultaneously, and the pupil must meet the criteria for both visually impaired and deaf and hard of hearing to be eligible for special education and services under this category (MN Rule Chapter 3525, Section 1327).

Deaf and Hard of Hearing (D/HH)
Deaf and hard of hearing means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures to the extent there is a potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services (MN Rule Chapter 3525, Section 1331).

Developmental Cognitive Disabilities (DCD)
Developmental cognitive disabilities (DCD) means a condition resulting in significantly below average intellectual functioning and concurrent deficits in adaptive behavior that adversely affects educational performance and requires special education and related services (MN Rule Chapter 3525, Section 1333).

Developmental Delay (DD)
Developmental delay (DD) means a condition in which a child up to age seven is experiencing a delay in development as measured by appropriate instruments and procedures to the extent that the child: has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay; or has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing, communication development, social or emotional development, and adaptive development (MN Rule Chapter 3525, Sections 1350 and1351).

Emotional or Behavioral Disorders (EBD)
Emotional or behavioral disorders mean an established pattern of one or more of the following emotional or behavioral responses: withdrawal or anxiety, depression, problems with mood, or feelings of self-worth; disordered thought processes with unusual behavior patterns and atypical communication styles; or aggression, hyperactivity, or impulsivity. The established pattern of emotional or behavioral responses must adversely affect educational or developmental performance (MN Rule Chapter 3525, Section 1329).

Other Health Disabilities (OHD)
Other health disability means having limited strength, endurance, vitality, or alertness, including a heightened or diminished alertness to environmental stimuli, with respect to the educational environment that is due to a broad range of medically diagnosed chronic or acute health conditions that adversely affect a pupil's educational performance. (MN Rule Chapter 3525, Section 1335).

Physically Impaired (PI)
Physically impaired means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services. (MN Rule Chapter 3525, Section 1337).

Severely Multiply Impaired (SMI)
Severely multiply impaired means severe learning and developmental problems resulting from two or more disability conditions determined by an evaluation. (MN Rule Chapter 3525, Section 1339).

Specific Learning Disabilities (SLD)
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 the 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. (MN Rule Chapter 3525, Section 1341).

Speech/Language Impairment (SLI)
A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. (MN Rule Chapter 3525, Section 1343).

Traumatic Brian Injury (TBI)
Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a pupil's educational performance and may result in the need for special education and related services (MN Rule Chapter 3525, Section 1348).

Acronym Glossary

APR – Annual Performance Report. A federally required annual report on twenty indicators on the performance of state special education systems. IDEA requires states to develop and submit the APR to the Office of Special Education Programs (OSEP) at the U.S. Department of Education.

AYP – Adequate Yearly Progress. To meet the requirements of the federal No Child Left Behind Act (NCLB) Minnesota has defined what adequate yearly progress should be for all Minnesota students, including students with disabilities. This is the measure of yearly progress for of all public school districts.

ESEA – Elementary and Secondary Education Act. In 1965, President Lyndon B. Johnson passed the Elementary and Secondary Education Act as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. It is formally known as the No Child Left Behind Act (NCLB Act).

IDEA – The Individual with Disabilities Education Improvement Act of 2004. Federal legislation that ensures all children with disabilities receive a free appropriate public education (FAPE) that includes special education and related services designed to meet their unique needs at no cost to the parent.

IEP – Individualized Education Program. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with the provisions of IDEA.

MARSS - The Minnesota Automated Reporting Student System (MARSS) is an individual student record system that serves as the Department of Education's primary reporting system for student data.

MCAs – Minnesota Comprehensive Assessments. The Minnesota Comprehensive Assessment is the set of standardized tests designed to measure individual student achievement in reading, mathematics, and science linked to the Minnesota Learning Standards.

MCA-Modified. The MCA-Modified is a second alternate assessment which is based on modified achievement standards.

MDE – Minnesota Department of Education.

MTAS – Minnesota Test of Academic Skills. The MTAS is state assessment for measuring the academic progress of students with significant disabilities. The MTAS measures students' progress in achieving knowledge and skills in reading, mathematics, and science. Students with the most severe cognitive disabilities participate in the MTAS based on the decisions of their IEP team.

OSEP – U.S. Department of Education, Office of Special Education Programs.

SEAP – The Special Education Advisory Panel. This is a governor-appointed advisory group composed of stakeholders including parents, advocates, special and general education administrators, who advise MDE on issues related to special education.

SPP – State Performance Plan. A six-year plan designed to evaluate the state efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The SPP consists of twenty priority areas with specific indicators defined for each area. Measurable and rigorous targets are set for each indicator to demonstrate improvement throughout the six-year period. IDEA requires states to develop and submit the SPP to the Office of Special Education Programs (OSEP) at the U.S. Department of Education.

Links

Minnesota Department of Education home page http://education.state.mn.us/

Minnesota Department of Education Special Education Policy Division home page
http://education.state.mn.us/MDE/SchSup/SpecEdComp/index.html

Minnesota Department of Education Special Education Finance
http://education.state.mn.us/MDE/SchSup/SchFin/SpecEd/index.html

Federal Guidance on Individualized Education Programs (IEPs) and Compliance
http://education.state.mn.us/MDE/SchSup/SpecEdComp/ComplMonitor/QA/IEP/index.html

Adequate Yearly Progress (AYP) data on individual student performance, including the disability subgroup:
http://education.state.mn.us/MDEAnalytics/Data.jsp

Statewide Assessment: Students with Disabilities
http://education.state.mn.us/MDE/StuSuc/SpecEdProg/StateAssessStuDisab/index.html

2009 Part B Annual Performance Report (APR)
http://education.state.mn.us/MDE/SchSup/SpecEdComp/index.html

Minnesota State Performance Plan, Part B for 2005-2013 (revised April 2011)
http://education.state.mn.us/MDE/SchSup/SpecEdComp/index.html

Special Education Monitoring, Complaints, Hearings, and Mediation
http://education.state.mn.us/MDE/SchSup/SpecEdComp/ComplMonitor/index.html

Pacer Center
http://www.pacer.org/

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Notation of School Year and Reporting Period

References to years in the Minnesota Annual Report on Special Education Performance represent school years, not calendar years. For example, 2010-2011 refers to the school year, spanning from July 1, 2010 to June 30, 2011. This report is based on finalized data from the previous school year.

Data Accuracy

Calculations of data presented in this report may change as a result of revisions to federal and state laws and reporting requirements, corrections, and the availability of new and updated data from local school districts. For questions, contact Rosa Tock (651-582-8372) or write to rosa.tock.quinonez@state.mn.us

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