

2006-2007 Minnesota Annual Report on Special Education Performance



Minnesota
Department
of Education

Acknowledgements

The Minnesota Department of Education acknowledges and thanks the Illinois State Board of Education for its contribution to the *Minnesota Annual Report on Special Education Performance*. The concept, format and some content of the *Minnesota Annual Report on Special Education Performance* were adapted from the publication *Annual State Report on Special Education Performance* with permission from the Illinois State Board of Education.

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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, 2006-2007 refers to the school year, spanning July 1, 2006 to June 30, 2007. This report is based on finalized data from the 2006-2007 school year and prior years.

Data Accuracy

The data presented in the *Minnesota Annual Report on Special Education Performance* may change as a result of various factors, such as revisions to federal and state reporting requirements, identification and correction of data errors and the availability of new and updated data from local school districts. As such, statistics presented in this report for previous school years might be slightly different from what was previously published. Changes in data reflect Minnesota's goal to report the most complete, current and accurate data available at the time of publication.



Message from the Commissioner

I am pleased to present the first *Minnesota Annual Report on Special Education Performance*. This report summarizes key performance data for students with disabilities that the Minnesota Department of Education reports to the U.S. Department of Education in Minnesota's Annual Performance Report (APR). The Annual Performance Report includes data on 20 Performance Indicators in special education chosen by the federal Office of Special Education Programs (OSEP). Stakeholder groups in each state, including Minnesota, establish annual targets for each indicator. The *Minnesota Annual Report on Special Education Performance* presents information related to: demographics, educational environments, student performance on statewide assessments, high school completion, dropouts, post school outcomes and special education finance. Performance areas are introduced by providing a general overview, followed by key facts. In addition, the demographics section is provided to give an overall picture of students with disabilities in Minnesota.

We are pleased with the improvements in Minnesota's special education system, and continue to target performance areas for improvement each year. Our intent is to publish this report annually in an effort to ensure that parents, students, teachers, administrators, legislators and the public are regularly kept informed of Minnesota's current performance and progress in improving results for students with disabilities.

The Minnesota Department of Education hopes this document will be informative and useful to you and welcomes your feedback.

A handwritten signature in cursive script that reads "Alice Seagren".

Alice Seagren
Commissioner of Education
Minnesota Department of Education
August 2008

The logo for the Minnesota Department of Education. It features the word "Minnesota" in a script font, followed by "Department" in a bold serif font, and "of Education" in a script font below it, with a horizontal line separating "Department" and "of Education".

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By federal law, public schools must provide individualized services to eligible children with disabilities. These services are referred to as special education and related services. Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability, and includes instruction conducted in the classroom, home, hospitals, institutions, and in other settings. Related services are transportation, developmental, corrective, and other supportive services necessary to assist a child with a disability to benefit from special education. (NICHCY 2008; 34 CFR 300.39 & 300.34).

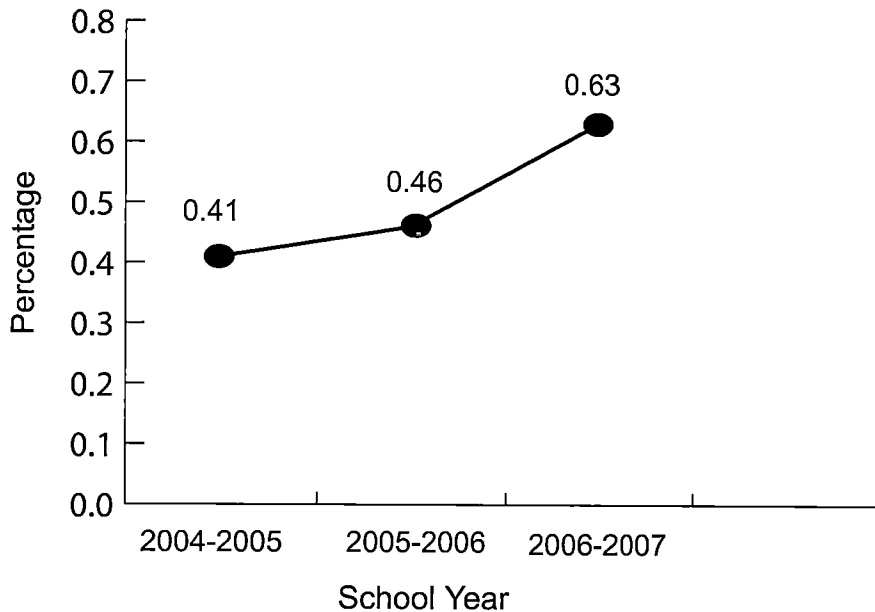
I. Demographics

The following pages provide background information useful to understanding the status of special education in Minnesota.

Key Facts:

- Minnesota’s eligibility criteria for Infant and Toddler Early Intervention was officially changed in 2007. The new criteria are consistent with federal requirements and allow a greater percent of children to be served.
- The number of Minnesota children, ages 3 to 5, receiving special education services has increased slightly over time. For this age group, the percentages of children identified as having a developmental delay or speech/language impairments is greater than other categories of disability.
- The percentage of Minnesota students, ages 6 to 21, receiving special education services remained nearly the same as last year. Among these students, the number of students with specific learning disabilities is greater than for other disabilities.
- The statewide percentages of students from diverse ethnic and racial backgrounds in special education vary between groups.
- Minnesota special education regions 7 and 11 (see page 9) have the greatest number of students receiving special education services.

Percentage of Minnesota Children, Ages Birth to One, Who Receive Infant and Toddler Early Intervention Services Under Part C of IDEA



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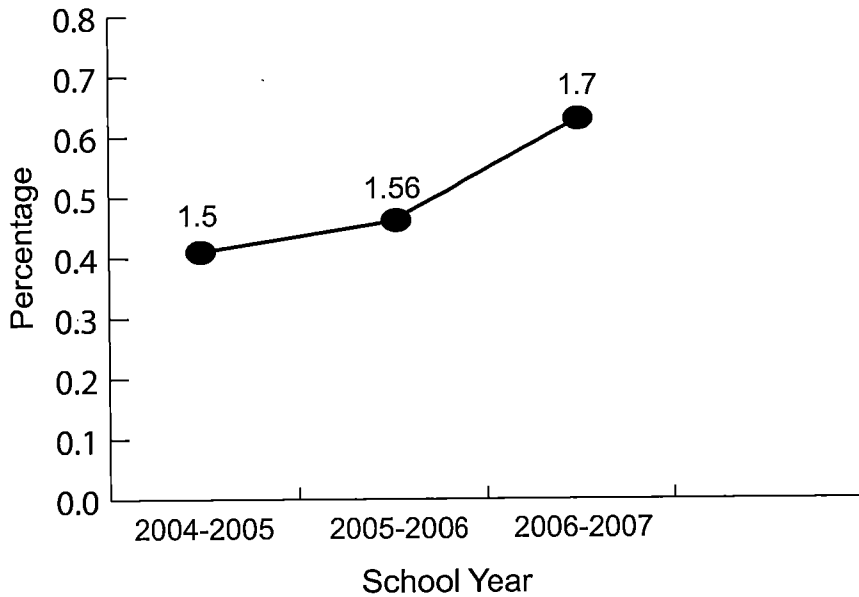
This chart shows the percentage of children, ages birth to one year, who receive special education services.

Minnesota's eligibility criteria for Infant and Toddler Early Intervention was officially changed in 2007. The new criteria are consistent with federal requirements and allow a greater percent of children to be served.

Key Facts

- The national rate of serving infants under age one was 1.06% compared to 0.63% in Minnesota
- Beginning in 2005, effort was made to inform physicians about diagnosed conditions that have a high probability of resulting in later developmental delay or disability. Children with these conditions are eligible for early intervention services.

Percentage of Minnesota Children, Ages Birth to Three, Who Receive Infant and Toddler Early Intervention Services Under Part C of IDEA



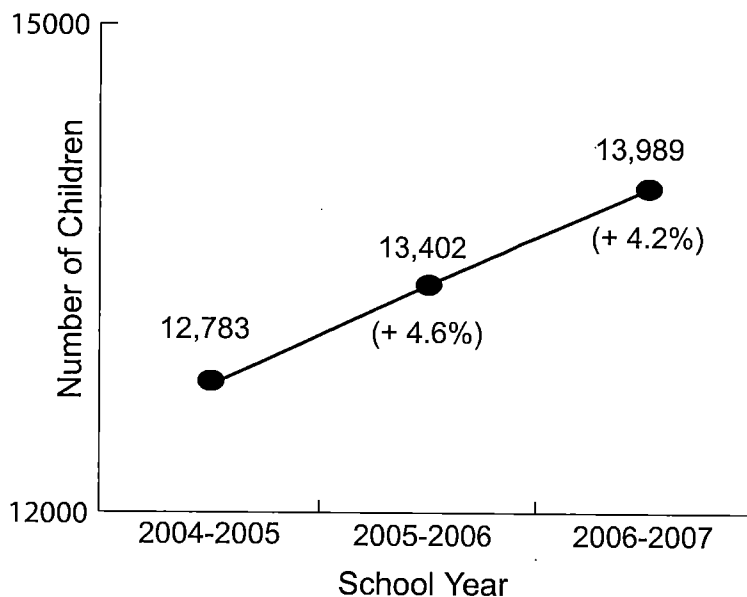
This chart shows the percentage of children, ages birth to one year, who receive special education services.

Minnesota's eligibility criteria for Infant and Toddler Early Intervention were officially changed in 2007. The new criteria are consistent with federal requirements and allow a greater percent of children to be served.

Key Facts

- The national rate of serving children under age three on 12/1/2007 was 2.43% compared to 1.70% in Minnesota.
- Minnesota's eligibility criteria for Infant and Toddler Early Intervention was officially changed in 2007. The new criteria are consistent with federal requirements and allow a greater percent of children to be served.

Number of Minnesota Children, Ages 3-5, Receiving Special Education Services



Data Source: Child Count December 1 (2004-2006), MARSS 2004-2006

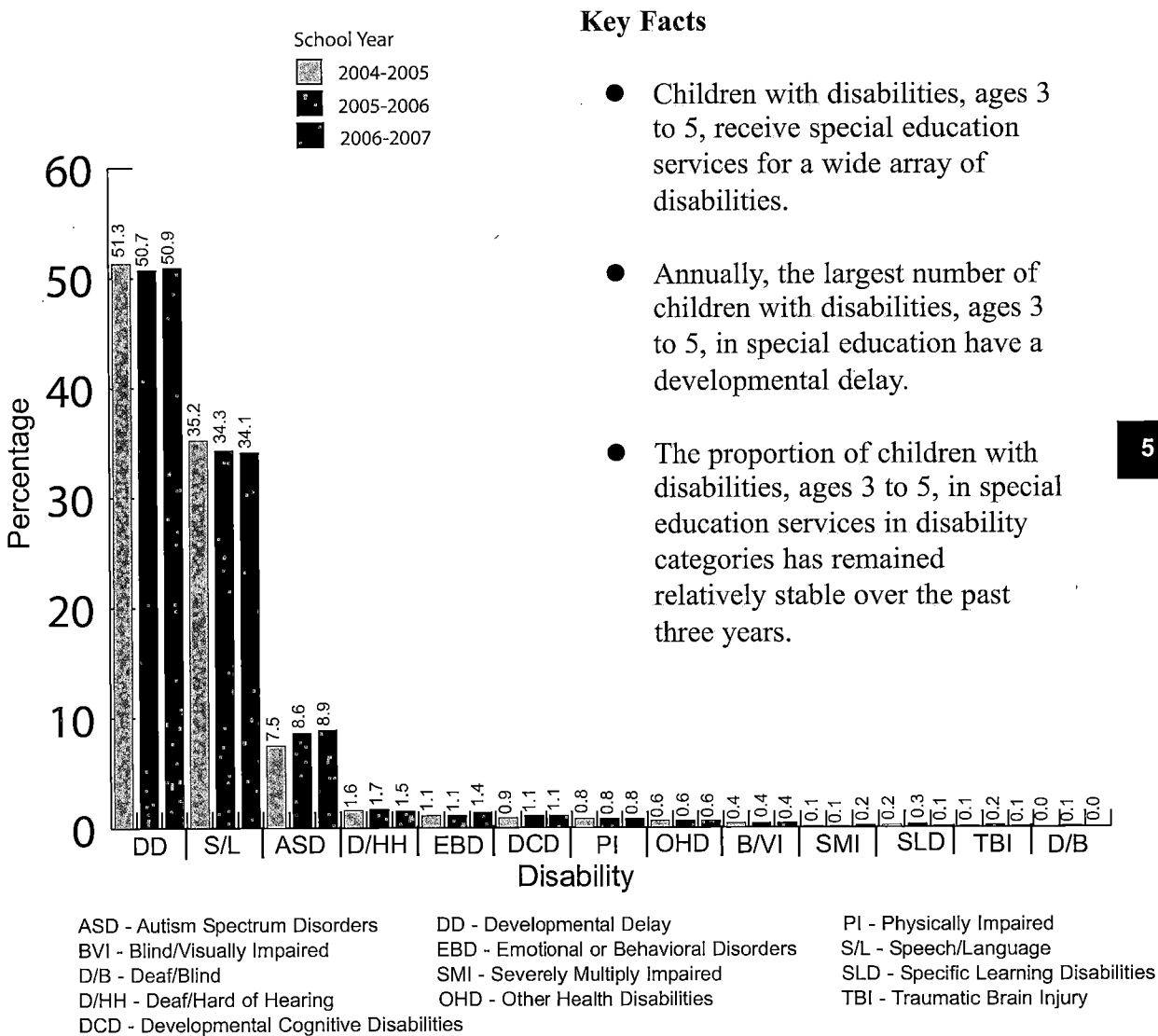
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The chart above includes children, ages 3 to 5, in all disability categories over the past three years.

Key Facts

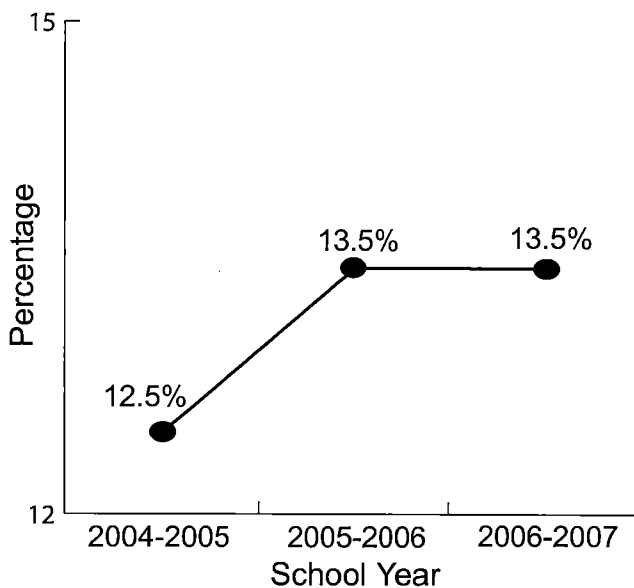
- The number of children, ages 3 to 5, receiving special education services increased 4.2% over the past two years.
- The number of children, ages 3 to 5, has been increasing annually for the last three years, which partially explains the annual increase in the number of children ages 3-5 receiving special education services.
- The rate of increase in the number of children, ages 3 to 5, receiving special education services increased at a comparable rate over the past three years.

Percentage of Children, Ages 3-5, Receiving Special Education Services in Disability Categories



This chart compares children, ages 3 to 5, in each disability category for the past three years, as a percentage of all children, ages 3 to 5, receiving special education services.

Percentage of Minnesota Students, Ages 6-21, Receiving Special Education Services



Data Source: Child Count December 1 (2004-2006)

Special Education Enrollment	103,454	100,268	103,595
Total Enrollment	827,140	744,416	768,516

Data Source: Child Count December 1 (2004-2006), MARSS 2004-2006

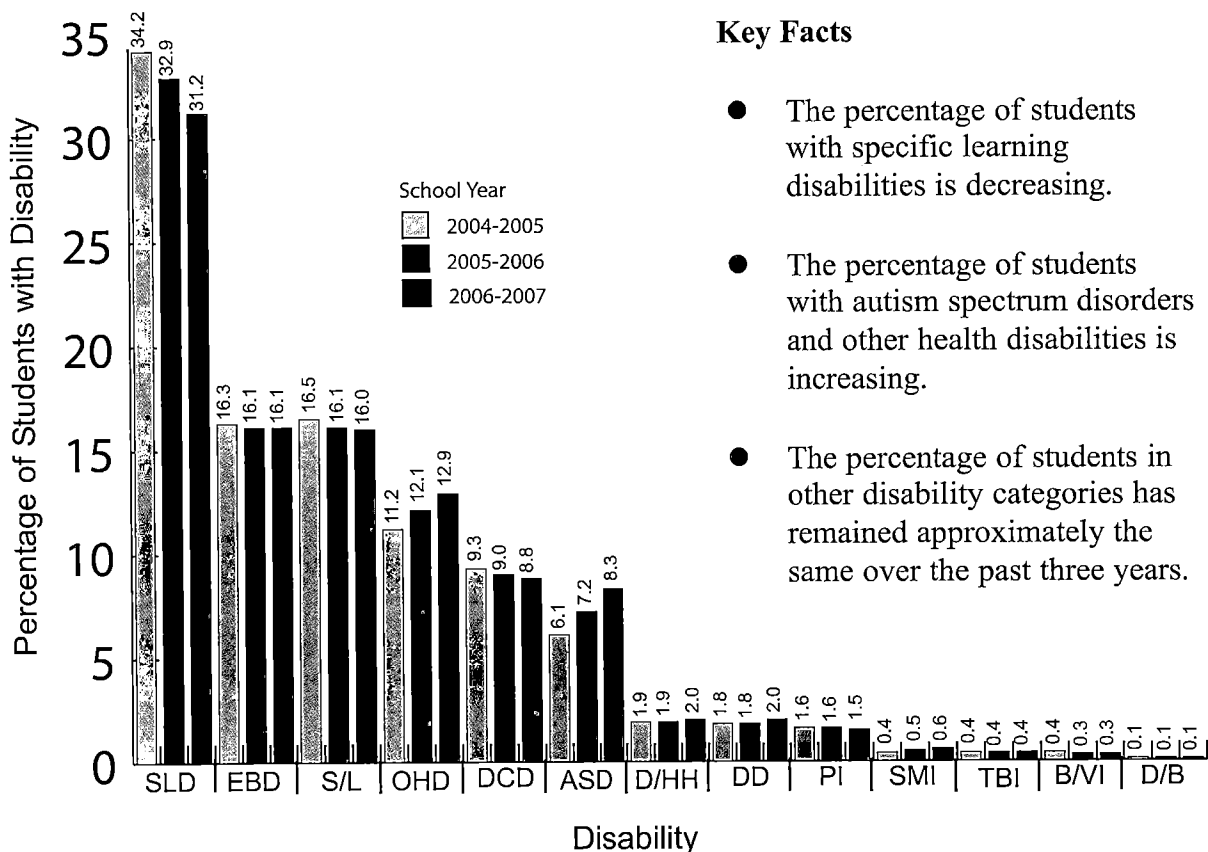
This chart displays the percentage of students, ages 6 to 21, receiving special education services compared to the total student population.

Key Facts

Over the past three years:

- The percentage of students, ages 6 to 21, receiving special education services increased slightly.
- Total enrollment decreased slightly.

Percentage of Students, Ages 6-21, Receiving Special Education Services in Disability Categories



Key Facts

- The percentage of students with specific learning disabilities is decreasing.
- The percentage of students with autism spectrum disorders and other health disabilities is increasing.
- The percentage of students in other disability categories has remained approximately the same over the past three years.

ASD - Autism Spectrum Disorders

BVI - Blind/Visually Impaired

D/B - Deaf/Blind

D/HH - Deaf/Hard of Hearing

DCD - Developmental Cognitive Disabilities

DD - Developmental Delay

EBD - Emotional or Behavioral Disorders

SMI - Severely Multiply Impaired

OHD - Other Health Disabilities

PI - Physically Impaired

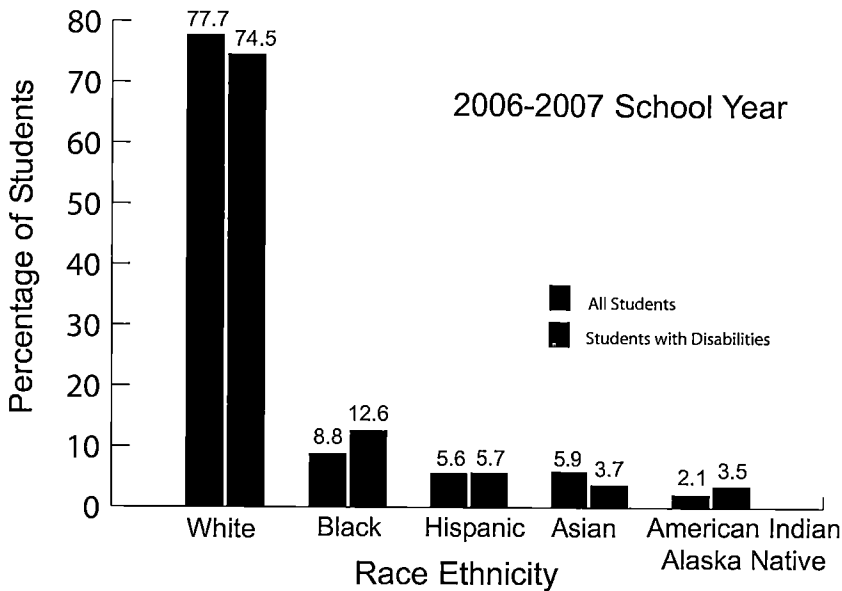
S/L - Speech/Language

SLD - Specific Learning Disabilities

TBI - Traumatic Brain Injury

This chart compares students, ages 6 to 21, in each disability category for the past three years, as a percentage of all students, ages 6 to 21, receiving special education services.

Race/Ethnicity Distribution of Students, Ages 6-21, Receiving Special Education Services



Data Source: Child Count December 1 (2004-2006)

This chart displays the percentage of students, ages 6 to 21, receiving special education services by race/ethnicity compared to the total student population.

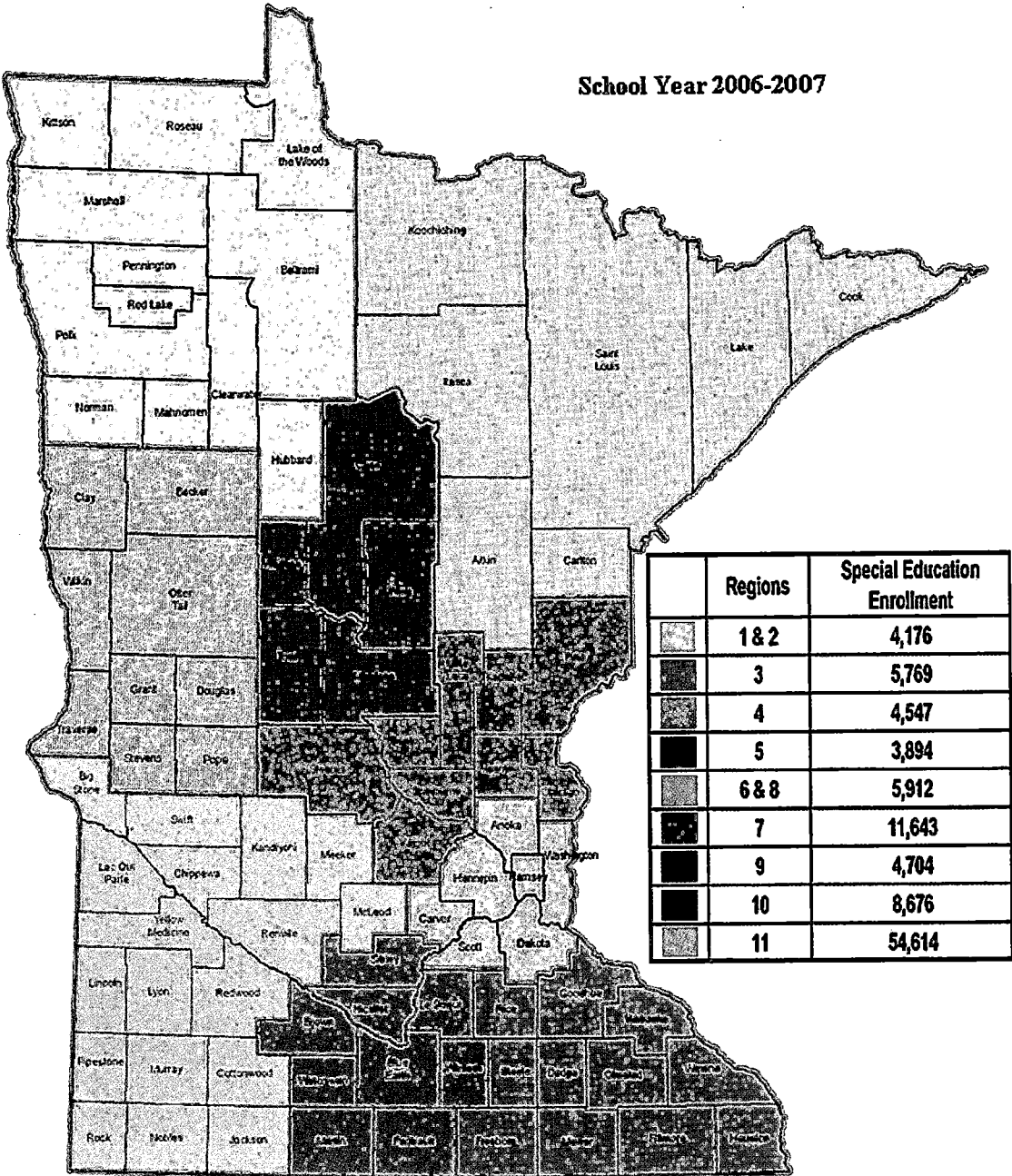
The statewide percentages of students from diverse ethnic and racial backgrounds in special education vary between groups.

Students are reported in federally designated race/ethnicity categories.

Key Facts

- A higher proportion of Black and American Indian students were placed in special education in 2006-2007 than students in other groups.
- A lower percentage of Asian students were placed in special education than students in other groups.
- Last year, White and Hispanic students were placed in special education at approximately the same rates.

Number of Students, Ages 6-21, Receiving Special Education Services in Minnesota Special Education Regions



Data Source: Child Count December 1 (2006), MARSS 2006-2007

II. Educational Environment

Educational environment refers to the extent to which students with disabilities receive special education services in classes or in schools with peers who do not have disabilities.

There are four types of educational environments for students with disabilities. Students with disabilities receive instruction along with peers without disabilities for:

- 80% or more of the day,
- 41-79% of the day,
- 0-40% of the day, or in
- separate educational facilities.

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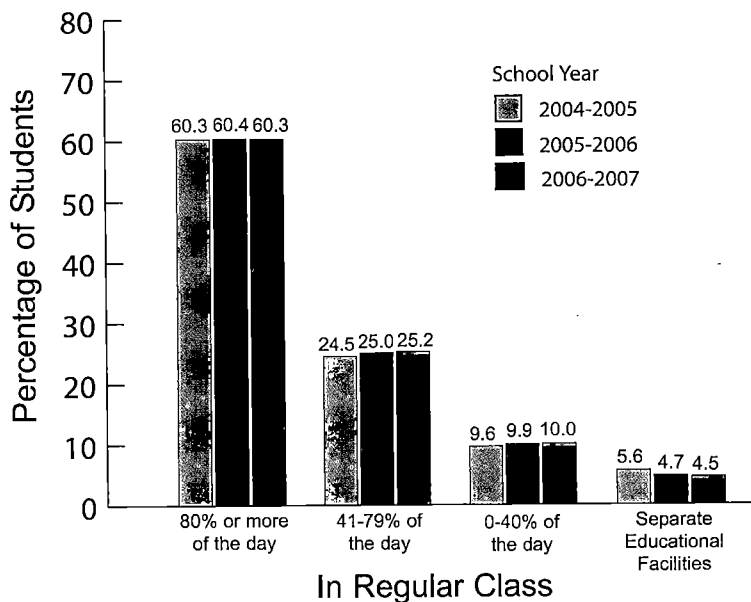
The data in the *Educational Environment* section of this report demonstrate that a shift in student placement is gradually taking place in Minnesota. More students with disabilities are participating in settings along with peers without disabilities for greater amounts of their school day.

Key Facts:

- Minnesota remains a "high inclusion" state, meaning, the majority of students with disabilities are in the general education classrooms for 80% or more of the school day.
- In Minnesota, the most restrictive settings represent a small proportion of educational placement for students in most disability categories.

When viewed by race/ethnicity, Black students have a higher rate of placement in more restrictive settings (i.e., less than 80% of the school day in general education settings).

Placement in Educational Environments, Ages 6-21



Data Source: Child Count December 1 (2004-2006)

This chart displays the percentage of Minnesota students with disabilities receiving special education services in general education settings:

- 80% or more of the day,
- 41-79% of the day,
- 0-40% of the day, or in
- separate educational facilities.

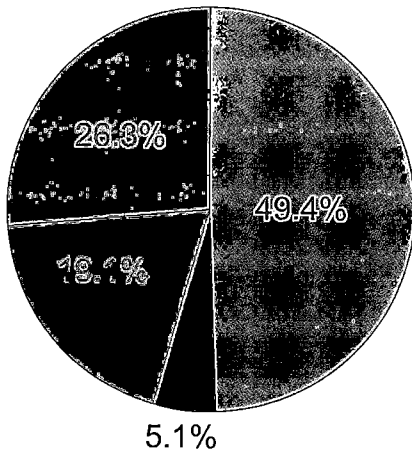
Key Facts

Over the past three years:





- Minnesota had a high rate of inclusion (60%) of students with disabilities in general education.
- Minnesota's rate of placing students with disabilities in more restrictive environments remained relatively stable and small.
- There was a slight movement away from placing students in separate educational facilities.

2006-2007 Educational Environments for Students in Six Disability Categories, Ages 6-21

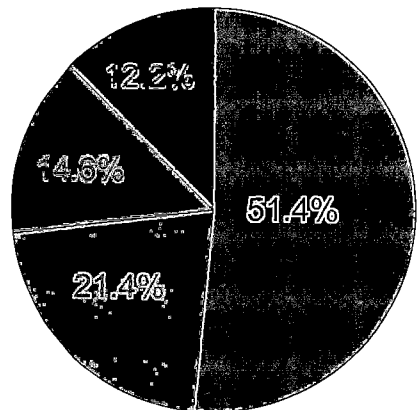
Autism Spectrum Disorders (n=8,613)



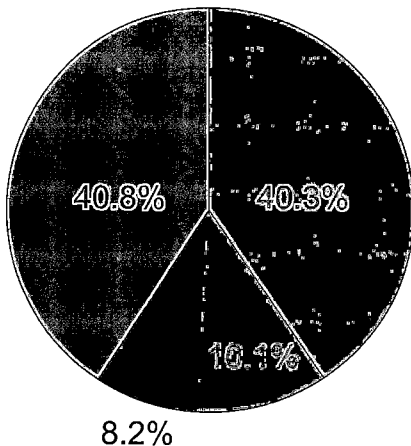
In regular class:

-  80 % or more of the day
-  41-79 % of the day
-  0-40 % of the day, or in
-  Separate Educational Facilities

Emotional or Behavioral Disorders (n=16,706)



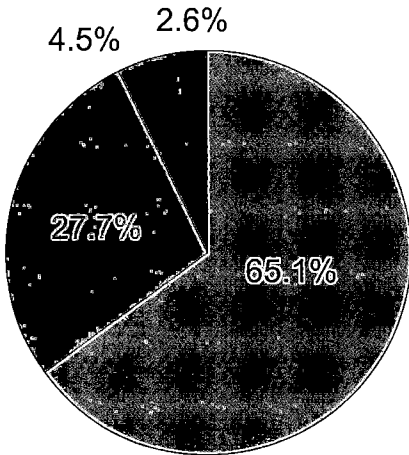
Developmental Cognitive Disabilities (n=9,098)







These charts display four educational settings for students with disabilities, ages 6-21, for six disability categories with the highest rates of incidence.

2006-2007 Educational Environments for Students in Six Disability Categories, Ages 6-21

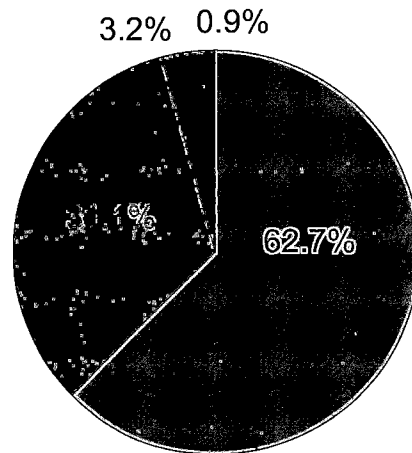
Other Health Disabilities (n=13,441)



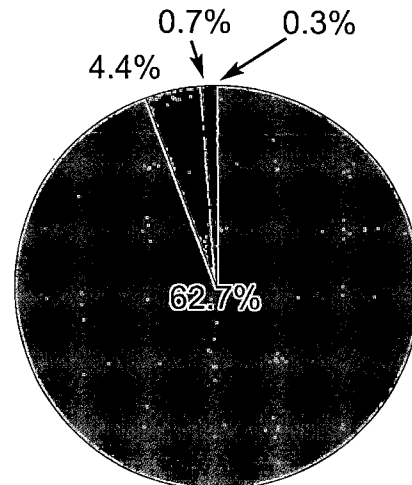
In regular class:

-  80 % or more of the day
-  41-79 % of the day
-  0-40 % of the day, or in
-  Separate Educational Facilities

Special Learning Disabilities (n=32,385)



Speech/Language (n=16,603)



Key Facts

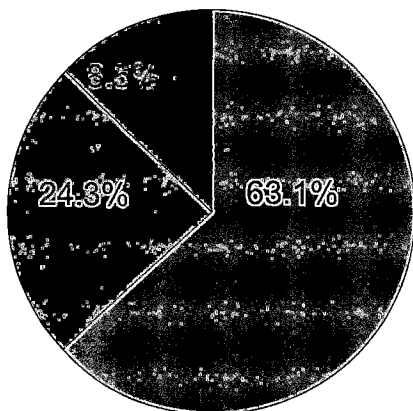
In 2006-2007:

- Students with the six most prevalent disabilities were most frequently placed in general education settings for 80% or more of the school day, except for students with developmental cognitive disabilities.
- Lower rates of general education placement were more frequent for students with emotional or behavioral disorders, autism spectrum disorders and developmental cognitive disabilities.





2006-2007 Educational Environments by Race/Ethnicity of Students with Disabilities, Ages 6-21

White (n=77,221)

4.1%

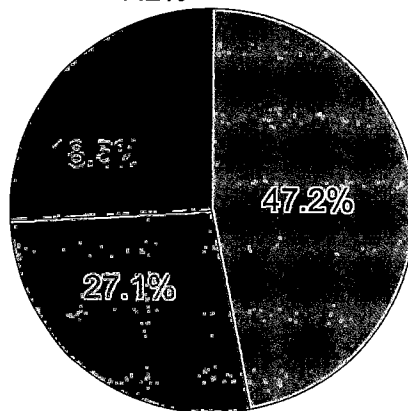


In regular class:

-  80 % or more of the day
-  41-79 % of the day
-  0-40 % of the day, or in
-  Separate Educational Facilities

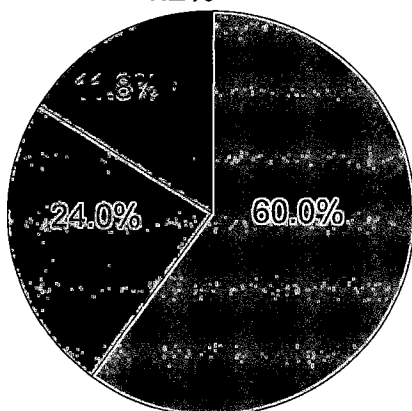
Black (n=13,038)

7.2%



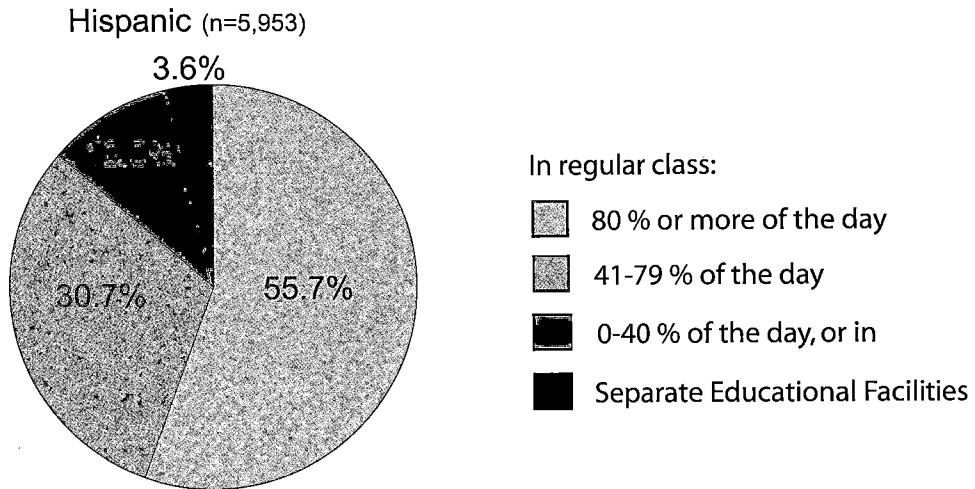
Asian/Pacific Islander (n=4,661)

4.2%



These charts display 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/Alaskan Native (federally designated categories).

2006-2007 Educational Environments by Race/Ethnicity of Students with Disabilities, Ages 6-21



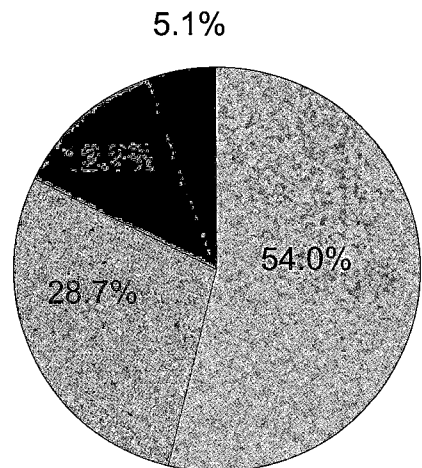
Key Facts

15

In 2006-2007:

- White and Asian students were placed in all four environments at approximately the same rates.
- Among students in regular classes 41-79% of the day, all races were placed at approximately equal rates.
- Among students in regular classes 0-40% of the day and in separate educational facilities, Black students were placed at higher rates than for all other groups.

American Indian/Native Alaskan (n=3,593,661)



Data Source: Child Count December 1, 2006

III. Statewide Assessments: Student Participation and Proficiency

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 assessment of student academic achievement.

Statewide tests are used to measure the performance of students in core content areas such as Mathematics and Reading. Access of students with disabilities to the general education curriculum increases their success on statewide tests because it provides opportunities for students to master the academic content and skills being tested.

The *Statewide Assessment* section summarizes the status of the students with disabilities on statewide tests. The charts in this section display the progress and academic challenges that remain for students receiving special education services as measured by the Minnesota statewide testing system.

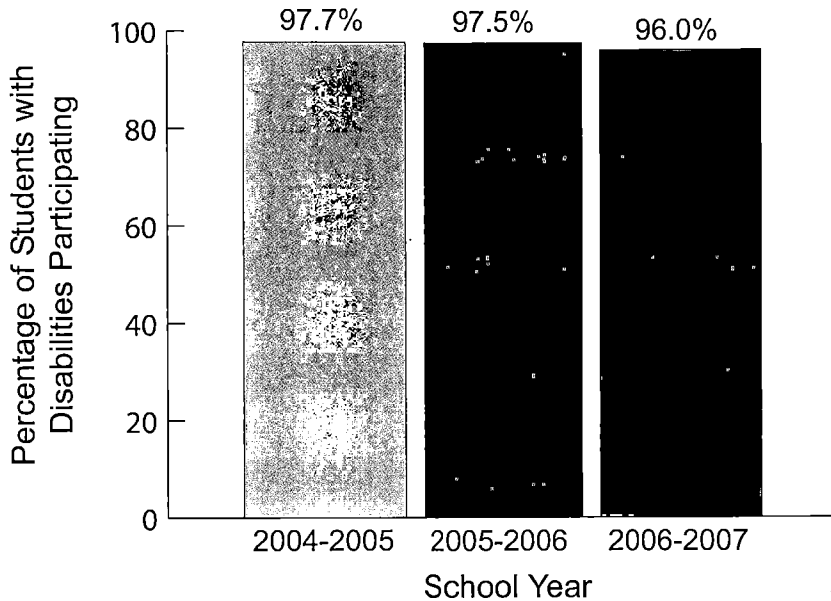
Key Facts:

- It is required that all students with disabilities participate in statewide assessment, either the Minnesota Comprehensive

Assessments (MCAs) or the Minnesota Test of Academic Skills (MTAS).

- MCAs are the state's regular assessments against grade level achievement standards.
- MTAS is Minnesota's alternate assessment against alternate achievement standards. It is designed for students with the most severe cognitive disabilities. The responsibility to decide whether a student should take an MTAS rests with the IEP Team and is made on an individual basis.
- Minnesota has had high rates of participation in statewide assessments over time but has experienced a slight decline in the previous year for students with disabilities.
- In order to accurately represent Minnesota's proficiency scores for students with disabilities, students scoring as "partially proficient" were included in the overall proficiency percentage.
- Adequate Yearly Progress (AYP) data on individual student performance for the disability subgroup may be found on the Minnesota Department of Education Website.

Participation of Students with Disabilities in Regular and Alternate Statewide Assessments (MCAs & MTAS)



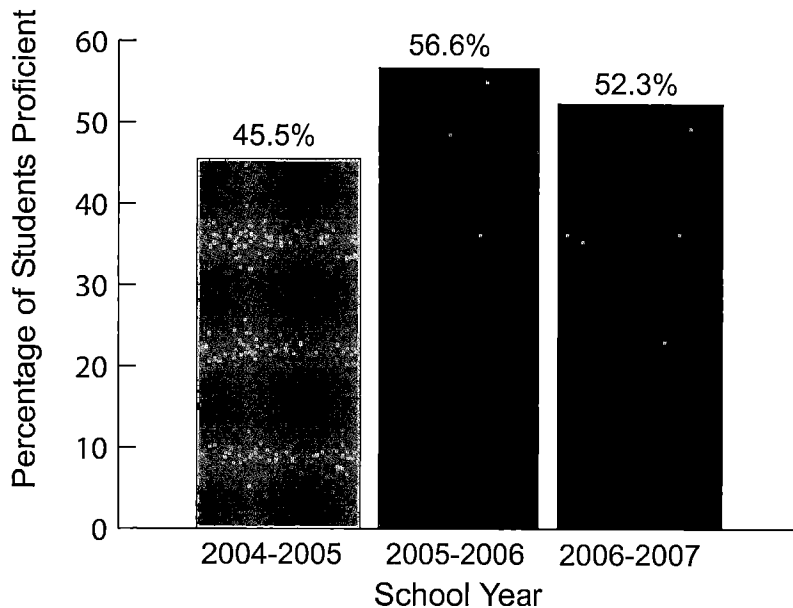
This chart illustrates the combined percentage of participation of students with disabilities on the reading and math sections of the Minnesota MCAs and MTAS.

Key Facts

In 2006-2007:

- While participation levels on statewide tests are relatively high, there was a slight decline during 2006-2007 in participation levels.
- Statewide assessments have differing options and subjects from year to year, making comparisons more difficult.
- New data tracking systems may also have an impact on overall percentages.

Proficiency of Students with Disabilities on Regular and Alternate Statewide Assessments (MCAs and MTAS)



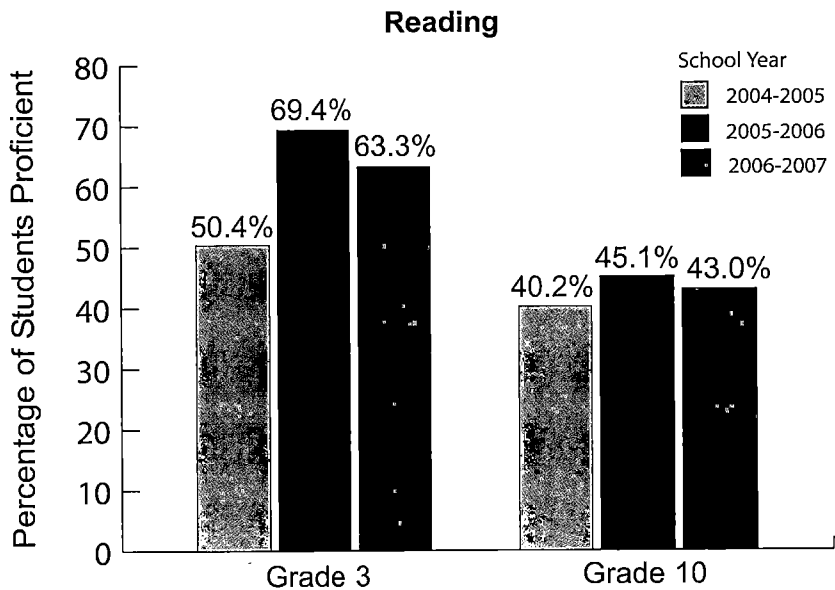
This chart illustrates the combined percentage of proficient scores for students with disabilities on the reading and math sections of the MCAs and MTAS.

Minnesota reports grade level proficiency rates in its Annual Performance Reports and on the District Data Profiles, which can be accessed on the Minnesota Department of Education Website.

Key Facts

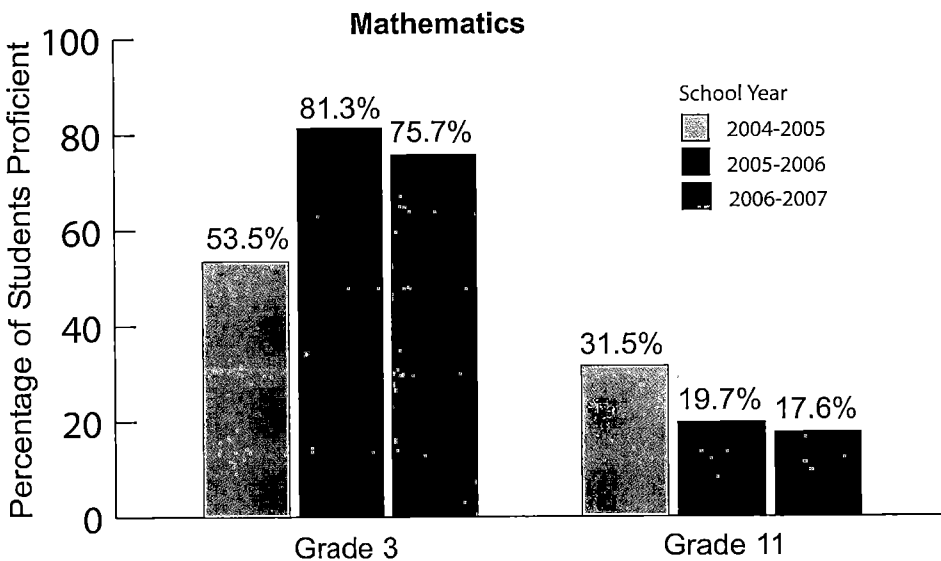
- The overall proficiency rate of students with disabilities on statewide assessments was 52.3%. Proficiency rates for students with disabilities declined somewhat in 2006-2007.
- Statewide assessments have undergone substantial changes over the past three years and have included different options and subjects, making year-to-year comparisons difficult.
- Proficiency rates include students with disabilities who were found "partially proficient" and "proficient."

Proficiency of Students with Disabilities on Regular and Alternate Statewide Assessments (MCAs and MTAS)



Data Source: Assessment Database (Test Results 2005-2007); 618 Table 6 (2004-2007)

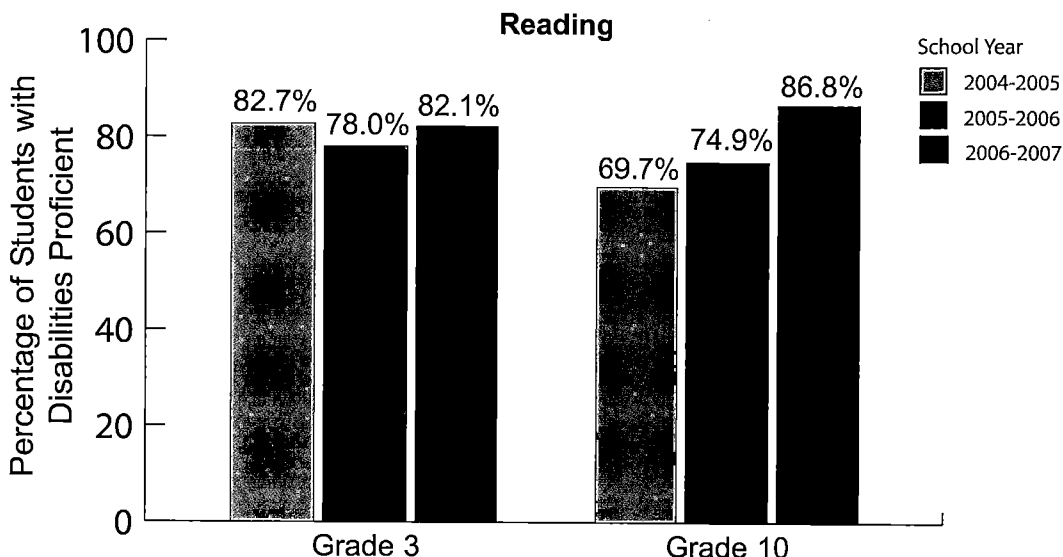
The chart above illustrates the proficiency rates of students with disabilities in statewide reading tests for selected grade levels.



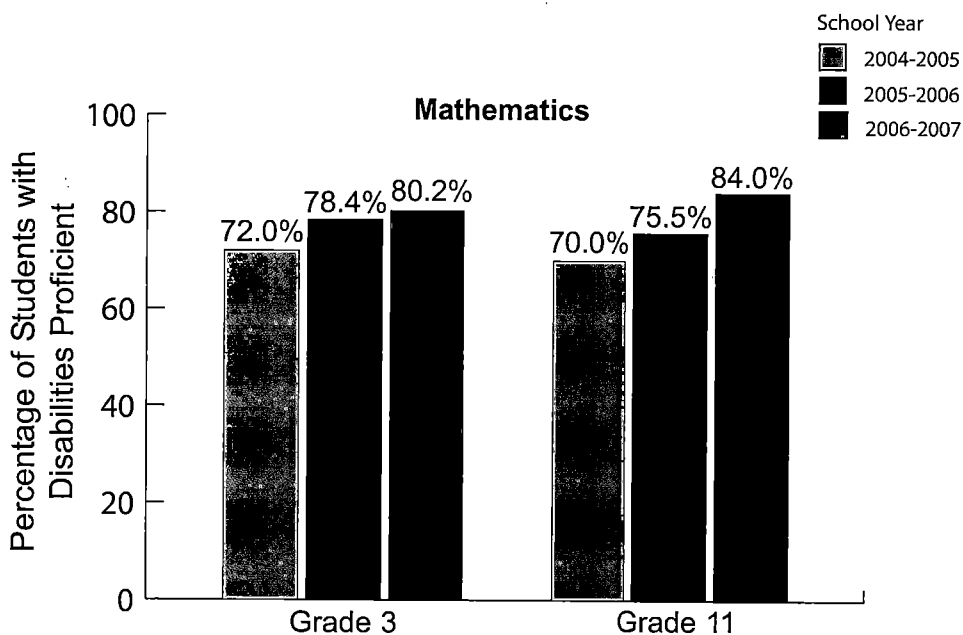
Data Source: Assessment Database (Test Results 2005-2007); 618 Table 6 (2004-2007)

The chart above illustrates proficiency rates of students with disabilities in statewide mathematics tests for selected grade levels.

Proficiency of Students with Disabilities on Statewide Alternate Assessment (MTAS)

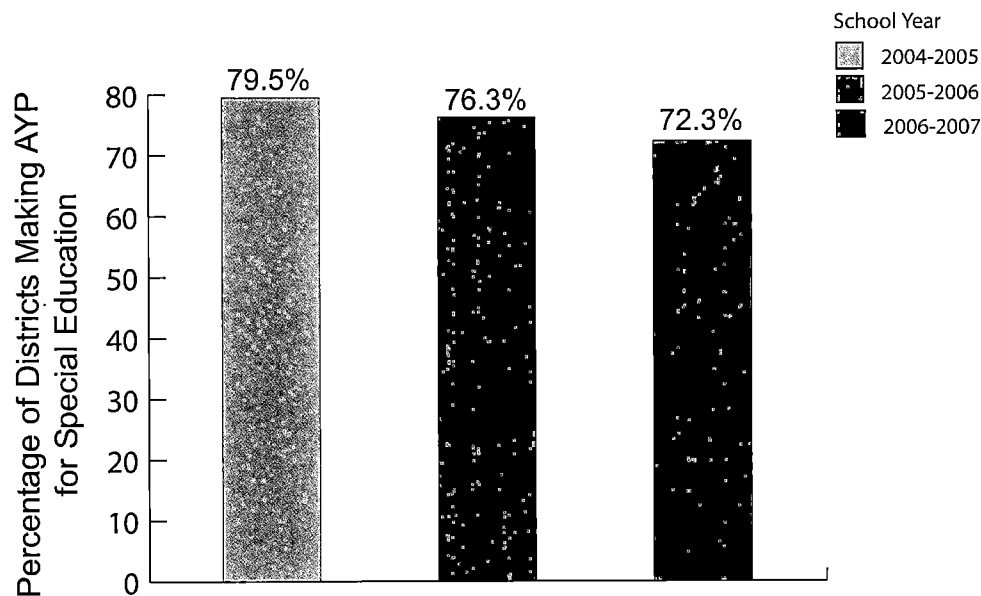


The chart above illustrates performance of students with disabilities in reading on the MTAS for grades 3 and 10.



The chart above illustrates the performance of students with disabilities in mathematics on the MTAS for grades 3 and 11.

Percentage of Districts Meeting Adequate Yearly Progress (AYP) in the Special Education Subgroup



Data Source: Assessment Database (Test Results 2005-2007); 618 Table 6 (2004-2007)

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

AYP is a standard set by MDE for districts as part of the No Child Left Behind ACT (NCLB) process. Individual district information for the special education subgroup may be found on the Minnesota Department of Education Website.

Key Facts

- The percentage of districts attaining AYP for the Special Education subgroup has declined over the past three years.
- The standards for AYP have increased in difficulty, which may explain the decline in the percentage of districts attaining AYP for the Special Education subgroup.

IV. High School Completion

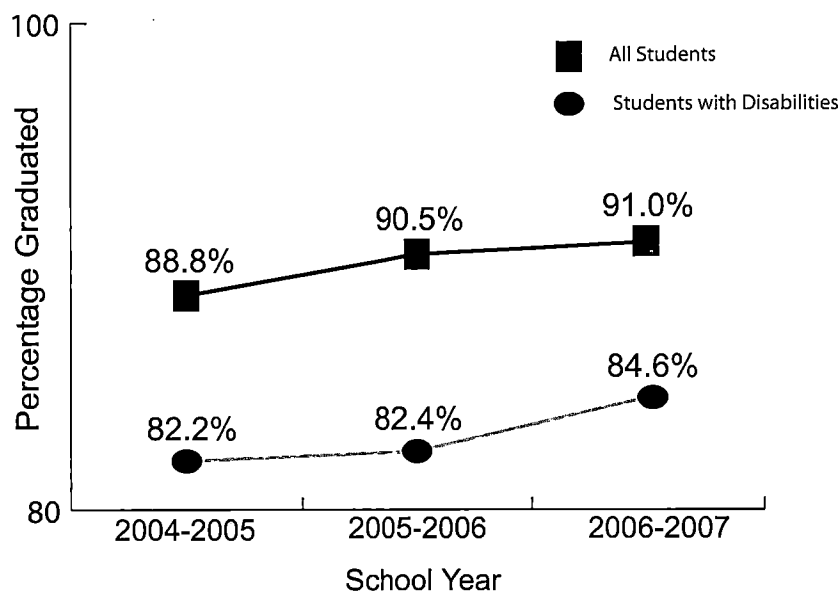
Obtaining a high school diploma carries significant psychological and financial importance for students with disabilities as it does for all students. It is important to track the rate at which students with disabilities remain in school and graduate with a regular diploma, as well as examine postsecondary 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 stable over the last three years with a slight improvement in 2006-2007.
- In Minnesota, the gap between the graduation rates for students with disabilities and all students has narrowed slightly from 6.8% in 2004-2005 to 6.4% in 2006-2007.

- Over the past three years, the dropout rate for students with disabilities has been stable with a slight decrease.
- The gap between the dropout rates for students with disabilities and all students has decreased slightly from 1.4% in 2004-2005 to 1.1% in 2006-2007.
- Within one year of leaving high school, 78.9% of students with disabilities are competitively employed, enrolled in some type of postsecondary school, or both.

High School Graduation with a Regular Diploma



Data Source: Assessment Database (Test Results 2005-2007); 618 Table 6 (2004-2007)

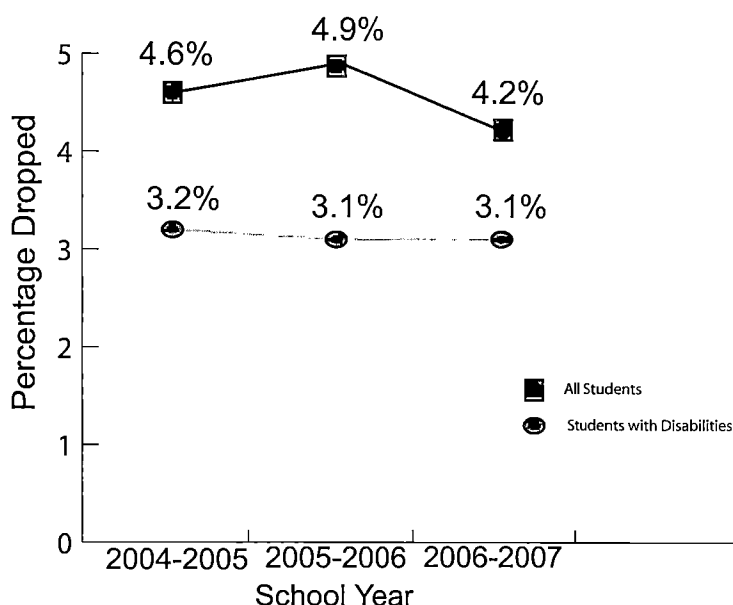
The graduation rate in Minnesota is calculated by counting how many of the students that start 9th grade across the state in one year, graduate from their schools within four years.

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.

Key Facts

- The graduation rate for students with disabilities has increased slightly over the past three years.
- The gap between graduation rates for all students and students with disabilities is getting smaller.

High School Dropout Rates



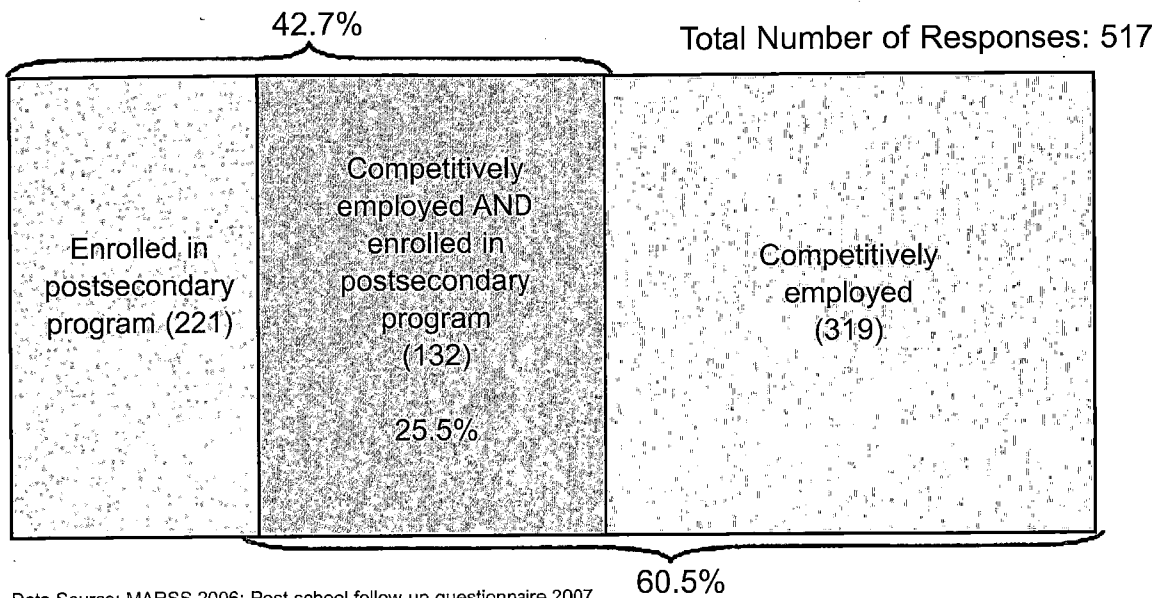
Data Source: Assessment Database (Test Results 2005-2007); 618 Table 6 (2004-2007)

The dropout rate in Minnesota is calculated by counting how many of the students in grades 9-12 across the state, drop out from their schools in one year.

Key Facts

- The dropout rate for students with disabilities is decreasing slightly.
- The gap between dropout rates for all students and students with disabilities is decreasing slightly.

Post-School Outcomes for Students with Disabilities 2007 Survey Summary



Note: The total percentage is larger than 100% because the same student may be counted in more than one category.

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One year after the student leaves high school, special education staff in selected districts conduct telephone interviews with the student or a family member to collect information on the student's competitive employment and postsecondary education status.

The districts chosen each year provide a representative sample of Minnesota students with disabilities

Key Facts

- In Minnesota, 60.5% of students with disabilities who participated in the survey were or had been competitively employed within one year of leaving high school.
- Approximately 42.7% of students with disabilities are participating in some type of postsecondary training or education within one year of leaving school.
- Approximately 25.5% of students with disabilities are competitively employed and participating in some type of postsecondary training within one year of leaving school.

V. Special Education Finance Overview

Special education services for students with disabilities include specially designed instruction and related services to accommodate the student's disability in school settings. Federal law requires that special education services be provided to students with disabilities at no cost to the parents of that student. Instead, these services are financed by federal, state and local funding sources. Special education services pose an expense to school districts. However, students with disabilities also generate federal, state and local revenues for school districts. This section presents information concerning the financing of special education in Minnesota.

Key Facts

Special education expenditures are funded by:

General Education Revenue

Students with disabilities generate the same general education revenue as their peers without disabilities.

State Special Education Aid

The state pays a percentage of eligible expenditures for special education salaries, instructional supplies and equipment, contracted services and placements, and special transportation.

Cross Subsidy

Costs not funded with the above sources are covered using other general fund revenues of the district.

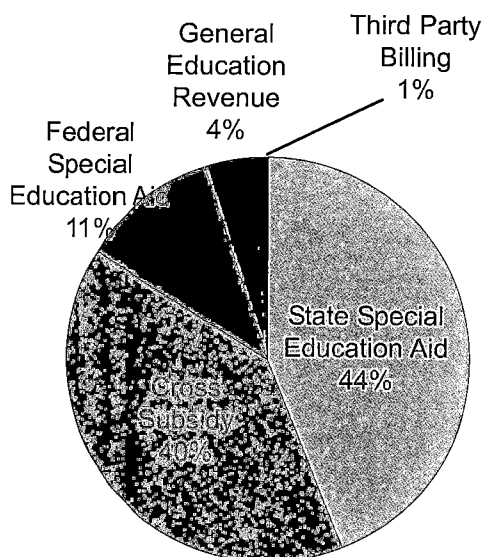
Federal Special Education Aid

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.

Third Party Billing

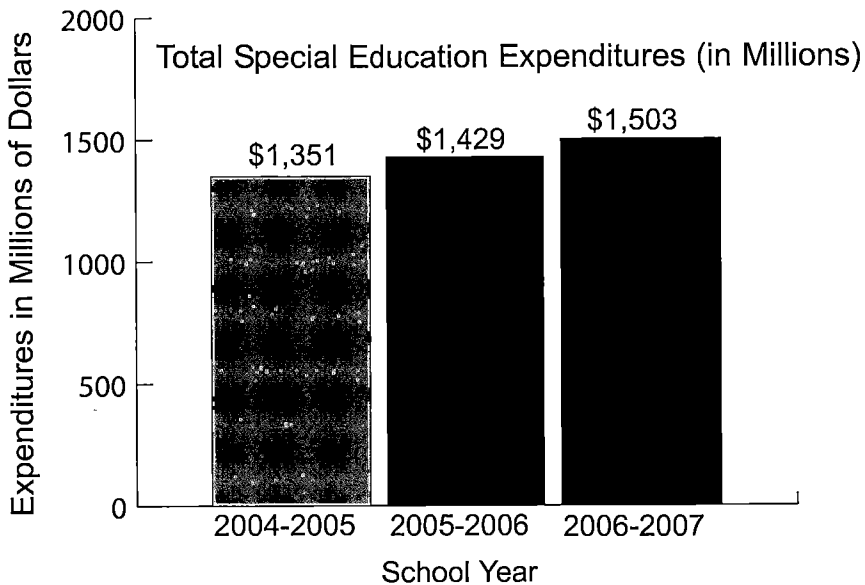
A small portion of the cost of serving students with disabilities is funded through third party billing.

The proportion of special education expenditures shown in the graph below is for students who receive their services outside of the regular classroom for more than 60% of the school day.



Data Source: MDE Division of Program Finance Databases

Special Education Expenditures



Data Source: MDE Division of Program Finance Databases

This chart represents the total dollar amount spent on reimbursable expenses and special education services over the past three years.

Key Facts

- Last year, 10% of the total special education expenditures were spent on transportation costs and 90% were spent on special education instruction and services.
- Special education costs have increased over the past three years.

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, along with stakeholder efforts to identify areas for improvement.

Minnesota has long been an innovator in the areas of transition, inclusion, program options and dropout prevention programs. 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 Behavior Intervention Systems (PBIS), and federal and 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 the Minnesota Department of Education 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.

The Minnesota Department of Education 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 noticeable area of improvement is the positive trend in graduation rates for students with disabilities. Over the past three years, the graduation rate for students with disabilities has increased 2.6%. This positive trend is expected to produce a corresponding positive impact in post-school outcomes, including student engagement in post-secondary education and competitive employment. Updated information and trend analyses of graduation rates, post-school outcomes, and other indicators will be included in future editions of this report.

Special Education Categories

IDEA defines 13 disability categories. Each disability category has a state definition and criteria for eligibility in order for a student to receive special education services. The disability categories are:

Autism Spectrum Disorders

(ASD) Autism spectrum disorders 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 (Minn. R. 3525.1325).

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 (Minn. R. 3525.1345).

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 (Minn. R. 3525.1327).

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. (Minn. R. 3525.1331).

Developmental Cognitive Disabilities (DCD)

Developmental cognitive disability 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 (Minn. R. 3525.1333).

Developmental Delay (DD)

Developmental delay means a condition in which a child up to age seven is experiencing a delay in development as measured by appropriate instruments and procedures (Minn. R. 3525.1350 and 1351).

Emotional or Behavioral Disorders (EBD)

Emotional or behavioral disorders means 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 (Minn. R. 3525.1329).

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. (Minn. R. 3525.1335).

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. (Minn. R. 3525.1337).

Severely Multiply Impaired (SMI)

Severely Multiply Impaired means severe learning and developmental problems resulting from two or more disability conditions determined by an evaluation. (Minn. R. 3525.1339).

Specific Learning Disabilities (SLD)

Specific learning disability means a condition within the pupil affecting learning, relative to potential and: manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the pupil does not learn at an adequate rate when provided with the usual developmental opportunities and instruction from a regular school environment (Minn. R. 3525.1341). * This rule is undergoing a change in order to align with IDEA 04.

Speech/Language (S/LI)

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. (Minn. R. 3525.1343).

Traumatic Brain 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 (Minn. R. 3525.1348).

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.

The link to the Minnesota Annual Performance Report can be found on the Minnesota Department of Education Website.

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 all public school districts.

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.

MDE - Minnesota Department of Education.

IDEA - The Individual with Disabilities Education Improvement Act of 2004. Federal legislation that ensures all children with disabilities receive a free appropriate public education 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.

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's Academic Standards.

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

SEAP - The Special Education Advisory Panel. A governor appointed advisory group composed of stakeholders including parents, advocates, special and general education administrators, who advise MDE on issues in 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. A link to the Minnesota State Performance Plan, Part B for 2005-2010 can be found on the Minnesota Department of Education Website.

Links

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

Adequate Yearly Progress (AYP) data on individual student performance for the disability subgroup may be found at:

http://education.state.mn.us/MDE/Accountability_Programs/Compliance_and_Assistance/Federal_Communications/index.html

Minnesota reports grade level proficiency rates in its Annual Performance Reports and on the District Data Profiles, which can be accessed at: http://education.state.mn.us/MDE/Learning_Support/Special_Education/Statewide_Performance/State_Local_Outcome_Data/index.html

AYP is a standard set by MDE for districts as part of the No Child Left Behind (NCLB) process. Individual district information for the special education subgroup may be found at:

http://education.state.mn.us/MDE/Accountability_Programs/School_Improvement/AYP_School_Improvement/School_Improvement_Plans/School_Level_AYP/index.html

The link to the Minnesota Annual Performance Report can be found at: http://education.state.mn.us/MDE/Accountability_Programs/Compliance_and_Assistance/Federal_Communications/index.html

A link to the Minnesota State Performance Plan, Part B for 2005-2010 can be found at:

http://education.state.mn.us/MDE/Accountability_Programs/Compliance_and_Assistance/Federal_Communications/index.html

EVALUATION FORM

(Available on-line at <http://www.zoomerang.com/Survey?p=WEB2286BZJLENY>)

MDE appreciates your feedback on the *2006-2007 Minnesota Annual Report on Special Education Performance*. Your responses are kept confidential and will be used to improve format, content, and presentation of future report publications.

Please indicate your agreement with each of the following statements by checking the appropriate box.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Information presented in this booklet is easy to understand.					
The chart formats and page layouts are effective in presenting the information clearly. Information in this booklet is useful.					
What other information would you like included in this booklet?					
Comments:					

Thank you!

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Special Education Policy (Q-6)
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