

**EDUCATION SYSTEM ACCOUNTABILITY
SPECIAL EDUCATION RESULTS
FY 1999**

The purpose of special education is to assure the availability of appropriate specially designed instruction and related services for children and youth with disabilities ages birth through 21. Special education instruction and services are funded and governed by: state statutes sections 120.03, 120.17, and 124.32; state board of education rules chapter 3525; (federal law P. L. 105.17 Individuals with Disabilities Education Act (IDEA); and federal rules 34 CFR § 300.

Eligibility for special education instruction and services is determined based on evidence that:

1. The child/youth exhibits at least one of the disabilities listed in the first chart in the results section; and
2. Due to the disability, the child/youth requires specially designed instruction and services.

The delivery of special education instruction and services is the responsibility of the district in which the parents reside. Parents have rights to significant involvement in decisions relating to the evaluation, IEP development, and placement of their child. Districts have wide latitude to determine the most appropriate means of delivering the necessary instruction and services. Two-hundred-ninety-three school districts have formed forty-three cooperative units to administer and deliver the services more efficiently. The remaining districts operate independently. In addition, all districts purchase or cooperate on the implementation of some services from/with: State Residential Academies, Regional Service Units, Intermediate School Districts, and formal collaborative organizations such as Children's Mental Health Collaboratives, Family Service Collaboratives, Interagency Early Intervention Committees, and Community Transition Interagency Committees. One goal has been established for the administrative units to wit: "All special education administrative units will implement a continuous program evaluation process related to student learning."

Five goals have been established for students with disabilities:

1. Individual learners will demonstrate measurable, continuous progress in the development of skills and strategies which generalize to a variety of academic and non-academic environments.
2. Individual learners will demonstrate the ability to establish positive social relationships with others.
3. Individual learners will develop a healthy physical self-awareness.
4. Individual learners will develop a healthy emotional self-awareness.
5. Individual learners will demonstrate the ability to make school to adult transitions.

Special Education contributes to seven of the Department Goals:

- Learning Readiness
- Safe Caring Communities
- Stable Families
- Teaching and Learning
- Information Technologies
- Lifework Development
- Finance

1. Number of students with disabilities served (birth to age 23) by disability:

DISABILITY	F. Y.	1994	1995	1996	1__7	1-98
Autism		434	551	726	959	,284
Blind-visually impaired		351	413	422	433	418
Deaf-hard-of-hearing		1,606	1,777	1,843	1,864	1 931
Deaf-blind		22	20	23	21	25
Early childhood (3-5)		6,493	8,596	8,647	8,635	8,876
Emotional/behavioral disordered		15,259	16,347	16,891	17,482	17,633
Mild to moderately mentally impaired		7,273	7,507	7,711	7,716	7,793
Other health impairments		1,964	2,851	3,613	4,342	5,171
Physical impairments		1,359	1,432	1,483	1,501	1,530
Severe to profound mentally impaired		2,614	2,631	2,760	2,718	2728
Specific learning disability		34,186	36,498	37,925	38,415	39,579
Speech language impaired		16,904	17,804	18,726	17,280	17,875
Traumatic brain injury		86	114	161	207	255
Total		90,547	96,542	100,932	104,073	106,898

5-18 year old students served in special education as a percent
of total K-12 school enrollment 8.67% 9.12% 9.85% 10.15% 10.28%:

The data on this chart provide information about the growth in the number of students served in each disability. The growth in the other health impairment category is to a large extent, reflective of the ever-increasing number of students identified as having attention deficit disorder. The growth in specific learning disabilities seems to continue at a steady rate and may be reflective of the growth in regular education class size. Large class sizes make it difficult for teachers to meet the needs of students with disabilities in the regular class. The growth in the percent of students served in special education indicates that special education is growing faster than the total population

2. Parent satisfaction.

PARENT RESPONSE *	F. Y.	94	199S	1996	1997	1998
Parents satisfied that:						
School staff listen to parents		NA	NA	79%	77%	79%
Good information provided by school		NA	NA	77%	73%	75%
Child's progress acceptable		NA	NA	75%	67%	72%
Time in regular classes about right		NA	NA	90%	87%	84%
ON A FIVE POINT SCALE, 5-HIGH						
Special education meeting needs:						
Rating of 4 or 5		NA	NA	73%	74%	74%
Rating of 1		NA	NA	5%	2%	4%
Over-all satisfaction with special education:						
Rating of 4 or 5		NA	NA	73%	73%	75%
Rating of 1		NA	NA	6%	3%	5%

* Beginning in FY 96 these data, are collected annually from randomly selected parents in schools that are monitored each year

The data on this chart demonstrate that, in the broadest terms, parents are very satisfied with the special education provided for their children. There are, however, some parents who are dissatisfied and schools must find a way to meet their needs more effectively.

3. Level of district compliance with required elements of state and federal law,

PROBLEM	F.Y.	1994	1995	1996	1997	1998
Number of elements monitored for compliance		208	208	208	208	208
Number of elements for which more than 90% of districts are in compliance		NA	NA	189	187	188
Number of ineligible children served		NA	23	36	76	121
Number of districts monitored		83	61	71	87	20
Number of districts with, systemic problems**		NA	9	7	9	2
Percent of districts monitored that demonstrate the most common pervasive* compliance problems						
Transition assessment inadequate		NA	NA	82%	76%	70%
Transition planning incomplete		NA	NA	80%	62%	75%
Assessment summary report inadequate		NA	NA	66%	51%	80%
Required IEP content missing/inadequate		NA	NA	45%	31%	45%
IEP goals and objectives inadequate		NA	NA	42%	43%	40%
Categorical expenditures adjustments		NA	NA	39%	5%	40%
Least restrictive environment not justified		NA	NA	38%	52%	45%
SLD assessment report: inadequate		NA	NA	34%	8%	65%
IEP procedural safeguards not met		NA	NA	34%	29%	50%
Physical accessibility requirements not met		NA	NA	34%	0%	0%

* A district is determined to have a pervasive compliance problem when a significant proportion, usually about 20%, of the student records reviewed were found to be in non-compliance with a specific requirement.

** A district is determined to have a systemic problem when multiple, substantive, due process and service issues are identified.

The data on this chart show the level of district compliance with state and federal laws. On the positive side it is noted that more than 90% of the districts monitored are in compliance with more than 90% of the requirements. On the negative side, there are three requirements for which more than 50% of the districts monitored were cited for non-compliance in each of the three years depicted on this chart..

4. Achievement of students with disabilities, ages 14-21, who graduated from high school:

LEARNING AREA	F Y.	1994	1995	1996	1997	1998
I. Basic Skills Standard:	DATA TO BE COLLECTED BEGINNING					
State level						
Individual level						
Exempt (IEP standard)						
II. High Performance Standard						F. T. 00
III. Student achievement in attributes relating to their social, emotional, and physical development:						
Appropriate Personal Responsibility						
• Application level skills		NA	NA	NA	NA	50%
• Application skills with assistance		NA	NA	NA	NA	46%
• Very limited skills		NA	NA	NA	NA	4%
Social Skills.						
• Application level skills		NA	NA	NA	NA	52%
• Application skills with assistance		NA	NA	NA	NA	44%
• Very limited skills		NA	NA	NA	NA	4%
Self Acceptance/Self Determination						
• Application level skills		NA	NA	NA	NA	44%
• Application skills with assistance		NA	NA	NA	NA	51%
• Very limited skills		NA	NA	NA	NA	5%
Independent Problem Solving Skills						
• Application level skills		NA	NA	NA	NA	38%
• Application skills with assistance		NA	NA	NA	NA	51%
• Very limited skills		NA	NA	NA	NA	11%
IV. Student achievement in the development of skills necessary for a successful transition to adulthood:						
Home Living						
• Application level skills		NA	NA	NA	NA	62%
• Application skills with assistance		NA	NA	NA	NA	33%
• Very limited skills		NA	NA	NA	NA	5%
Jobs and Training						
• Application level skills		NA	NA	NA	NA	62%
• Application skills with assistance		NA	NA	NA	NA	33%
• Very limited skills		NA	NA	NA	NA	5%
Post Secondary Training/Learning						
• Application level skills		NA	NA	NA	NA	52%
• Application skills with assistance		NA	NA	NA	NA	43%
• Very limited skills		NA	NA	NA	NA	5%
Recreation and Leisure						
• Application level skills		NA	NA	NA	NA	74%
• Application skills with assistance		NA	NA	NA	NA	33%
• Very limited skills		NA	NA	NA	NA	3%
Community Participation						
• Application level skills		NA	NA	NA	NA	68%
• Application skills with assistance		NA	NA	NA	NA	29%
• Very limited skills		NA	NA	NA	NA	3%

The data on this chart provide a picture of the level of success students with disabilities are experiencing in Minnesota schools as they graduate from high school. Obviously these data demonstrate very positive results for students who graduate. However, the same data elements for students who drop out are reversed in the attributes relating to social, emotional, and physical development. Those data demonstrate an area of need that must be addressed as one part of reducing the drop out rate among students with disabilities.

5. Placement of students with disabilities:

PLACEMENT	F. Y. 1994	1995	1996	1997	1998
Regular class (more than 60% of the time)	57%	61%	61%	62%	61%
Resource Room (more than 40% of the time)	23%	21%	22%	22%	22%
Separate class (full time)	11%	10%	9%	9%	9%
Separate school (public and private)	5%	5%	5%	5%	5%
Residential School (public and private)	1%	1%	1%	1%	2%
Home/hospital	2%	2%	1%	1%	1%

The data on this chart describe the educational placement of students with disabilities relative to the restrictiveness of the setting. The stability of the last four (most restrictive) placement options demonstrates that there is a rather constant proportion of students with disabilities who need to be served in those settings. The trend, evident in the years prior to those on this chart, that demonstrated a significant shift from resource room to regular class placement seems to have flattened out. That may be a result of increased class size in general education.

6. Percent of students with disabilities, ages 14-22, who leave special education for various reasons.

REASON FOR LEAVING	F. Y. 1994	1995	1996	1997	1998
Returned to general education, no service.	1.0%	1.6%	0.3%	0.3%	NA
Graduated with diploma/certificate	10.8%	10.5%	11.1%	11.5%	NA
Reached maximum age	0.5%	NA	0.2%	0.1%	NA
Died	NA	0.1%	0.1%	NA	NA
Moved, known to be continuing	2.2%	2.4%	2.4%	2.6%	NA
Moved, not known to be continuing	7.6%	7.4%	7.3%	7.3%	NA
Dropped out	5.6%	5.9%	5.1%	5.7%	NA

The data on this chart describe the reason students with disabilities, ages 14-22, leave special education. There does not appear to be any discernible trend. Two areas of concern are noted. The first is the relatively high percentage of students who moved and are not known to be continuing. This is reflective of the problem schools experience with obtaining and providing student records from previous schools. A second concern is the dropout rate. Considering that these data are reflective of the percentage of students in a seven-year age span (ages 14-21) the proportion of students who drop out is quite high.

7. Status of students with disabilities 1-5 years out of school

STATUS	F.Y.	1994	1995	1996	1997	1998
Employment status						
• Always employed		36%				
• Unemployed part of the time		39%				
• Never employed		9%				
Post-secondary enrollment status						
• Enrolled full-time		12%				
• Enrolled part-time		4%				
• Not currently enrolled		77%				
• Unknown		4%				
Living arrangements						
• With parents/relatives		62%				
• Self or with friend/married		23%				
• Sheltered/group environment		13%				

- Annual data will be collected beginning in 1999

The data on this chart demonstrate the level of success that young adults (former students with disabilities) are experiencing in the early stages of adult life as evidenced in a study completed in FY 94 . There were no similar data for the general population so that comparisons are not possible at this time. The relative success experienced by students with disabilities is dependent on many factors in addition to the education they received but these data must be considered if improvement is to be made. A larger study, using sampling techniques, is planned for FY 99 and it is hoped this will provide accurate and comparative data.