

(ATTACHMENT 1) REPORT AND POSSIBLE ACTION ON SERVICES PROVIDED TO STUDENTS WITH DISABILITIES IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

This item initiated by Administration.

ADMINISTRATION'S REPORT

1. Least restrictive environment (LRE) is one of the most significant components in the 2004 Individuals with Disabilities Education Act (IDEA). It requires, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Removal of students with disabilities from the regular educational environment occurs only when the severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
2. There are 17 performance indicators that help steer states to develop State Improvement Plans that target special education:

Indicator #1 Graduation Rates

Indicator #2 Drop-Out Rates

Indicator #3 Assessments

Indicator #4 Suspension/Expulsion

Indicator #5 Educational Placement Ages 6-21

Indicator #6 Educational Placements Ages 3-5

Indicator #7 Preschool Outcomes

Indicator #8 Parent Involvement

Indicator #9 Inappropriate Identification in Special Education

Indicator #10 Inappropriate Identification in Specific Disabilities Categories

Indicator #11 Timely Evaluation

Indicator #12 Preschool Transition Part C, Part B

Indicator #13 Transition Goals Ages 16 and over

Indicator #14 Post School Outcomes

Indicator #15 Resolution Sessions

Indicator #16 Mediation

Indicator #17 State Systemic Improvement Plan

LRE FOR HIGHER OUTCOMES

3. As part of the LRE focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services reports district percentages quarterly to Administration of students who are receiving special education services in the least restrictive environment (LRE). The Department of Specialized Services' plan is to educate students with disabilities, in accordance with their individual education program (IEP), in the regular education environment with their non-disabled peers.

LRE DATA

4. Indicator 5 addresses the documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. Wisconsin's data for this

indicator provide each school district with the target in each of the following categories:

- Indicator 5A Percent of students with IEPs ages 6 through 21 served inside the regular class 80% or more of the day
- Indicator 5B Percent of students with IEPs ages 6 through 21 served inside the regular class less than 40% of the day
- Indicator 5C Percent of students with IEPs ages 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

5. The information below compares MPS LRE data-relative services to the projection in DPI’s 2016 Annual Performance Report Summary for Wisconsin school districts. The MPS percent includes all students who have an IEP, including speech and language services. The attached reports include the district information as well as each school’s percentage.

State of Wisconsin Target 2017-18	5 A:	5B:	5 C:
MPS May 2018*	76.04%	18.57%	0.58%
MPS August 2018^	76.76%	22.79%	0.45%
MPS September 2018	76.68%	17.93%	0.44%
MPS October 2018	77.12%	18.03%	0.46%
MPS November 2018	77.11%	18.07%	0.48%
MPS December 2018	77.19 %	17.82 %	0.36 %
MPS January 2019	77.35 %	17.86 %	0.35 %
MPS February 2019	77.31 %	17.83 %	0.34 %
MPS March 2019	77.54%	17.77%	0.35%
MPS April 2019	77.69%	17.67%	0.36%
MPS May 2019	77.96%	17.35%	0.36%

*Please note, when the data for May was reported at the June PACE meeting, there were 14,445 students with disabilities enrolled age 6 thru 21 years of age.

^The numbers for MPS’ August LRE are from the schools on the Early Start Calendar. At the time of the August report there were 6,538 students with disabilities enrolled in Milwaukee Public Schools.