

Minnesota State Performance Plan Part B (2005-2013)



Revised April 17, 2012

For information on the current status of Indicators 1- 20, see the Minnesota Annual Performance Report (APR) for FFY 2010 posted on the Minnesota Department of Education Website.

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2005-2013

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Part B State Performance Plan (SPP) for 2005-2013

Overview

A broad group of stakeholders participated in the formation of this document, along with staff representing five Divisions of the Minnesota Department of Education. The State Special Education Advisory Panel (SEAP) served as the primary advisory group in the SPP development. SEAP representatives are appointed by the Governor and include parents, advocates, teachers, representatives of local education agencies (LEAs) from both special and general education, related state agencies and institutions of higher education. The SEAP has provided guidance throughout the year and meets annually in January, to review the SPP and to set priorities for the coming year.

Since 2005, presentations on each of the SPP Indicators were made to the SEAP and input was sought during regularly scheduled meetings. The SEAP was actively involved with MDE staff in setting new measurable and rigorous targets for SPP indicators and identifying activities for each indicator.

Broad stakeholder input extends well beyond the SEAP and other groups were provided with information on each indicator, progress and slippage were discussed, and previous activities were reviewed and new activities were developed. The following groups have been consulted with on a regular basis:

- The Special Education Director's Forum – All local directors of Special Education from Minnesota are invited to attend quarterly meetings hosted by MDE. SPP Indicators are reviewed and input is solicited.
- Relevant Indicator data regarding early childhood are shared with the Governor's Interagency Coordinating Council (ICC) and input is sought.
- The updated SPP is posted on the MDE website annually and input is encouraged.
- MDE staff meets annually with staff from PACER Center to seek input on the SPP.
- Teacher and disability networks are provided the opportunity for input on the SPP.

During 2005-2006, MDE completed an extensive effort to embed special education data collection on performance indicators in the Division of Information Technology's data systems. Six MDE Divisions took part in this effort (Information Technology, Fiscal Services, Early Learning Services, Research and Assessment, Special Education Policy and Compliance and Assistance), working for approximately 10 months. The result of this collaborative effort is a set of business rules and specifications, which standardizes the identification and analysis of data required for the SPP and results in much more definitive and replicable data sources and procedures for Minnesota. MDE continues to make adjustments and refinements to these systems.

In FFY 2009, MDE reorganized the cross-divisional workgroups that focus on specific clusters of indicators as follows:

- Indicators 1 and 2
- Indicator 3
- Indicator 4
- Indicator 5
- Indicator 7
- Indicator 8
- Indicators 9 and 10
- Indicators 11, 12 and 15
- Indicators 13 and 14
- Indicators 16, 17, 18 and 19
- Indicator 20

Each workgroup completed an analysis of the data for the development of the SPP. Some workgroups developed new systems and resources for LEAs for reviewing policies, procedures and practices. Using

an adaptation of the North Central Regional Resource Center’s checklist for evaluating activities, each workgroup evaluated the activities listed for each indicator for continued relevance, timelines and progress, which provided revisions for the SPP. This information provided a rich source of data and allowed MDE to prioritize statewide goals.

Minnesota submitted the Part B State Performance Plan (SPP) as required in December of 2005 and revisions as required in each of the subsequent years. Revisions to the SPP are posted annually on the Minnesota Department of Education (MDE) website.

Compliance Monitoring

In the past, Minnesota’s compliance monitoring of Local Education Agencies (LEAs) was scheduled on a five-year cycle for both Traditional Review and Self-Review. Traditional Review was initiated and conducted by the Division of Special Education Compliance and Assistance (DCA). The District Self-Review combined a system for compliance monitoring with district self-study that promotes a continuous program improvement process in which a district works collaboratively with MDE. District compliance was reviewed through LEA annual reports as well as through a Validation Review during the five-year cycle. Through this on-going collaboration, technical assistance from MDE is targeted to meet the individual needs of each LEA.

MDE Compliance Monitors are assigned to LEAs in order to provide continuity of service through consistency in the application of due process standards and technical assistance. Through this process, monitors develop a relationship that provides a broad understanding of a district’s special education programs; consequently MDE specialists are better able to support each LEA in meeting legal requirements that ensure a Free Appropriate Public Education (FAPE).

As a result of Minnesota’s completion of improvement activities included in previous APR submissions, the compliance monitoring process now involves district self-study for all LEAs. In Year One of the monitoring cycle, the LEA conducts a self-review of records. In Year Two, the LEA must demonstrate correction of any noncompliance identified in the self-review consistent with the requirements set forth in OSEP Memo 09-02. In Year Three, MDE conducts an on-site review of the LEA including a review of student records, facilities and the LEA’s Total Special Education System (TSES). With the introduction of the MNCIMP web-based system, record review data for both self-review and MDE on-site visits are collected via the web-based system which allows MDE to track the correction of any identified individual student record noncompliance. In Year Four of the cycle, the LEA must demonstrate correction of noncompliance identified during the MDE review and implement any corrective action, again consistent with the requirements set forth in OSEP Memo 09-02. Year Five of the cycle is used to verify results of the implemented corrective action plan.

Staff also collaborates with other departmental divisions and units regarding the provision of special education services to students identified with special education needs. Within the Division of Compliance and Assistance, district complaint decisions are forwarded to the designated compliance monitor for consideration when preparing for a monitoring visit. Complaint issues found to be of a systemic nature are referred to the monitoring unit for Focused Compliance Review in the specifically identified problem area(s). Those complaints not investigated through to a final decision are either withdrawn by the complainant or informally resolved by the complaint investigator.

Minnesota’s Total Special Education System (TSES) is the organizational system used to evaluate the provision of services to pupils with disabilities. Fifteen program components listed below provide a comprehensive outline of Minnesota’s TSES:

1.0 Identification System	8.0 Due Process Procedural Safeguards/ Parent Involvement
2.0 Referral	9.0 Personnel Development

3.0 Evaluation or Reevaluation	10.0 Interagency
4.0 Individualized Education Plan (IEP), Individualized Family Service Plan (IFSP) and Individual Interagency Intervention Plan (IIIP) Planning	11.0 Transportation
5.0 Instructional Delivery of Programs	12.0 Coordination with Other Educational Programs
6.0 Staffing	13.0 Fiscal Resources and Reporting
7.0 Facilities	14.0 Governance
	15.0 Discipline

The TSES Manual references federal laws and regulations and state statutes and rules according to the components listed above with specific legal citations provided, clearly demonstrating the connection between law and implementation of due process requirements.

MDE's monitoring components consist of record reviews, longitudinal case study reviews, stakeholder surveys and interviews, and facility visits. If noncompliance is found the reason is documented in the following categories: family, district, staff and unknown. Technical assistance related to the issue is provided at the individual district level.

Student records are selected from the most recent December 1 Child Count. A proportional stratified random sample of special education records is selected that is reflective of district demographics, e.g. disability, race, culture, language. Stratified random sampling divides the population into segments representing district demographics. In preparation for a site visit additional student files are identified for review if there is an area of concern as evident from a variety of factors including but not limited to, SPP indicator elements, complaints, hearing, etc. A monitor can investigate further if a concern arises while conducting an on-site visit. Further investigation may include reviewing additional records, district staff interviews, parent interviews and review of other relevant materials.

In the past, data have been reported publicly for each local district for required Indicators and will continue to be reported on the District Data Profiles posted annually in April on the MDE website. The required Indicators for this activity are listed below.

1. Graduation
2. Dropout
3. Assessment
4. Suspension/expulsion
5. LRE Placement
7. Early Childhood Outcomes
8. Parent Involvement
9. Disproportionate Representation in Special Education
10. Disproportionate Representation in Specific Disability Categories
11. Parent Consent Timelines
12. Transition from Part B to C

In addition, districts are able to access self-review monitoring information and other disaggregated data through a password protected MDE Website.

The Part B SPP, including any revisions, is posted publicly on the Minnesota Department of Education's Website each year. The availability of the SPP is broadly communicated through the use of existing MDE list serves, which include a broad base of stakeholders and the media.

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

Indicator 1 was clustered along with Indicators 2 and 4 to be addressed by one ongoing workgroup. The indicator 1, 2, and 4 workgroup meets twice a month and has cross-divisional representation from within the agency, including Special Education Policy and Compliance and Assistance.

Monitoring Priority: FAPE in the LRE

Indicator 1 – Percent of youth with IEPs graduating from high school with a regular diploma

Measurement: Minnesota's graduation rate for students with IEPs is calculated the same way for all students and is the same data as is used for reporting to the Department under the Elementary and Secondary Education Act (ESEA Title I). The formula for graduation rate is based on the National Center for Education Statistics (NCES) Emulated Cohort formula that uses a four-year standard for graduation. This methodology allows a consistent computation for all schools and districts in the state, and includes students who change high school part way through their high school career. This is a relatively straightforward computation since it is based on students who receive diplomas in year four of the emulated cohort formula. It is also the formula used to determine Adequate Yearly Progress (AYP). The AYP graduation formula = the number of completers Year 4 divided by the number of dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + completers Year 4. The data used are the same data, using the same calculation, and following the same timelines that are used for reporting to the Department under ESEA Title I.

Data Source:

Data to be taken from Minnesota Automated Reporting Student System (MARSS). Reported APR data lag one year per OSEP requirement.

**Please note: In FFY 2006 language changes were made to Indicator 1 as required by OSEP.*

Overview of Issue/Description of System or Process:

Minnesota state statute requires that a regular diploma for high school graduation is granted at the local district level; there is no state diploma and there are no alternatives to the regular diploma. The decision to grant a diploma is made at the local level. A student who has received a GED is not included for these reporting purposes and, therefore, is not counted when determining graduation rates. In addition, a student who has aged-out of special education is not considered to have graduated. Students with disabilities who continue beyond their 12th grade year in their district's transition program for 18 – 21 year olds are counted in the graduation rate ('completers Year 4' in the above formula) in the year they receive their diploma. The graduation rate for students with disabilities is calculated in the same manner as that for students without disabilities and is reported in the same manner for the No Child Left Behind Act (NCLB). See the Measurement section above for the formula Minnesota uses.

Baseline Data for FFY 2004 (2004-2005):

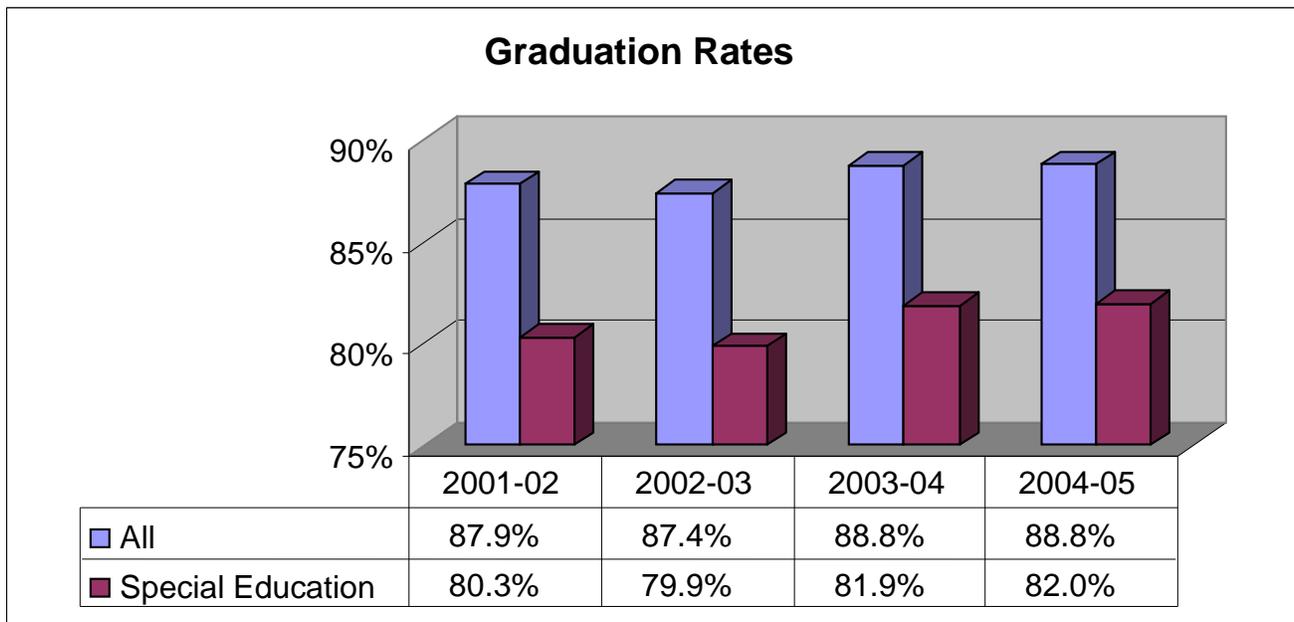
The 2004 – 2005 graduation rates for youth in Minnesota are as follows:

82.0% of youth with disabilities graduating with a regular diploma

Discussion of Baseline Data:

As shown below, the graduation rate in Minnesota is fairly stable over time with very slight improvements in the rate for students with disabilities and all students. Local Education Agencies (LEAs) have begun to

focus resources on retaining students and improving the graduation rate through local continuous improvement efforts.



FFY	Measurable and Rigorous Target
2005 (2005-2006)	81.6% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
2006 (2006-2007)	82.1% of youth with IEPs graduating from high school with a regular diploma (<i>FFY 2006 OSEP language change</i>).
2007 (2007-2008)	82.2% of youth with IEPs graduating from high school with a regular diploma.
2008 (2008-2009)	80.0% of youth with disabilities in Minnesota graduating with a regular diploma. Target changed to ESEA target as per OSEP direction.
2009 (2009-2010)	85.0% of youth with IEPs in Minnesota graduating with a regular diploma. Target changed to ESEA target as per OSEP direction.
2010 (2010-2011)	85.0% of youth with IEPs in Minnesota graduating with a regular diploma. Target changed to ESEA target as per OSEP direction.
2011 (2011-2012)	85.0% of youth with IEPs in Minnesota graduating with a regular diploma.

2012 (2012-2013)	85.0% of youth with IEPs in Minnesota graduating with a regular diploma.
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Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Provide support and technical assistance for integrated School-Wide Positive Behavior Interventions and Support Initiative (PBIS): includes statewide oversight committees, district training, parent information, data management and evaluation activities, and resource development and dissemination.	2007-2013	MDE staff PBIS Leadership Team Rainbow Research
Support discretionary Regional Low Incidence Disabilities Projects to ensure adequate evaluation, identification and program planning leading to graduation for children and youth with low incidence disabilities.	2005-2013	MDE staff
Continue partnership with state agencies through the Minnesota System of Interagency Coordination (MnSIC) initiative to enhance graduation rates. Progress: Interagency work continues to be focused on issues related to communication to school boards and county boards on services to students ages 16 to 21, with particular attention paid to students ages 18 to 21.	2005-2013	MDE staff Interagency partners
Disseminate information on graduation rates and initiatives to improve retention rates through the Special Education Directors' Advisory Panel, the Special Education Directors' Forum and the IHE Forum.	2005-2013	MDE staff
Continue to host conference, summer institute, and related professional development activities related to legal standards and best practices in assistive technology and universal design for learning.	2005-2013	MDE staff Community partners
Develop a new RFP to continue dropout prevention grants. LEAs and non-profit partnership projects will use the National Dropout Prevention Center effective strategies to focus on increasing parent engagement. Update: The last Dropout Prevention grant was completed and there will be a new initiative this year.	2006-2013	MDE staff Pilot sites
Continue to implement dropout prevention grants- LEA and non-profit partnership projects will use the National Dropout Prevention Center effective strategies to focus on increasing parent engagement	2006-2011	MDE staff Pilot sites
Develop a grant opportunity to build the capacity of LEAs to develop alternatives to suspension and implement research-based interventions that reduce the need for suspension as a response to disciplinary incidents. Five districts have been awarded grants.	2009-2012	MDE staff
Collaboration with the College & Career-Ready Policy Institute (CCRPI) to develop policy recommendations for developing a Minnesota Early Indicator and Response System (MEIRS) to identify students who are not "on track" to graduation, college and career readiness.	2009-2013	MDE cross-divisional staff

Activities	Timelines	Resources
Cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have lower graduation rates than their peers in special education. Cohort Districts will receive staff training in literacy, PBIS, RTI practices in order to implement policies and practices that ensure all students with disabilities are progressing toward graduation.	2010-2015	SPDG MDE staff LEA staff PBIS CAST CLDS

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

Indicator 2 was clustered along with Indicator 1 and 4 to be addressed by one ongoing workgroup. The indicator 1, 2, and 4 workgroup meets twice a month and includes cross-divisional representation from within the agency, including Special Education Policy and Compliance and Assistance.

Monitoring Priority: FAPE in the LRE

Indicator 2 – Percent of youth with IEPs dropping out of high school.

Measurement: The calculation of Minnesota's dropout rate is identical for students with IEPs using the same formula it does for all youth. The dropout rate is calculated by number of dropouts, grades 9-12 within a given year divided by the grades 9-12 October 1 enrollments for that year. The data used are the same data, using the same calculation, and following the same timelines that are used for reporting to the Department under ESEA Title I.

Data Source:

Data to be taken from Minnesota Automated Reporting Student System (MARSS). Reported APR data lag one year per OSEP requirement.

**Please note: In FFY 2006 language changes were made to Indicator 2 as required by OSEP.*

Overview of Issue/Description of System or Process:

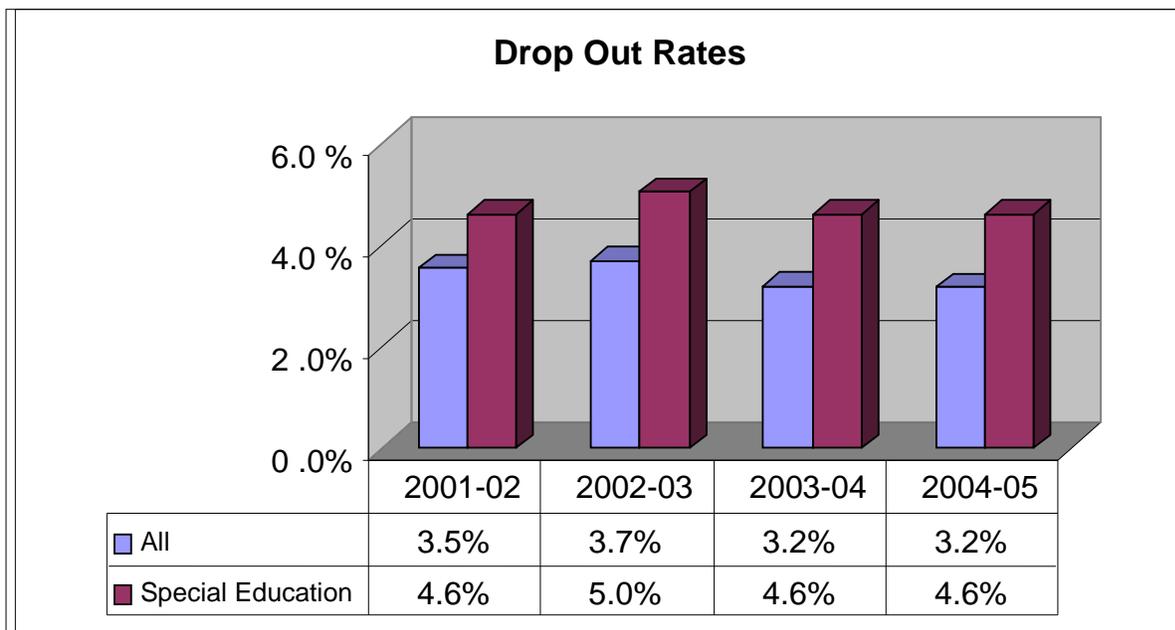
Minnesota calculates its dropout rate for special education using the same formula as it uses for all students. The dropout rate is computed by dividing Grade 9-12 dropouts within a given year by the grade 9-12 October 1 enrollment for that year. LEAs report students as dropouts after a period of 15 consecutive days of nonattendance if the student does not return to the district. This is true for all students, regardless of special education status. Minnesota's data collection system, MARSS, has unique student identifiers so that students who subsequently enroll in another LEA are taken out of the dropout count.

Baseline Data for FFY 2004 (2004-2005):

Dropout rate for students with disabilities = 4.6%

Discussion of Baseline Data:

The dropout rate for students with disabilities has been stable over the past 4 years (see graph below). The rate showed an increase in the 2002-2003 school year for which MDE has not been able to account; but overall. MDE initiated a dropout prevention training and technical assistance statewide project in 2004 focused primarily on students with disabilities and is continuing with this effort in collaboration with the Institute on Community Integration (ICI) at the University of Minnesota (U of M). In addition, Minnesota's federally awarded State Personnel Development Grant (MN SPDG) and the Dropout Prevention Grant support improvement activities at the LEA level in this area.



FFY	Measurable and Rigorous Target
2005 (2005-2006)	4.6% of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
2006 (2006-2007)	4.5% of youth with IEPs dropping out of high school (<i>FFY 2006 OSEP language change</i>).
2007 (2007-2008)	4.4% of youth with IEPs dropping out of high school.
2008 (2008-2009)	4.4% of youth with IEPs dropping out of high school.
2009 (2009-2010)	4.3% of youth with IEPs dropping out of high school.
2010 (2010-2011)	4.3% of youth with IEPs dropping out of high school.
2011 (2011-2012)	4.3% of youth with IEPs dropping out of high school.
2012 (2012-2013)	4.3% of youth with IEPs dropping out of high school.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Provide incentives for integrated school wide PBIS initiative, which includes statewide oversight committees, district training, parent information, data management and evaluation activities, and resource development and dissemination.	2007-2013	MDE staff PBIS Leadership Team District PBIS teams Rainbow Research
Partner with the Institute on Community Integration (ICI) at the University of Minnesota to provide training and technical assistance for LEAs on "Effective Approaches to Increasing Graduation Rates for All Students." Statewide dissemination of related materials and resources.	2005-2013	MDE staff ICI staff
Support Regional Low Incidence Projects to ensure adequate evaluation, identification and program planning leading to graduation for children and youth with low incidence disabilities.	2005-2013	MDE staff
Continue partnerships with state agencies through the Minnesota System of Interagency Coordination (MnSIC) initiative to enhance graduation rates. Update: Interagency work continues to be focused on issues related to communication with school boards and county boards on services to students with disabilities ages 16 to 21, with particular attention paid to students ages 18 to 21.	2005-2013	MDE staff Interagency partners
Disseminate information on graduation rates and initiatives to improve retention rates through the SEAP, Special Education Directors' Forum and the IHE Forum.	2005-2013	MDE staff
Continue to host conference, summer institute, and related professional development activities related to legal standards and best practices in assistive technology and universal design for learning.	2005-2013	MDE staff Community partners
Disseminate information from dropout prevention grants to LEA and nonprofit partnerships projects use the National Dropout Prevention Center (NDPC) effective strategies to focus on increasing parent engagement.	2010-2013	MDE staff Pilot sites
Collaboration with the College & Career-Ready Policy Institute (CCRPI) to develop policy recommendations for developing a Minnesota Early Indicator and Response System (MEIRS) to identify students who are not "on track" to graduation and college and career readiness.	2009-2013	MDE cross-divisional staff
Under the new SPDG (2010-2015), Cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have higher dropout rates than their peers in special education. Cohort Districts will receive staff training in literacy, PBIS, RTI practices in order to implement policies and practices that ensure all students with disabilities are progressing toward graduation.	2010-2015	SPDG MDE staff LEA staff PBIS CAST CLDS

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

This year MDE developed a cross divisional work group to address the data needs, activities and analysis for Indicator 3. The Indicator 3 workgroup included representatives from the Divisions of Compliance and Assistance, Assessment, NCLB, and Special Education Policy. The initial focus of the group was on the complexity of the differing requirements of 618 data Table 6 and the set of requirements from OSEP for Indicator 3. Activities listed in the SPP for this indicator were evaluated for their relevance to the reported data for Indicator 3.

Monitoring Priority: FAPE in the LRE

Indicator 3 – Participation and performance of children with disabilities on statewide assessment:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate achievement standards.

*Measurement:

- A. Percent = [(# of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State’s Minimum “n” size in the State)] times 100.
- B. Participation rate percent equals the number of children with IEPs participating in the assessment divided by the total number of children with IEPs enrolled during the testing window, calculated separately for reading and math. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. The proficiency rate percent equals the number of children with IEPs enrolled for a full academic year scoring at or above proficient divided by the total number of children with IEPs enrolled for a full academic year, calculated separately for reading and math.

Data Sources: Assessment Database (Test Results 2008), 618 Table 6 (07-08)

**Please note: In FFY 2006, language changes were made to Indicator 3 as required by OSEP and targets were reset for 3A.*

Overview of Issue/Description of System or Process:

Minnesota’s statewide assessment system currently consists of the Minnesota Comprehensive Assessments: Series II (MCA-IIs) in reading (grades 3-8 and 10) and math (grades 3-8 and 11). Proficiency levels are numbered 1–4, with levels 3 and above counting as proficient and level 2 as partially proficient for achieving Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB).

Level 4: Above grade level	Proficient
Level 3: Solid grade-level skills	Proficient
Level 2: Partial knowledge and skills	Partially Proficient
Level 1: Gaps in knowledge and skills	Not Proficient

Minnesota provides districts with clear, written guidelines for the inclusion of all of Minnesota’s students in the statewide testing system. The *Guidelines for Accommodations in the Minnesota Assessment System* manual is

disseminated during annual technical assistance workshops and is also posted on the MDE website <http://education.state.mn.us/mde/static/000782.pdf>. A student with an IEP has several options for participation in statewide assessments. He or she may take the statewide assessments with or without accommodations; an alternate assessment; or a functional skills assessment, linked to alternate achievement standards, as described in the guidelines. All assessment options are available and are based on the IEP team's decision as detailed in a section of the student's IEP specifically designated for statewide assessment decisions. Parents are participants in the IEP team decision making process and participate in the determination of how best to assess their child's achievement.

In 2005-2006, the MCA-IIs were aligned with the new Minnesota state standards that were adopted in 2003. Revisions of the Minnesota alternate assessment and the alternate assessment based on alternate achievement standards were completed during the 2005-06 school year to align these assessments with state standards and to better comply with the latest research on alternate assessments, their use, and validity, as well as to meet the requirements under both IDEA '04 and NCLB. MDE implemented the revised alternate assessment based on alternate achievement standards and trained IEP teams in its use in 2006-2008. During the transition period, all special education students were continued in the existing state accountability system and alternate assessment(s).

Beginning in 2006-2007, Minnesota's revised assessment system consists of the following three tiers:

- Tier 1: The Minnesota Comprehensive Assessment (MCA) II. The MCA II will be implemented in 2005-06. The MCA II is aligned to the state's newly implemented standards and is Minnesota's general education assessment, available with or without accommodations.
- Tier 2: The Minnesota Alternate Assessment measured against grade-level achievement standards.
- Tier 3: The Minnesota Alternate Assessment measured against alternate achievement standards.

MDE has a rigorous school improvement process that is required for schools not making AYP which employs data-driven decision-making and scientifically based research. The process is based on effective schools research and selected school improvement models, as well as on proven strategies for program and organizational change. In addition, the Minnesota Continuous Improvement Monitoring Process: Self Review (MNCIMP:SR) enables local school districts to develop self-improvement plans and implement activities to improve achievement for students with disabilities. Information can be found at http://education.state.mn.us/mde/Accountability_Programs/Compliance_and_Assistance/Special_Education_Monitoring/MNCIMP__SR/index.html

Baseline Data for FFY 2004 (2004-2005):

- A. Districts meeting AYP for Special Education subgroup in 2003-2004 (see Discussion of Baseline Data regarding rationale for using 2003-2004 data rather than 2004-2005 for the baseline)

$383/482 \times 100 = 79.5\%$

B. Participation Rates

B. 2005 Math Participation Rates						
<i>Grade Level</i>	<i>a. Number of Children with IEPs in Grades Assessed</i>	<i>b. Regular Assessment - No Accommodations</i>	<i>c. Regular Assessment - With Accommodations</i>	<i>d. Alternate Assessment Against Grade Level Standards</i>	<i>e. Alternate Assessment Against Alternate Achievement Standards</i>	Overall Percent = (b+c+d+e) divided by a.
3	7,794	4,156	2,799	488	297	99.0%
5	9,256	4,790	3,488	531	300	98.0%
7	8,666	5,003	2,704	400	392	98.0%
11	7,912	5,749	951	448	420	96.0%

B. 2005 Reading Participation Rates						
<i>Grade Level</i>	<i>a. Number of Children with IEPs in Grades Assessed</i>	<i>b. Regular Assessment - No Accommodations</i>	<i>c. Regular Assessment - With Accommodations</i>	<i>d. Alternate Assessment Against Grade Level Standards</i>	<i>e. Alternate Assessment Against Alternate Achievement Standards</i>	Overall Percent = (b+c+d+e) divided by a.
3	7,718	5,829	925	615	297	99.0%
5	9,248	6,888	1,297	617	300	98.0%
7	8,684	6,746	951	425	392	98.0%
10	9,020	6,880	729	367	724	96.0%

C. Proficiency Rates

C. 2005 Math Proficiency Rates						
<i>Grade Level</i>	<i>a. Number of Children with IEPs in Grades Assessed</i>	<i>b. Proficient or Above in the Regular Assessment With No Accommodations (Percent = b/a*100)</i>	<i>c. Proficient or Above in the Regular Assessment With Accommodations (Percent = c/a*100)</i>	<i>d. Proficient or Above in the Alternate Assessment Against Grade Level Standards (Percent = d/a*100)</i>	<i>e. Proficient or Above in the Alternate Assessment Against Alternate Achievement Standards (Percent = e/a*100)</i>	Overall Percent = (b+c+d+e) divided by a.
3	7,794	2,623 (33.65%)	980 (12.57%)	371 (4.76%)	194 (2.49%)	53.5%
5	9,256	2,914 (31.48%)	1,286 (13.89%)	363 (3.92%)	187 (2.02%)	51.3%
7	8,666	2,030 (23.42%)	630 (7.27%)	240 (2.77%)	238 (2.75%)	36.2%
11	7,912	1,671 (21.12%)	211 (2.67%)	323 (4.08%)	285 (3.60%)	31.5%

C. 2005 Reading Proficiency Rates						
<i>Grade Level</i>	<i>a. Number of Children with IEPs in Grades Assessed</i>	<i>b. Proficient or Above in the Regular Assessment With No Accommodations (Percent = b/a*100)</i>	<i>c. Proficient or Above in the Regular Assessment With Accommodations (Percent = c/a*100)</i>	<i>d. Proficient or Above in the Alternate Assessment Against Grade Level Standards (Percent = d/a*100)</i>	<i>e. Proficient or Above in the Alternate Assessment Against Alternate Achievement Standards (Percent = e/a*100)</i>	Overall Percent = (b+c+d+e) divided by a.
3	7,718	2,874 (37.24%)	260 (3.37%)	560 (7.26%)	194 (2.51%)	50.4%
5	9,248	3,403 (36.80%)	403 (4.36%)	507 (5.48%)	187 (1.63%)	48.7%
7	8,684	2,224 (25.61%)	239 (2.75%)	290 (3.34%)	238 (2.74%)	34.4%
10	9,020	2,664 (29.53%)	200 (2.22%)	273 (3.03%)	487 (5.40%)	40.2%

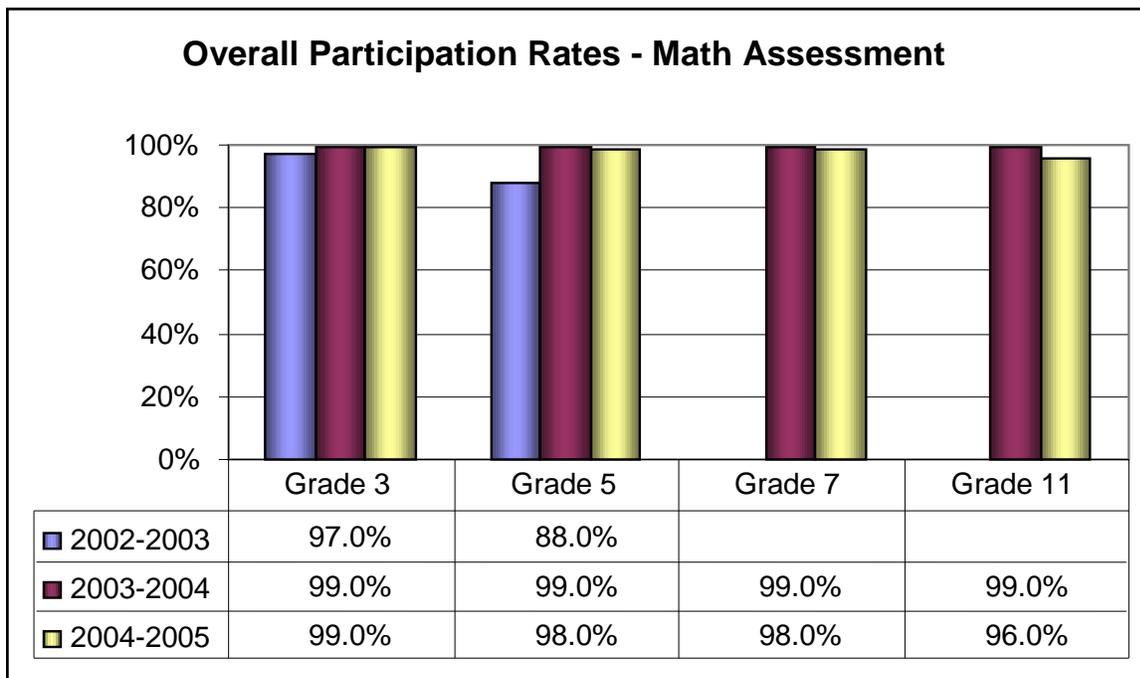
Discussion of Baseline Data:

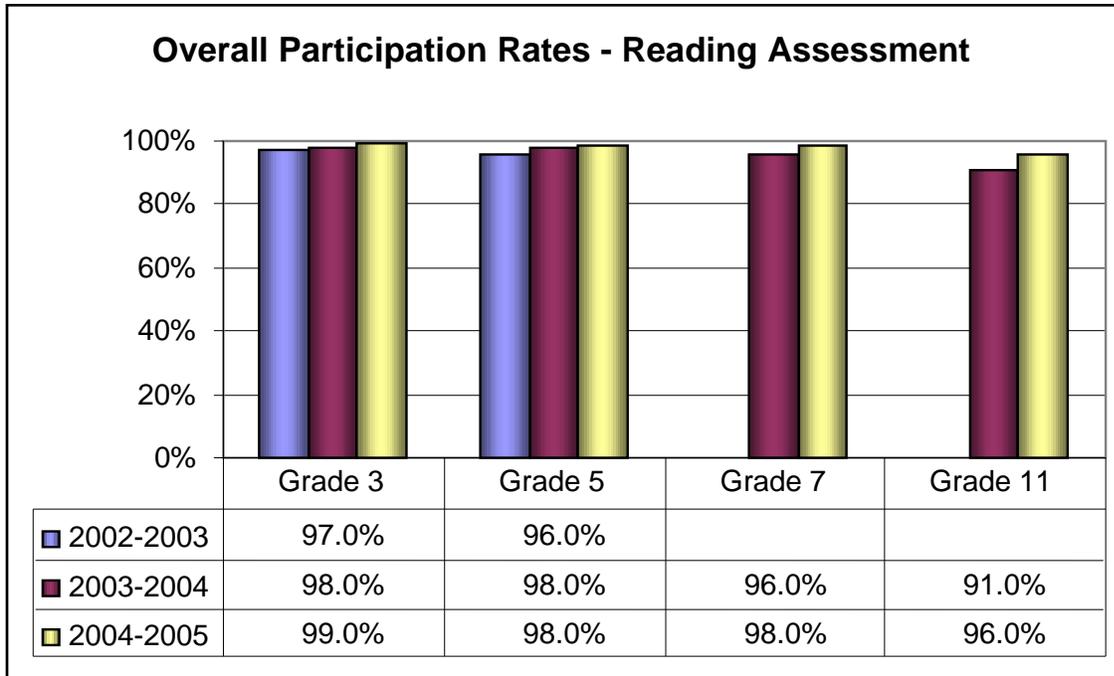
A. Percent of districts meeting the State’s AYP objectives for progress for the disability subgroup:

MDE is using the data from 2003-2004 as its baseline for this indicator. MDE does not believe that the data from 2004-2005 is valid since it appears to be falsely elevated due to Safe Harbor effects. When the new data on the percent of districts meeting the State’s AYP objectives for the disability subgroup is available from the 2005-2006 school year, an analysis of the data trends will be completed and the baseline will be adjusted if necessary. The targets listed for this indicator have been developed based upon a baseline of 2003-2004.

B. Participation Rates:

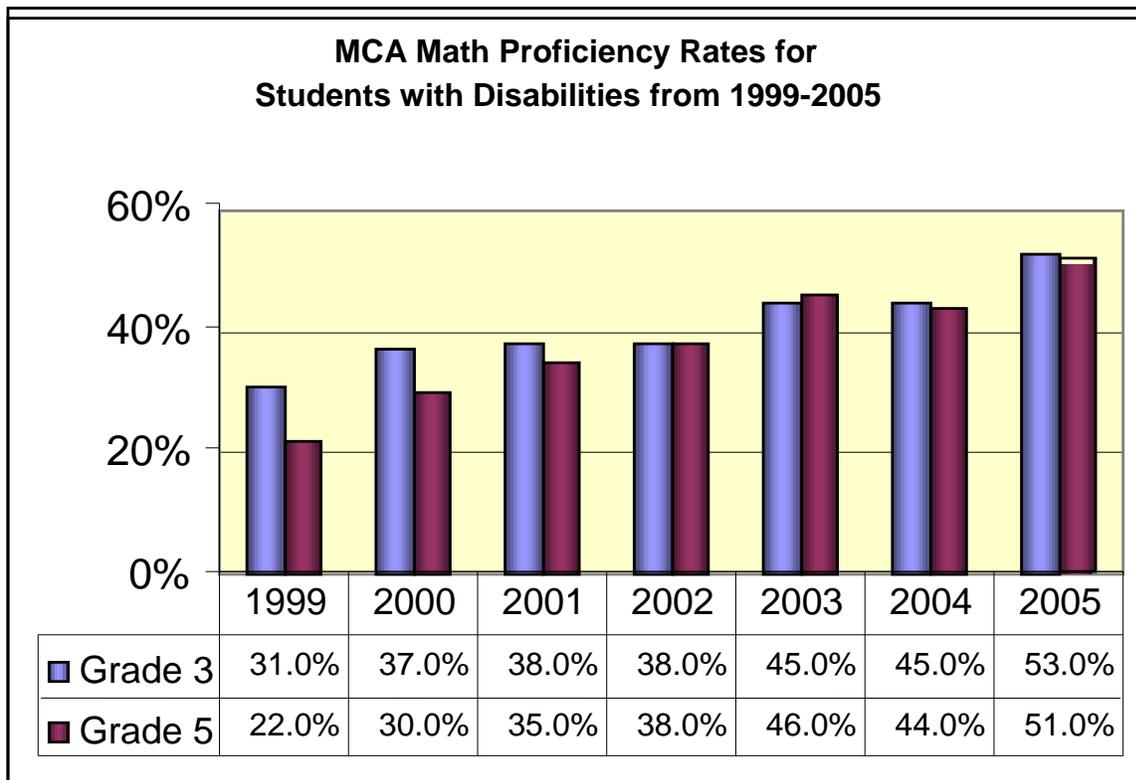
Participation rates for students with disabilities in Minnesota have historically been high and demonstrate the success of MDE’s training of district staff. According to the most current Minnesota data, the overall participation rate for students with disabilities in the statewide assessment system is 96.0% in all areas.

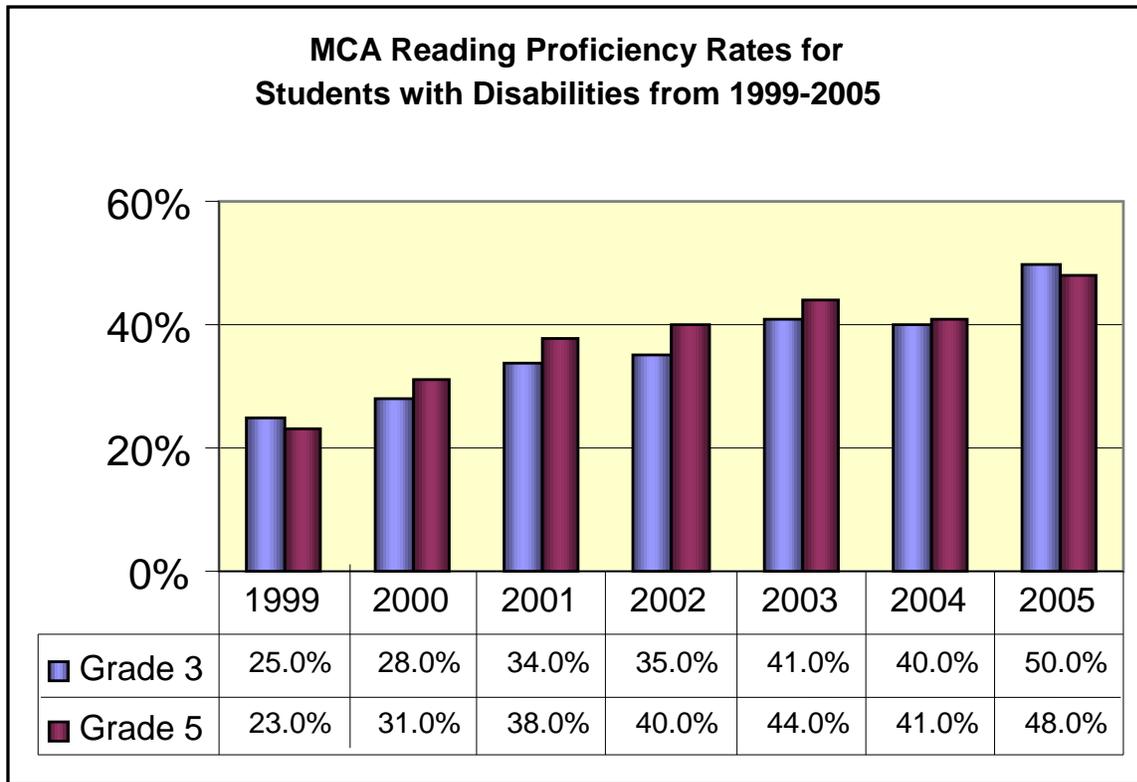




C. Proficiency Rates

Trend data indicate that students with disabilities are performing at increasing levels of proficiency in the statewide assessment system.





FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>A. 79.5 % of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 95.0% participation rate for children with IEPs in standard assessments in reading and math.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards = Minnesota's proficiency rates for all students under ESEA.</p> <ul style="list-style-type: none"> • Grade 3 R = 72.2% M = 79.0% • Grade 4 R = 69.5% M = 69.6% • Grade 5 R = 71.9% M = 59.8% • Grade 6 R = 70.3% M = 59.5% • Grade 7 R = 65.6% M = 58.8% • Grade 8 R = 64.0% M = 58.4% • Grade 10 R = 64.8% ----- • Grade 11 ----- M = 28.1%
2006 (2006-2007)	<p>A. 72.3 % of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 95.5% participation rate for children with IEPs in standard assessments in</p>

FFY	Measurable and Rigorous Target
	<p>reading and math.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards = Minnesota's proficiency rates for all students under ESEA.</p> <ul style="list-style-type: none"> • Grade 3 R = 72.2% M = 79.0% • Grade 4 R = 69.5% M = 69.6% • Grade 5 R = 71.9% M = 59.8% • Grade 6 R = 70.3% M = 59.9% • Grade 7 R = 65.6% M = 58.8% • Grade 8 R = 64.0% M = 58.4% • Grade 10 R = 64.8% ----- • Grade 11 ----- M = 28.1%
<p>2007 (2007-2008)</p>	<p>A. 72.3% of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 96.0% participation rate for children with IEPs in standard assessments in reading and math.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards = Minnesota's proficiency rates for all students under ESEA.</p> <ul style="list-style-type: none"> • Grade 3 R = 76.2% M = 82.0% • Grade 4 R = 73.8% M = 74.0% • Grade 5 R = 75.9% M = 65.5% • Grade 6 R = 74.5% M = 65.6% • Grade 7 R = 70.5% M = 64.7% • Grade 8 R = 69.2% M = 64.3% • Grade 10 R = 69.8% ----- • Grade 11 ----- M = 38.4%
<p>2008 (2008-2009)</p>	<p>A. 72.4% of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 95.0 % participation rate for children with IEPs participating in the assessment who are enrolled for a full academic year and those not enrolled for a full academic year for reading and math (ESEA Title I target).</p> <p>C. Proficiency rate for the total number of children with IEPs scoring at or above proficient enrolled for a full academic year against grade level, modified and alternate achievement standards ESEA Title I.</p> <ul style="list-style-type: none"> • Grade 3 R = 80.1% M = 85.0% • Grade 4 R = 78.2% M = 78.3%

FFY	Measurable and Rigorous Target
	<ul style="list-style-type: none"> • Grade 5 R = 80.0% M = 71.3% • Grade 6 R = 78.8% M = 71.4% • Grade 7 R = 75.5% M = 70.6% • Grade 8 R = 74.3% M = 70.3% • Grade 10 R = 74.9% ----- • Grade 11 ----- M = 48.7%
<p>2009 (2009-2010)</p>	<p>A. 72.5% of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 95.0 % participation rate for children with IEPs participating in the assessment who are enrolled for a full academic year and those not enrolled for a full academic year for reading and math.</p> <p>C. Proficiency rate for the total number of children with IEPs scoring at or above proficient enrolled for a full academic year against grade level, modified and alternate achievement standards.</p> <p>Minnesota's proficiency rates for all students under ESEA.</p> <ul style="list-style-type: none"> • Grade 3 R = 84.1% M = 88.0% • Grade 4 R = 82.6% M = 82.7% • Grade 5 R = 84.0% M = 77.0% • Grade 6 R = 83.0% M = 77.1% • Grade 7 R = 80.4% M = 76.5% • Grade 8 R = 79.5% M = 76.2% • Grade 10 R = 79.9% ----- • Grade 11 ----- M = 58.9%
<p>**2010 (2010-2011)</p>	<p>A. 72.6% percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 95.0 % participation rate for children with IEPs (ESEA Title I target).</p> <p>C. Proficiency rate for the total number of children with IEPs scoring at or above proficient enrolled for a full academic year against grade level, modified and alternate achievement standards (ESEA Title I targets).</p> <ul style="list-style-type: none"> • Grade 3 R = 84.1% M = 88.0% • Grade 4 R = 82.6% M = 88.6% • Grade 5 R = 84.0% M = 77.0% • Grade 6 R = 83.0% M = 77.1% • Grade 7 R = 80.4% M = 76.5%

FFY	Measurable and Rigorous Target
	<ul style="list-style-type: none"> • Grade 8 R = 79.5% M = 76.2% • Grade 10 R = 79.9% ----- • Grade 11 ----- M = 60.0%
<p>2011 (2011-2012)</p>	<p>A. 72.6% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup</p> <p>B. 95.0 % participation rate for children with IEPs (ESEA Title I target).</p> <p>C. Proficiency rate for the total number of children with IEPs scoring at or above proficient enrolled for a full academic year against grade level, modified and alternate achievement standards (ESEA Title I targets).</p> <ul style="list-style-type: none"> • Grade 3 R = 88.1% M = 91.0% • Grade 4 R = 86.9% M = 87.0% • Grade 5 R = 88.0% M = 82.8% • Grade 6 R = 87.3% M = 82.8% • Grade 7 R = 85.3% M = 82.3% • Grade 8 R = 84.6% M = 82.2% • Grade 10 R = 84.9% ----- • Grade 11 ----- M = 69.2%
<p>2012 (2012-2013)</p>	<p>A. 72.6% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup</p> <p>B. 95.0 % participation rate for children with IEPs (ESEA Title I target).</p> <p>C. Proficiency rate for the total number of children with IEPs scoring at or above proficient enrolled for a full academic year against grade level, modified and alternate achievement standards (ESEA Title I targets).</p> <ul style="list-style-type: none"> • Grade 3 R = 92.1% M = 94.0% • Grade 4 R = 91.3% M = 91.3% • Grade 5 R = 92.0% M = 88.5% • Grade 6 R = 91.5% M = 88.5% • Grade 7 R = 90.2% M = 88.2% • Grade 8 R = 89.7% M = 88.1% • Grade 10 R = 89.9% ----- • Grade 11 ----- M = 79.5%

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Revise and disseminate the Guidelines for Accommodations manual in cooperation with MDE Assessment and NCLB staff and stakeholders such as PACER, ARC, families and advocates.	2006-2013	MDE staff GSEG grant
Develop and disseminate additional guidance for school special education staff and parents to use in decision-making regarding assessments, particularly the appropriate use of the alternate assessment.	2006-2013	MDE staff Divisions of Research and Assessment, ESEA Title I Programs SEP
Continue to report assessment results to MDE staff and LEAs through the District Data Profiles and the continuous improvement process.	2006-2013	MDE staff
Provide training and technical assistance to LEAs and parents in interpreting the assessment data and developing improvement plans for increasing participation and proficiency of students with disabilities.	2006-2013	MDE staff PACER
Disseminate information about funding sources to train teachers and implement research-based practices in reading and math (e.g. Kansas Learning Strategies, Project READ, Orton-Gillingham, etc.) and promote awareness of the availability of research-based practices in reading and math, including parent workshops.	2006-2013	MDE staff PACER Center
Disseminate information on the statewide assessment system, including the alternate assessment, through the Special Education Directors' Forum, SEAP, Regional Low Incidence Projects and teacher networks, and the IHE Forum.	2006-2013	MDE staff
Develop materials and training activities on guidelines for participation in the AAMAS.	2008-2013	MDE Staff GSEG grant
Develop materials and training activities on standards based IEPs.	2008-2013	MDE Staff GSEG grant
In response to federal regulations and guidance for developing an Alternate Assessment Against Modified Standards finalized in the spring of 2007, Minnesota will provide technical assistance to a variety of stakeholders on the requirements to participate in this option. Minnesota will develop decision-making guidelines for district participation in resources and training related to standards based IEPs to be implemented in 2011.	2008-2011	MDE Staff Research and Assessment Staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

Indicator 4 was clustered along with Indicators 1 and 2 to be addressed by one ongoing workgroup. The indicator 1, 2, and 4 workgroup meets twice a month and includes cross-divisional representation from within the agency, including Special Education Policy and Compliance and Assistance.

Monitoring Priority : FAPE in the LRE

Indicator 4A- Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs. (20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of districts identified by the State that have a significant discrepancy in the rates of suspensions and expulsions of for greater than 10 days in a school year of children with IEPs divided by # of districts in the State times 100.

Definition of Significant Discrepancy

A district is considered to have a significant discrepancy of suspensions and expulsions greater than 10 days for children with IEPs compared to the state special education suspension and expulsion rate >10 days when the following three conditions are satisfied:

1. The school district serves at least 10 children with IEPs;
2. The school district has suspended and expelled at least 5 children with IEPs for more than 10 days during the school year; and
3. The school district has a rate of suspension and expulsion of greater than 10 days for children with IEPs that is determined to be at or above 1.75 standard deviations from the state suspension and expulsion rate for children with disabilities.

Data Source: MARSS, 618 Table 5. Disciplinary Incident Reporting System (DIRS), MNCIMP and Dispute Resolution Databases. Data lag one year as per OSEP guidance.

Overview of Issue/Description of System or Process:

In 2004, MDE implemented the new Disciplinary Incident Reporting System (DIRS). DIRS was designed to assist MDE in obtaining accurate data in fulfillment of NCLB and IDEA 04 SPP reporting requirements under Indicator 4 A. The new online system streamlines disciplinary incident data reporting, allowing districts to submit only one incident report for each incident that results in suspension or expulsion, regardless of the number of offenders or victims.

The DIRS system consists of both building-level and district-level reporting. The superintendent of each LEA certifies the accuracy of the DIRS data at year-end. This system both ensures that MDE complies with new federal and state reporting requirements and overcomes MDE's past problems with an older data collection system. The DIRS system further supports and encourages uniform entry of data into the new system.

Each district is required to submit an incident report when a special education student has been removed from school for one day or less. In addition, districts are required to submit incident reports every time any student is unilaterally removed for:

- Possession of a dangerous weapon;
- Possession of illegal drugs; or
- Selling or soliciting the sale of a controlled substance.

Prior to FFY 2009, a district needed to have at least 20 students with IEPs suspended/expelled for more than 10 days to be eligible for the significant discrepancy calculation. In practice, this eliminated most districts from consideration. Beginning in FFY 2009, any district with five or more students suspended or expelled for more than 10 days became eligible for consideration, widening the net to include more districts. Additionally, Minnesota adopted a standard deviation calculation to determine significant discrepancy. After detailed analysis and in consultation with SEAP, MDE determined that any district with a suspension/expulsion rate that was larger than 1.75 standard deviations above the state rate of suspension/expulsion greater than 10 days for students with IEPs would be identified as significantly discrepant.

Baseline Data for FFY 2004 (2004-2005):

The percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year is:

$12/676 \times 100 = .018 \times 100 = 1.8\%$

Minnesota defines “significant discrepancy” as any district rate that is higher than the current state average rate of suspensions and expulsions for general education of 3.0%.

Districts with significant discrepancy in the rates of suspensions/expulsion are annually identified, and MDE follows up as appropriate, examining district policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures and practices comply with this requirement.

MDE will continue to collect data through the DIRS and provide training and technical assistance to LEAs to aid in the reporting of accurate data.

Discussion of Baseline Data:

Minnesota has a total of 676 LEAs that are required to report disciplinary incident data to MDE via DIRS. For the FFY 2004 reporting period, MDE received data from all of them. 124 of the LEAs reported suspending or expelling students with disabilities for greater than ten days. Of these, 12 districts were identified as showing a “significant discrepancy;” that is, having rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that is higher than the current state rate in general education of 3.0%.

In 2003-2004, statewide suspension rates were 3.0% for general education and 11.0% for special education. In 2004-2005, the statewide rate for general education was 3.0% and the rate for special education was 8.3%. While it is difficult to compare these two years due to the implementation of the new DIRS along with stricter reporting requirements in 2004-2005, there is some consistency in the rates of suspensions/expulsions for general and special education.

MDE will partner with selected districts to decrease any significant discrepancies. In specific instances where significant discrepancy is identified, MDE will analyze the total cell size to ensure the validity of the district suspension/expulsion rate. For example, one district identified with a significant discrepancy had only 8 students in special education and one was reported as suspended or expelled, resulting in a rate of 12.5%. In such cases, other information was, and will continue to be used in determining whether this is truly a problem by looking at trends in suspension/expulsion over time and across disability categories.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1.8% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2006 (2006-2007)	1.7% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2007 (2007-2008)	1.6% of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs.
2008 (2008-2009)	1.6% of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs.
2009 (2009-2010)	1.4% of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs.
2010 (2010-2011)	1.4% of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs.
2011 (2011-2012)	1.4% of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs.
2012 (2012-2013)	1.4% of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Implement the Disciplinary Incident Reporting System (DIRS) and provide technical assistance.	2005 - 2013	MDE staff
Provide ongoing training and technical assistance to LEAs regarding the DIRS. Develop mechanisms to provide meaningful data reports to the LEAs so that the data can inform improvement activities.	2005-2013	MDE staff
Implement integrated school-wide PBIS initiative which includes statewide oversight committees, district training, parent information, data management and evaluation activities, and resource development and dissemination.	2007-2014	MDE staff PBIS Leadership Team District PBIS teams
Provide targeted grants and technical assistance to identified districts in creating plans for decreasing suspensions/expulsions and developing Alternatives to Suspensions and Expulsions.	2006 – 2013	MDE staff
Continue partnership with state agencies through the Minnesota System of Interagency Coordination (MnSIC) initiative to assist in the decrease of suspension/expulsion rates.	2005-2014	MDE staff

Activities	Timelines	Resources
Develop materials and training activities to support the implementation of any changes to the behavior rules.	2008-2013	MDE staff
Disseminate information on suspension/expulsion rates and initiatives to reduce them through the Special Education Directors' Forum and the IHE Forum.	2005-2013	MDE staff
New behavioral intervention statute goes into effect in 2011. Technical assistance training and materials will be developed to assist in outreach to districts. Changes in Minnesota Statute 125A.0941 and 125A.0942 related to definitions and standards for restraint procedures go into effect 8/1/2011. Materials have been developed and disseminated to special education directors through the state listserv and at numerous special education Directors' Forums, and are currently posted on MDE's website. MDE co-sponsors the Midwest Regional Law Conference with Minnesota State University Mankato annually, and specific sessions addressing the change in Statute will be presented in March, 2011. Additional training and TA will be ongoing.	2005-2011	MDE staff SEP C&A
Provide training for school teams on positive behavioral interventions with an emphasis on culturally appropriate practices.	2005-2013	MDE staff, Consultants
Under the new SPDG (2010-2015) cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have higher suspension/expulsion rates than their peers in special education. Cohort Districts will receive staff training in PBIS in order to implement policies and practices that ensure all students with disabilities receive appropriate behavioral supports.	2010-2015	SPDG MDE staff LEA staff PBIS
Form a combined work group with staff from Special Education, Safe and Healthy Learners, and Compliance and Monitoring to steer DIRS development and improve communication around discipline issues.	2011-2013	MDE staff
Add user-friendly district data reports to DIRS that school and district staff can run during the reporting process. These reports will help districts to monitor and verify the data they are entering and submitting into the DIRS System.	2011-2013	MDE staff
Add an edit process to the DIRS web system that compares current reported data to the previous year's data in order to flag categories that are more than 10% different than the previous year.	2011-2013	MDE staff
Train interagency partners on the principles of PBIS.	2012-2013	MDE staff
Train district staff on use of data in decision-making. Develop and implement contract to make the IT kit training available to districts.	2012-2013	MDE staff IT Kit contractors

Part B State Performance Plan for FFY 2005 - FFY 2013

Overview of the State Performance Plan Development:

The Indicator 4 workgroup was reorganized this year as a separate group focusing specifically on issues relevant to Indicator 4B. Much of the process in addressing 4B is cross-divisional work with contributions from the workgroup from staff representing the Divisions of Special Education Policy, Compliance and Assistance, ESEA Title I Programs and Information Technology.

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

Percent of districts that have:

- (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Definition of Significant Discrepancy by Race/Ethnicity:

A district is considered to have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days among students with disabilities when it satisfies three conditions:

1. The school district serves at least 10 children with IEPs;
 2. The school district has suspended/expelled at least 5 students, in the racial/ethnic category of interest, with IEPs, for more than 10 days during the school year; and **either condition 3 or 4 is met:**
 3. For the racial or ethnic category of consideration, the school district has a rate of suspension and expulsion of greater than 10 days for children with IEPs that is determined to be at or above 1.75 standard deviations from the state suspension and expulsion rate for more than 10 days for children from all racial or ethnic groups with disabilities
- or**
4. For the racial or ethnic category of consideration, the school district rate ratio is greater than 3.0, (derived by comparing the district rate for children with disabilities in the given racial or ethnic category who are suspended and expelled for more than 10 days to the district rate for children without disabilities from all racial or ethnic groups who are suspended and expelled for more than 10 days).

Please note: The rates against which the comparisons are made are the same for all racial or ethnic groups.

Data sources: MARSS (09-10), 618 Table 5 (09-10), Disciplinary Incident Reporting System (DIRS) 09-10, MNCIMP and Dispute Resolution Databases 2010. Data lag one year as per OSEP guidance.

Overview of Issue/Description of System or Process:

Definition of significant discrepancy by race/ethnicity

In response to direction from OSEP, the 4B methodology to determine which districts meet the data threshold for significant discrepancy in suspension/expulsion by race or ethnicity has been revised as follows. Minnesota identifies a district as having a significant discrepancy in rates of suspensions and expulsions of greater than 10 days for children with IEPs by race/ethnicity when it satisfies three conditions:

1. The school district serves at least 10 children with IEPs;
 2. The school district has suspended/expelled at least 5 students with IEPs, in the racial/ethnic category of interest, for a combined total of more than 10 days during the school year; and **either condition 3 or 4 below is met.**
 3. For the racial or ethnic category of consideration, the school district has a rate of suspension and expulsion of greater than 10 days for children with IEPs that is determined to be at or above 1.75 standard deviations from the state suspension and expulsion rate for more than 10 days for children from all racial or ethnic groups with disabilities
- or**
4. For the racial or ethnic category of consideration, the school district rate ratio is greater than 3.0, (derived by comparing the district rate for children with disabilities in the given racial or ethnic category who are suspended and expelled for more than 10 days to the district rate for children without disabilities from all racial or ethnic groups who are suspended and expelled for more than 10 days).

Please note: The rates against which the comparisons are made are the same for all racial or ethnic groups.

Most districts in Minnesota do not have even one student with an IEP suspended/expelled for more than 10 days. Table 4B.1 shows that out of 487 total districts in the state, only 113--or 23%--had at least one student with an IEP who was suspended and expelled for more than 10 days during the 2009-10 school year. By using the two-step criteria that a district must both serve at least 10 students with disabilities, as well as have a combined total of at least five students with IEPs in the racial/ethnic category of interest who were suspended or expelled for more than 10 days, only 21 districts met the data threshold and were examined by MDE review as well as self review for the presence of policies, procedures and practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavior interventions and supports and procedural safeguards. (See Table 4B.1)

Table 4B.1 Districts Meeting Eligibility Criteria for Significant Discrepancy Calculation

	Count	Percent of Districts
All districts	487	100%
Districts with combined suspension-expulsion count > 0	113	23.2%
Districts with special education count > 9 and combined suspension-expulsion count in a specific racial/ethnic category > 4	21	4.3%
Districts meeting cell size criteria with either a suspension rate greater than 1.75 standard deviations above the state mean or a rate ratio greater than 3.0	21	4.3%
Districts found to have policies, procedures and practices that contribute to the significant discrepancy in suspension/expulsion rates by race/ethnicity and do not comply with requirements	2	0.4%

Once a district has been identified as meeting the data threshold for significant discrepancy by race/ethnicity for suspension/expulsion for more than 10 days for students with IEPs, MDE conducts a desk audit of the district's TSES to determine if any changes need to be made regarding their policies, procedures and practices. MDE also reviews individual student record compliance data for noncompliance with 34 CFR§ 300.170(b) regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

Data Source

The Disciplinary Incident Reporting System (DIRS) is a data system for required disciplinary reporting that is maintained by general education administrators in school districts and by the Division of Safe and Drug Free schools within MDE. Continued efforts at calibrating DIRS have resulted in statewide improvements in the reliability and validity of data extracted from the DIRS system. There was a revision to this system in FFY 2008-FFY2009 along with on-line technical assistance and presentations to districts on accurately reporting DIRS data. 618 Table 5 data is populated with DIRS data and is not sampled for the purposes of this indicator.

Baseline data from FFY 2009 2010:

0.4% of districts have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs and policies, procedures or practices that contribute to the significant discrepancy. Computation follows.

Table 4B.2 LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion

	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2010	487	21	-4.3%

*States can choose to either: (1) include the total number of LEAs in the State in the denominator; or (2) include only the number of LEAs that meet the minimum n-size in the denominator. Minnesota uses the total number of LEAs in the denominator.

Table 4B.3 LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions

	Total Number of LEAs	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy	Percent
FFY 2010	487	2	0.4%

Calculation:

of districts with significant discrepancy, by race or ethnicity and policies, procedures or practices that contribute to the significant discrepancy and noncompliance = 2

of districts in the State = 487

$$2/487 * 100 = 0.4\%$$

Discussion of Baseline Data for FFY 2010

The two districts identified in FFY 2010 as having a significant discrepancy in their suspension and expulsion rates are both large, urban districts, and were also identified in FFY 2009, although the methodology differed. This may highlight the difficulty of bringing about change in large, urban districts whose students face many challenges. In this case, both districts have high mobility rates and high poverty rates as well as frequent staff turnover that is related to financial challenges. These districts are partners with MDE in the 2010 State Professional Development Grant, and it is hoped that grant activities will have an impact on discipline rates. Both districts are in the process of scaling up efforts including PBIS. One of these districts has a Corrective Action Plan (CAP) and is currently submitting information for review to MDE.

The identified districts will be required to carry out a review of policies, procedures and practices with assistance from a team of two technical assistance consultants who have been trained for this purpose and who are under contract with MDE. The consultant team has expertise both in special education and in educational practices for the racial/ethnic group that is represented in the district. Additional consultant time will be scheduled to follow-up on the results of the review of policies, procedures and practices. MDE will conduct a subsequent review of data to ensure the noncompliance has been corrected.

In addition, MDE continues to consult with the National Technical Assistance Center on Positive Behavioral Intervention and Supports (PBIS) on all aspects of implementation of School-wide PBIS and is scaling up PBIS into increasing numbers of districts and schools. All three districts identified in Indicator

4B are involved in PBIS; two of the three districts were new entrants into the program this year. MDE is also focusing on identifying the types of support that are needed to sustain sites that have been implementing PBIS.

Table 4B.4 Measurable and Rigorous Targets

FFY	Measurable and Rigorous Targets
2010 (2010-2011)	0% of districts have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and have policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2011 (2011-2012)	0% of districts have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and have policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2012 (2012-2013)	0% of districts have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and have policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Review of Policies, Procedures, and Practices (completed in FFY 2009 using 2008-2009 data): If any LEAs are identified with significant discrepancies:

- a. *Describe how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State must complete this review by June 30, 2010. The failure of the State to conduct this review is noncompliance with 34 CFR §300.170(b).*

School districts with identified significant discrepancies are required to address the reasons for their significant discrepancies and to review policies, procedures and practices through MDE's monitoring of the district's Total Special Education System (TSES). The TSES must include a description of the school district's method of administration and management plan, and district policies and procedures for delivery of special education and related services. In addition, the district is required to include policies describing the district's procedures for implementing the use of conditional procedures (Minn.R. 3525.1100). The TSES has provided a standard for the development and implementation of IEPs, use of Positive Behavioral Interventions and Supports (PBIS) and procedural safeguards. It has been in place for review of school district policies, procedures and practices since FFY 2004. MDE reviewed TSES documents for all districts shown to have a significant discrepancy. TSES documents for all districts were in compliance and included policies and procedures consistent with the development and implementation of IEPs, the use of PBIS, and the adherence to procedural safeguards as required by 34 CFR § 300.170(b). All reviews were completed prior to June 30, 2010.

- b. *In addition to conducting the review required by 34 CFR §170(b), the State must report on the results of its review. The State must complete the review, and identify any noncompliance by June 30, 2010.*

In addition to review of policies, procedures and practices for the three districts identified, MDE monitored the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with 34 CFR§ 300.170(b). As a result of the review, which was completed prior to June 30, 2010, 15 total findings of noncompliance were issued in the 2008-09 school year in the three districts identified as meeting the data threshold and having policies, procedures and practices that contribute to the significant discrepancy by race/ethnicity and do not comply with requirements related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

- c. *Describe how the State, if appropriate, revised (or required the affected LEA(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Report if the State identified any noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).*

The identified districts are required to carry out a review of policies, procedures and practices with assistance from a team of two technical assistance consultants who have been trained for this purpose and who are under contract with MDE. The consultant team has expertise both in special education and in educational practices for the racial/ethnic group that is represented in the district. Additional consultant time will be scheduled to follow-up on the results of the review of policies, procedures and practices, and any necessary changes. MDE will conduct a subsequent review of data to ensure the problems have been corrected.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Identify urban districts with disproportionate representation issues through the cultural competence strand of the concluding State Personnel Development Grant (SPDG). The focus for the concluding year of the grant has been dissemination and evaluation. Update: The University of Minnesota has focused in-depth interviews on the impact of staff development, particularly in districts that had the most extensive involvement across Years 1-4. Initial interview results indicate that staff development did lead to changes in teacher and administrator practices.	2009-2011	MDE staff University of Minnesota SPDG
Implement the Disciplinary Incident Reporting System (DIRS) and provide ongoing technical assistance and training for LEAs regarding the DIRS. Develop mechanisms to provide meaningful data reports to the LEAs so that the data can inform improvement activities.	2010-2013	MDE staff
Implement the Integrated School-wide PBIS initiative which includes statewide oversight committees, district training, parent information, data management and evaluation activities, and resource development and dissemination.	2011- 2013	MDE staff PBIS Leadership Team District PBIS teams Regional Training Projects Rainbow Research
Provide targeted grants and technical assistance to identified	2011-2013	MDE staff

Activities	Timeline	Resources
districts in creating plans for decreasing suspensions/expulsions and developing Alternatives to Suspensions and Expulsions.		
Continue partnership with state agencies through the Minnesota System of Interagency Coordination (MnSIC) initiative to assist in the decrease of suspension/ expulsion rates.	2011-2013	MDE staff MnSIC interagency partners
Disseminate information on suspension/expulsion rates and initiatives to reduce these rates through the Special Education Directors' Forum and the IHE Forum.	2011-2013	MDE staff
Changes in Minnesota Statute 125A.0941 and 125A.0942 related to definitions and standards for restraint procedures go into effect 8/1/2011. Technical assistance training and materials will be developed to assist in outreach to districts. Materials have been developed and disseminated to special education directors through the state listserv and at numerous Special Education Directors' Forums. Additional training and TA will be ongoing.	2011-2013	MDE staff
Cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have higher suspension/expulsion rates than their peers in special education. Cohort Districts will receive staff training in PBIS in order to implement policies and practices that ensure all students with disabilities receive appropriate behavioral supports.	2010-2015	MDE staff LEA staff SPDG PBIS
Form a combined work group with staff from Special Education, Safe and Healthy Learners, and Compliance and Monitoring to steer DIRS development and improve communication around discipline issues.	2011-2013	MDE staff
Add user-friendly district data reports to DIRS that school and district staff can run during the reporting process. These reports will help districts to monitor and verify the data they are entering and submitting into the DIRS System.	2011-2013	MDE staff
Add an edit process to the DIRS web system that compares current reported data to the previous year's data in order to flag categories that are more than 10% different than the previous year.	2011-2013	MDE staff
Initiate a staff development program and network for liaisons to African American families in collaboration with the University of Minnesota.	2010-2013	MDE staff External consultant Partnership with community organizations UM
Train interagency partners on the principles of PBIS.	2012-2013	MDE staff
Train district staff on use of data in decision-making. Develop and implement contract to make the IT kit training available to districts.	2012-2013	MDE staff IT Kit contractors

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

Originally the focus of this workgroup was Indicator 5 and 6, but was changed to Indicator 5 as the sole focus of the group. The Indicator 5 workgroup meets twice a month and includes cross-divisional representation from within the agency, including Special Education Policy and Compliance and Assistance staff.

Monitoring Priority: FAPE in the LRE

Indicator 5 - Percent of children with IEPs aged 6-21 served:

- A. Served inside the regular class 80% or more of the day;
- B. Served inside the regular class less than 40% of the day; and
- C. Served in separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement :

- A. Percent = $[(\# \text{ of children with IEPs served inside the regular class } 80\% \text{ or more of the day (Column A))} \div (\text{the total } \# \text{ of students aged 6 through 21 with IEPs})] \times 100.$
- B. Percent = $[(\# \text{ of children with IEPs removed from regular class greater than } 60\% \text{ of the day (Column C))} \div (\text{the total } \# \text{ of students aged 6 through 21 with IEPs})] \times 100.$
- C. Percent = $(\# \text{ of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements (Columns D, E, and F)}) \div (\text{the total } \# \text{ of students aged 6 through 21 with IEPs}) \times 100.$

Data Source (state selected data source):

Data from Minnesota Automated Reporting Student System (MARSS), 618 Table 1

Overview of Issue/Description of System or Process:

Minnesota has historically been a state with high rates of inclusion, and students with disabilities are included with their general education peers at rates significantly above the national average. A recent national comparison of states using 2003 data indicates that Minnesota is among the top 15 ranking states for serving a high percent (61.0%) of students in the regular classroom with general education peers at 21.0% of the school day or less. MDE makes efforts to ensure that placement decisions for students with disabilities are based upon individual student needs by providing technical assistance, training, implementing cooperative strategies for both general and special education staff, and through monitoring.

MDE uses a student data collection system, Minnesota Automated Reporting Student System (MARSS), and data is entered electronically by individual districts following procedures outlined by MDE. In 2004, MDE questioned the validity of the data entered through this system on students with more restrictive placements and sought feedback from LEAs on their interpretation of setting definitions. Due to suspected incorrect reporting of placement levels for students with disabilities in more restrictive placements, MDE provided clarification for identifying and reporting students receiving services in public

and private separate sites (settings IV through VII). A clarifying memo was sent to LEAs and technical assistance was provided in February 2005.

Baseline Data for FFY 2004 (2004-2005):

Percent of students with disabilities reported in each setting:

Setting	2004-05
Removed from regular class less than 21% (I)	60.3%
Removed from regular class more than 60% (III)	9.6%
Served in public or private separate school, residential placements or homebound or hospital placements	5.6%

Discussion of Baseline Data:

Minnesota continues to provide special instruction and related services to most children and youth with disabilities in settings where students are removed from general education less than 21% of the school day (60.32% of students with disabilities). In previous years, MDE believes that some school districts were inaccurately reporting students with disabilities who are educated with without disabilities students at area learning centers, care and treatment education programs, and correctional education programs as being served in a separate facility designed specifically for students with disabilities. As a result, technical assistance was provided to LEAs in February 2005 and continues to be provided so that data reporting will accurately reflect Minnesota's system of educating children in a full continuum of placement. The results of this assistance were first reflected in the December 1, 2005 child count data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 61.0% of children with IEPs aged 6-21 removed from regular class less than 21% of the day B. 9.6% of children with IEPs aged 6-21 removed from regular class greater that 60% of the day C. 5.4% of children with IEPs aged 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements.
2006 (2006-2007)	A. 61. 0% of children with IEPs aged 6-21 removed from regular class less than 21% of the day B. 9.5% of children with IEPs aged 6-21 removed from regular class greater that 60% of the day C. 5.2% of children with IEPs aged 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements.
2007 (2007-2008)	A. 61.5% of children with IEPs aged 6-21 removed from regular class less than 21% of the day B. 9.3% of children with IEPs aged 6-21 served inside the regular class less that 40% of the day. C. 5.0% of children with IEPs aged 6-21 served in separate schools, residential placements, or homebound/hospital placements

FFY	Measurable and Rigorous Target
<p>2008 (2008-2009)</p>	<p>A. 62.0% of children with IEPs aged 6-21 served inside the regular class 80% of more of the day.</p> <p>B. 9.1% of children with IEPs aged 6-21 served inside the regular class less that 40% of the day.</p> <p>C. 4.7% of children with IEPs aged 6-21 served in separate schools, residential facilities, or homebound/hospital placements</p>
<p>2009 (2009-2010)</p>	<p>A. 62.5% of children with IEPs aged 6-21 served inside the regular class 80% of more of the day.</p> <p>B. 8.8% of children with IEPs aged 6-21 served inside the regular class less that 40% of the day.</p> <p>C. 4.4% of children with IEPs aged 6-21 served in separate schools, residential facilities, or homebound/hospital placements.</p>
<p>2010 (2010-2011)</p>	<p>A. 62.5% of children with IEPs aged 6-21 served inside the regular class 80% of more of the day.</p> <p>B. 8.8% of children with IEPs aged 6-21 served inside the regular class less that 40% of the day.</p> <p>C. 4.0% of children with IEPs aged 6-21 served in separate schools, residential facilities, or homebound/hospital placements.</p>
<p>2011 (2011-2012)</p>	<p>A. 62.5% of children with IEPs aged 6-21 served inside the regular class 80% of more of the day.</p> <p>B. 8.8% of children with IEPs aged 6-21 served inside the regular class less that 40% of the day.</p> <p>C. 4.0% of children with IEPs aged 6-21 served in separate schools, residential facilities, or homebound/hospital placements.</p>
<p>2012 (2012-2013)</p>	<p>A. 62.5% of children with IEPs aged 6-21 served inside the regular class 80% of more of the day.</p> <p>B. 8.8% of children with IEPs aged 6-21 served inside the regular class less that 40% of the day.</p> <p>C. 4.0% of children with IEPs aged 6-21 served in separate schools, residential facilities, or homebound/hospital placements.</p>

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Provide technical assistance through the Regional Low Incidence Projects to ensure accurate data are reported to maintain a continuum of services for	2005-2013	MDE staff

Activities	Timelines	Resources
students with disabilities.		
Disseminate information on the continuum of services through the Special Education Directors' Forum, Teacher Networks and the IHE Forum and Regional Low Incidence Projects.	2005-2013	MDE staff
Continue to host statewide conference on legal standards and promising practices in assistive technology and universal design for learning.	2005-2013	MDE staff Interagency partners
Continue to provide professional development and resources related to specific low incidence disabilities from the Minnesota Resource Center program of MDE, including access to equipment demonstration and loan.	2005-2013	MDE staff LEA staff SKI/HI Equipment and library materials Advisory Committees for D/HH and B/VI Intergovernmental partners, including State Services for the Blind, Minnesota Commission on D/HH
Prepare and disseminate guidance to LEAs on consideration of assistive technology through DVD and Parent Training Grants.	2006-2011	MDE staff Community Based Grant Projects
Technical assistance and guidance on Response to Intervention (RTI).	2007-2013	MDE staff Pilot grants for professional development Technical assistance including Professional Learning Communities Cross divisional collaboration
Technical assistance and guidance on specific learning disabilities.	2007-2013	MDE staff Community of practice Development and dissemination of Manual
Technical assistance on topics related to accessible instructional materials provided to educators, parents and others.	2007-2013	MDE staff CAST staff and Inter-state partners through the AIM Consortium
Professional development on aligned literacy project to promote a systems approach to district-wide literacy program improvement, to benefit all students, including students with disabilities.	2008-2011	MDE staff, regional and school based partners.
Professional development on instructional strategies to support the development of literacy and numeracy for students with a range of needs, including both with more significant disabilities.	2007-2013	MDE staff Teacher networks/workshops Annual conferences Literacy Summer Camp Summit on Literacy for Students with Most Significant Disabilities Regional Low Incidence Projects MN SPDG
Development of resources for implementation of standards based IEPs.	2008-2010	MDE staff and participating partners from schools and community agencies.

Activities	Timelines	Resources
Statewide professional development and technical assistance on topics related to PBIS.	2005-2013	MDE staff, PBIS cohorts, regional PBIS supports
AT Teams, composed of LEA and MDE staff, were formed to support skills and knowledge about appropriate knowledge, tools and services for students to technology allowing students access to the general education curriculum.	2010-2015	MDE staff AT Leadership Team LEA staff Quality Indicators in Assistive Technology (QIAT)

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development: This section of the SPP was developed with input from multiple key stakeholders. Early Childhood Special Education leaders from throughout Minnesota participated in two interactive sessions at their annual leadership conference, held October 5-7, 2005. Discussion during these sessions centered on the identification of existing challenges to expanding LEA capacity to serve more young children with disabilities inclusively and creating a list of potential activities.

Monitoring Priority: FAPE in the LRE

** Note: OSEP does not require states to report on Indicator 6 until 2012.*

Indicator 6 - Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) (20 U.S.C. 1416(a)(3)(A)).

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Data Source:

Data collected for reporting under section 618 (Annual Report of Children Served).

Overview of Issue/Description of System or Process:

MDE makes efforts to ensure that placement decisions for young children with disabilities are based upon the needs of the individual child by providing technical assistance, training, implementing cooperative strategies for both general and special education staff, and through monitoring.

MDE uses an individual child/student data collection system, Minnesota Automated Reporting Student System (MARSS) to collect data on settings for children with disabilities ages 3-5. Data is entered electronically by individual districts following procedures outlined by MDE. MDE provides ongoing guidance and technical assistance as adjustments are made to MARSS.

Baseline Data:

The federal Office of Special Education Programs is requiring states to report IDEA Section 618 data that will be collected on a date between October 1 and December 1, 2009 and due to OSEP on February 2, 2010. In compliance with these requirements, with the FFY 2009 submission, due February 1, 2011, Minnesota will submit a newly established baseline, targets, and as needed, improvement activities for this indicator using the 2009-2010 data.

FFY	Measurable and Rigorous Target
<p>2011 (2011-2012)</p>	<p>The federal Office of Special Education Programs is requiring states to report IDEA Section 618 data that will be collected on a date between October 1 and December 1, 2009 and due to OSEP on February 2, 2010. In compliance with these requirements, with the FFY 2009 submission, due February 1, 2011, Minnesota will submit a newly established baseline, targets, and as needed, improvement activities for this indicator using the 2009-2010 data.</p>

** Note: OSEP does not require states to report on Indicator 6 until FFY2012.*

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

An interagency work group met to conceptualize this section of the SPP while developing Minnesota's General Supervision Enhancement Grant proposal. Because identical procedures were implemented for Part C, three members of Minnesota's Interagency Coordinating Council (ICC) participated in the initial discussion. The proposal was drafted and formally presented to the ICC at the Council's September 2005 meeting. Content was further refined during two interactive breakout sessions held during the annual Early Childhood Special Education (ECSE) leadership conference, co-sponsored by MDE and Minnesota Council for Exceptional Children: Division of Early Childhood (DEC) and at the SEAP. A stakeholder input form was distributed to all Interagency Early Intervention Committees (IEICs) and to all local directors of public health and family service agencies. In the intervening years, MDE staff worked with the ICC and SEAP to refine activities under this Indicator. Both the ICC and SEAP participated in data review and target setting in January 2010.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)]

times 100.

- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes

Summary Statement 1: Of those preschool children who entered or the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Data Sources: MARSS 05-08, ECSE outcomes database 05-08

Discussion of the SPP Process

In response to federal outcome reporting requirements and to improve interventions for young children with disabilities, Minnesota has implemented an outcome reporting system to measure the percentage of preschool children with IEPs who demonstrate improved positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs. The procedures put into place throughout the state are based extensively on the work of and recommendations made by the Early Childhood Outcomes Center (ECO).

The Child Outcomes Summary Form (COSF) was selected as the data collection protocol because it converts data from multiple tools and multiple sources into a seven-point metric that facilitates the measurement of child progress while eliminating problems inherent in a system that requires pre-and post-testing using a single tool. Members of IEP teams are required to complete a COSF for all children initially determined eligible under Part B who are enrolled in preschool special education for at least six months before transitioning to kindergarten.

A COSF must also be completed when children, after participating in special education programming for at least six month, exit Minnesota's Preschool Special Education system for any of the following reasons:

- The child is transitioning to kindergarten;
- The child has determined to no longer be a preschool child with a disability and is appropriately exited from services;
- The child's parents are opting to discontinue participation in Preschool Special Education services; or
- The child is moving out of Minnesota.

Multiple data sources are incorporated in the COSF for each eligible child. Those sources include:

- Norm-referenced test data generated for some children as part of initial eligibility determination;
- Criterion-referenced or curriculum-based measures that have been cross-walked by ECO,
- Parent reports; and

- Observations made by early childhood special educators, related service providers and other primary caregivers.

ECO's revised Summary Rating Decision Tree is used to assist in reaching consensus on ratings. While MDE strongly encourages districts to frequently assess child progress and use ongoing assessment data to inform intervention strategies, MDE only requires the reporting of data at entrance into and exit from Preschool Special Education under Part B.

To support local education agencies in the purchase of necessary assessment tools or to secure training on the appropriate use of tools, an additional \$15 per child ages 3-5 from the 12/1/05 child count was appropriated from 619 discretionary funds. Districts were given the discretion to use any criterion-referenced or curriculum-based assessment measure that has been cross-walked by ECO as the foundational element for child outcome progress measurement. In addition, MDE sponsored trainings on several cross-walked assessment tools to support appropriate use of tools by IEP team members.

Six regional trainings were conducted in September of 2007 for 400 ECSE professionals from throughout Minnesota who have some level of responsibility in regard to the COSF as designated by their local Special Education Administrative Unit (SEAU). These trainings reviewed the COSF process, provided additional clarification while focusing extensively on data quality. A chart of the key actions and responsibilities at each level of this extensive initiative (state, local administration, IEP team) was developed and used as a training framework.

In November 2006, entrance ratings from COSFs were submitted to MDE by every local education agency using an Excel workbook. Since the original submission, MDE Division of Information Technology worked to develop and implement a web-based data collection process. Training was provided on the application for Minnesota's ECSE coordinators and lead teachers at an annual leadership conference. The web-based "ECSE Outcomes" data system has been used as the data collection platform for three annual reporting cycles.

MDE used the "OSEP Calculator" developed by ECO to convert subsequent ratings on the seven-point ECO scale in combination with responses to the 'b' question for each outcome (Has the child gained any new skill since the last summary rating?) into the five subgroups required in the FFY 2008 APR. Minnesota considers ratings of 6 or 7 to indicate functional development at a level comparable to typically-developing peers.

COSF Data Validation Efforts

During FFY 2007, MDE changed its focus from system development to data verification and validation that continued throughout FFY 2008. MDE staff participated in the COSF Community-of-Practice and in the annual outcomes meeting sponsored by ECO. At the request of ECO, MDE staff delivered a national webinar on "pattern checking" of COSF data. In addition, Minnesota was named a "framework" state by ECO and has received additional technical assistance as a result of that new affiliation. All activities were found to be highly beneficial in reinforcing and refining Minnesota's outcome system.

Materials were developed to assist local ECSE leaders' examination of individual COSFs to verify that all required components of the document were in place and that resulting ratings were valid and reflect the developmental status of the child. Training was provided for members of IEP teams to refine the COSF decision-making process. MDE's data collection system was revised during FFY 2007 to prevent IEP teams from reporting "impossible combinations". ECO defines impossible combinations as those entry and exit rating combinations that cannot occur if the IEP reports that no progress has been achieved by the child.

In May of 2009, MDE hosted a "Day of Excellence" during which local ECSE leaders used specially developed Excel workbooks to analyze their own COSF data to identify logical patterns in the data. A

pattern-checking document was later developed to allow all districts to benefit from this type of analysis.

Baseline Data reestablished for FFY 2008 (2009-2010):

A. Positive social-emotional skills (including social relationships)	Number of children	Percent of children
a. Percent of preschool children who did not improve functioning	46	0.8
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	918	15.8
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	1,901	32.8
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,837	31.7
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,901	18.8
Total	N=5,792	100
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Number of Children	Percent of Children
a. Percent of preschool children who did not improve functioning	46	0.8
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	982	17.0
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	1,723	29.7
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,894	32.7
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,147	19.8
Total	N=5,792	100
C. Use of appropriate behaviors to meet their needs	Number of children	% of children
a. Percent of preschool children who did not improve functioning	53	0.9
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	738	12.7
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	1,140	19.7
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,055	35.5
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,806	31.2
Total	N= 5,792	100

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program $(c+d)/(a+b+c+d)*100$ Calculation: $(1,901+1,837)/(46+918+1,901+1,837) \times 100 = 3,739/4,702 = .795 \times 100 = 79.5\%$	79.5
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program $((d+e)/(a+b+c+d+e))*100$ Calculation: $(1,837+1,090)/5,792 = 2,927/5,792 \times 100 = .505 \times 100 = 50.5\%$	50.5
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy)	
1 Of those children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program $(c+d)/(a+b+c+d)*100$ Calculation: $(1,723+1,894)/(46+982+1,723+1,894) \times 100 = 3,617/4,645 \times 100 = .779 \times 100 = 77.9\%$	77.9
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program $((d+e)/(a+b+c+d+e))*100$ Calculation: $(1,894+1,147)/5,792 \times 100 = 3,041/5,792 \times 100 = .525 \times 100 = 52.5\%$	52.5
Outcome C: Use of appropriate behaviors to meet their needs	
1 Of those children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program $(c+d)/(a+b+c+d)*100$ Calculation: $(1,140+2,055)/(53+738+1,140+2,055) \times 100 = 3,195/3,986 \times 100 = .802 \times 100 = 80.2\%$	80.2
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program $((d+e)/(a+b+c+d+e))*100$ Calculation: $(2,055+1,806)/5,792 \times 100 = 3,861/5,792 \times 100 = .667 \times 100 = 66.7\%$	66.7

Discussion of Baseline Data:

Children included in the calculation of Minnesota's baseline data were initially determined eligible beginning April 1, 2006 and exited preschool special education between July 1, 2009 and June 30, 2010 after receiving a minimum of 6 months of service. Minnesota's data include children who were

determined eligible as young infants and so are more representative of children served under early intervention.

A total of 5,792 children met the selection criteria for inclusion in the calculation of baseline data. Boys outnumber girls by almost 2:1 which closely mirrors the gender distribution in the 618 data submitted by the state.

Of the children included, 47% were eligible for preschool special education services using developmental delay criteria. Speech language (33.9%), deaf and hard of hearing (1.3%), and autism spectrum disorders (12%) were the other disability categories most represented.

As MDE considers the baseline data to establish targets for FFY 2010 and FFY 2012, the quality of the data is an essential consideration. One indicator of quality is stability over time. The table below shows the percentage of children in each of the five progress categories over the past three reporting years. The size of the data set tripled from FFY 2006 to FFY 2007 and increased by an additional 1,000 children from FFY 2007 to FFY 2008. The number of children in the data set enhances data validity and, as the age range at which children were initially identified expands downward, the data becomes more representative of children served by preschool special education in Minnesota.

Some trends can be readily identified. The proportion of children in Progress Category A (percentage of preschool children who did not improve functioning) has remained relatively stable across outcomes over the four years. It is reasonable to believe that the proportion of children in Category A will increase slightly in FFY 2009 and then stabilize as data reach greater representativeness next year.

The proportion of children maintaining age appropriate behavior has decreased in each outcome area from levels reported in FFY 2006 as the data reflect proportionately fewer children with speech/language disorder as their primary disability.

	A: Positive Social Relationships				B: Acquisition & Use of Knowledge and Skills				C. Use of Appropriate Behaviors to Meet Needs				
Progress Category	FFY 06	FFY 07	FFY 08	FFY 09	FFY 06	FFY 07	FFY 08	FFY 09	FFY 06	FFY 07	FFY 08	FFY 09	
A	0.8%	0.9%	0.6%	0.8%	0.5%	0.7%	0.5%	0/8%	0.3%	0.8%	0.6%	0.9%	
B	18.2%	13.7%	14.2%	15.8%	19.3%	14.4%	14.7%	17.0%	14.7%	11.1%	11.1%	12.7%	
C	29.9%	33.6%	33.6%	32.8%	28.8%	31.0%	30.0%	29.7%	16.7%	19.9%	18.4%	19.7%	
D	22.9%	28.9%	30.8%	31.7%	23.6%	30.6%	33.5%	32.7%	24.4%	30.4%	35.2%	35.5%	
E	28.2%	22.9%	20.8%	18.8%	27.8%	23.3%	21.4%	19.8%	43.7%	37.8%	34.8%	31.2%	
N=	1,010	3,160	4,705	5,792	1,010	3,160	4,705	5,792	1,010	3,160	4,705	5,792	

Measurable and Rigorous Targets	FFY 2009 %	FFY 2010 %	FFY 2011 %	FFY 2012 %
Outcome A: Positive social-emotional skills (including social relationships)				
Summary 1: Of those children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	82	80.0	80	81
Summary 2: The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	52	51.0	51.5	52
Outcome B: Acquisition and use of knowledge and skills				
Summary 1: Of those children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	81	81.0	81.5	82
Summary 2: The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	55	53.0	53.5	54
Outcome C: Use of appropriate behaviors to meet their needs				
Summary 1: Of those children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	83	81.0	81.5	82
Summary 2: The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	71	69.0	69.5	70

Improvement Activities/Timelines/Resources:

In Minnesota, all grant and discretionary activities are required to have evaluation procedures specific to the activities conducted under the initiative. Several levels of fiscal and program monitoring are conducted at regular intervals throughout the duration of initiatives. Part B Discretionary activities are evaluated and annual adjustments are made by MDE teams at multiple levels within the agency. All activities listed in the APR have been evaluated through this process and include data verifying the effectiveness of each initiative. Dissemination of information to the general public occurs through statewide presentations, newsletters and the MDE Website. The following activities will be continued.

Activities	Timelines	Resources
Continue implementation of the ECSE Outcomes web-based data collection tool, developed to facilitate the annual collection of child outcome data.	2009-2013	MDE staff
Provide training as requested on evaluation and assessment tools that are considered valid, reliable and are included in Early Childhood Outcomes Center crosswalk to allow assessment results to	2009-2013	MDE staff

Activities	Timelines	Resources
appropriately inform ratings on the Child Outcome Summary Form.		
Annually update the COSF Pattern-Checking Tool as a means for local ECSE leaders to continue to validate the quality of COSF data submitted.	2009-2013	MDE staff
Promote use of evidence-based practices through high quality professional development initiatives targeted toward all segments of the preschool special education system, administrators, ECSE teachers, related service providers, service coordinators and allied professionals.	2009-2013	MDE staff
Regionalize early childhood professional development activities in Minnesota through the creation of eight Early Childhood Centers of Excellence. Each Center of Excellence will employ a .5 FTE professional development facilitator to support early childhood professionals. Training cadres will be established within each regional center including a training cadre on the use of Routines Based Interviews and embedded intervention.	2009-2013	Part C ARRA 619
Partner with the OSEP-funded Technical Assistance Center on Social-Emotional Intervention (TACSEI) to build statewide capacity to enhance social emotional development of young children.	2009-2012	MDE staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Workgroups were gathered to discuss the measurement and data collection, determine if the data collected is the correct data for the indicator/measurement, determine the accuracy of the data, analyze the data in regards to what it says about the indicator, and analyze and revise improvement activities in order to meet the target. The workgroup for Indicator 8 is composed of MDE staff from Early Learning Service, Due Process, Compliance Monitoring, and Complaints.

Parental Involvement and Participation

Indicator 8 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = $\left[\left(\frac{\text{\# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities}}{\text{total \# of respondent parents of children with disabilities}} \right) \times 100 \right]$

Data Source: Parent Survey and Monitoring Database

Overview of Issue/Description of System or Process:

Parent Surveys Prior to FFY 2007

MDE conducts onsite monitoring visits of Local Education Agencies (LEAs) over a five-year cycle. Each district is visited at least once during this five year cycle (see "Sampling Plan" in the SPP Appendices for complete details on sampling). Compliance Monitoring includes pre-visit preparation, on-site interviews and reviews of records and facilities, post-visit follow up, report development and oversight of corrective action plans for identified non-compliance, including technical assistance related to corrective action and a follow-up visit to verify correction of previously identified non-compliance. Additionally, districts involved with self-review submit annual reports for approval by MDE. These reports address non-compliance and program evaluation as components of strategic planning.

Parent involvement and participation data is collected before and during district site visits and as a part of post-visit follow-up processes. In preparation for an on-site visit, final complaints, mediations and due process hearing findings are reviewed for information related to parent involvement. Record reviews address parent involvement in several ways, including but not limited to parent input documented in the Evaluation Report (ER), parent participation in IEP team meetings, progress reporting to parents, parental notice and consent requirements, parental consent for conditional intervention procedures and transfer of rights notices. Longitudinal reviews also assist in identifying concerns regarding the consistency in parent involvement over a three-year period of time. Compliance specialists may also contact parents directly and/or interview school staff to determine the effectiveness of district practices regarding parent involvement. On-site interviews with the district's special education director and special education staff also occur with each traditional and self-review monitoring visit.

Prior to an on-site visit, districts are required to send parent surveys to a proportional stratified random sampling of parents of students across disabilities, age ranges and diversity with regard to race, culture, and gender. Districts have been given a link to a sample calculator to use for quickly identifying the

number of returned surveys necessary for a reliable and valid sample. Some districts choose to send surveys to all of their special education parents; especially in smaller districts where anonymity may be a concern due to the limited number of children in certain disability categories. To help ensure that all segments of the parent sample have opportunities to respond to a survey, the district must provide an interpreter to meet with parents with limited English proficiency to assist them in completing the survey. For non-readers, the district must make arrangements to meet with these parents and provide assistance in completing a survey. The survey includes items about positive and effective communication, equal access, transition planning at all age levels, participation in evaluation and decision-making, parental rights, cooperative planning, service delivery and progress reporting. (Please see attached copy of Parent Survey.) Districts involved with self-review have the option of using the surveys or soliciting the same information from the same key stakeholders in a different format. Some self-review districts have used focus groups in lieu of surveys. In the future, all districts will be required to use the MDE parent survey in order to ensure valid data for this indicator.

Parent Surveys in FFY 2007 and Successive Years

Since FFY 2007, Minnesota uses a statewide LEA sampling frame which integrates both random sampling of LEAs and random sampling of students within LEAs. This sampling frame ensures that the annual sample of LEAs is representative of Minnesota's students with disabilities as well as is representative of LEAs ranging from small and less diverse to the large and more diverse. Using this method, the sampling frame is structured to produce statewide and LEA-level samples that are representative of students with disabilities (and their families) in terms of race/ethnicity, disability, gender, and age/grade. The adoption of this revised sampling frame was reviewed and approved by the federal Office of Special Education Programs.

All LEAs in the State of Minnesota, including charter schools, are randomly assigned to one of five years in a five-year cycle. The random assignment of LEAs was previously completed in Minnesota's approved sampling frame for Indicator 14. The sample of LEAs selected for each year includes a diverse array of districts in terms of geographic location (urban, rural, and suburban LEAs, including charter schools) and includes representation of the number of students with disabilities served in the sample of LEAs in any given year. The resultant five sets of LEAs were evaluated for year-to-year sample comparability on the following variables: percent of students with disabilities within total student populations served by LEAs in each annual sample; student race/ethnicity proportions; disability category proportions; and geographic locale (i.e. urban and rural LEAs). Statistics for these districts were found to be comparable across the sample groups.

In the developed five-year sampling frame, each LEA in Minnesota participates in data collection for SPP/APR Indicator 8 once in the five-year period, beginning in the spring of 2008. The sampling frame is structured to produce statewide and LEA-level samples that are representative of students with disabilities (and their families) in terms of race/ethnicity, disability, gender, and age/grade. LEAs in the sampling frame include all Minnesota independent school districts and charter schools. Minnesota does not have any LEAs with an enrollment of over 50,000 students.

Families of students are randomly sampled on an annual basis within the selected LEAs for each year of the sampling frame. The initial step in sampling is calculation of the number of students (and their associated families) for composition of a statewide sample of sufficient size to attain a 95% confidence level, with a 3% margin of error. The population is comprised of all students with disabilities in grades kindergarten through high school (and transition programs), and is represented by the numerical total 3-21 Child Count for the State of Minnesota. For example, if the total 3-21 Child Count for the year is 102,351, the calculated required sample size for that same year would be 1,057. In order to offset non-response to the survey, the sample size is increased by an additional 20%. In the example, the actual number of surveys which would be disseminated is 1,269 surveys (i.e. $1,057 \times 1.2$).

The total sample is apportioned to each of the LEAs in the annual sample based on the K-12 Child Count in each LEA*. The size of the subsample to be drawn from each LEA is the Total Sample Size (e.g. 1,269

surveys) multiplied by the K-12 Child Count in the LEA divided by the Total K-12 Child Count for all LEAs in the annual sample.

$$\text{Subsample Size for LEA}_i = \frac{(\text{Total Sample Size}) (\text{LEA}_i \text{ K-12 Child Count}^*)}{\text{Total K-12 Child Count of LEAs in Year}}$$

Sampling Frame for SPP/APR Indicator 8

Year	SPP/APR Year (Feb)	# of LEAs in Sample	% of State LEAs in Each Annual Sample	% of Students with Disabilities Served	Student Subsample within Each LEA
1	2009	94	20%	13%	The subsample to be drawn from any randomly selected LEA is determined by dividing that LEAs Child Count by the Total Child Count of LEAs in the annual sample and multiplying the result by the statewide sample size*.
2	2010	94	20%	12%	
3	2011	93	20%	13%	
4	2012	94	20%	12%	
5	2013	94	20%	12%	
5-	2009-2013	469	100%	Avg = 12.4%	
Year					

Note: The number of LEAs in annual samples and within the five-year sampling period may fluctuate as a result of consolidation or establishment of additional LEAs (including charter schools) over time.

*The Minnesota Department of Education will also be conducting a survey of parents of children with disabilities age three to five (served under Section 619 of the IDEA). A sampling plan for this survey will be developed by staff in the Early Learning Services Division within MDE.

Survey respondents complete a 28-item survey, consisting of the 25-item Part B Parent Involvement Survey developed by the National Center on Special Education Accountability and Monitoring (NCSEAM) and an additional three items developed by MDE to measure school efforts in the areas of mental health, transition, and interagency coordination. NCSEAM completed technical analyses of reliability and validation of the Part B Parent Involvement Survey. In addition to making annual probability estimates of sampling error, MDE will conduct annual person and item reliability analyses on returned surveys using WINSTEPS Rasch measurement software (Linacre 2006). Based on random sampling and sufficient sample sizes, annually determined estimates of the proportion of parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities are expected to have sufficient reliability and validity for purposes of the Annual Performance Report.

Baseline Data for FFY 2005 (2005-2006):

$(54/82) * 100 = 65.9\%$ parents reported schools facilitated parent involvement as a means of improving services and results for children with disabilities out of 82 parents of children with disabilities who returned surveys.

Discussion of Baseline Data:

In Minnesota, the baseline data reported is from those districts that submitted a Self Review Report for the 2005-06 school year and had a validation monitoring visit scheduled for the 2006-07 school year. This data represents 14 Administrative Units, or 52 independent school districts. Surveys were to be sent out by each of the 52 districts. Fifty-one districts, 98.0%, reported sending out surveys. A total of 5,098 surveys were sent to parents. Approximately 29.0%, or 1,467, of the surveys were returned. Of the 51 districts that reported sending and receiving surveys, only 2, or 3.8%, submitted data that was usable for this indicator. The survey was based on a Likert scale and many districts combined the parent ratings to report an average score. The districts that submitted usable data account for 1.6% of the total surveys sent and 5.6% of the total surveys received. A total of 82 surveys were used for the calculation of this data. Of those surveys received, 54, or 65.9%, responded positively, indicating that parents identified that districts did facilitate parent involvement as a means of improving services and results for children with disabilities. This data from 2005-2006 is used as baseline data for future measurable and rigorous targets. However, it is important to note that both sampling and survey procedures were changed

beginning with FFY 2007. In addition, while the baseline data of 65.9% indicated schools are facilitating parent involvement, the sample size and response rate from parents was significantly lower than expected and needed for accurate and reliable results. The improvement activities for this indicator focus on clarifying and training districts regarding the sampling plan, increasing the response rate, and instructing districts regarding the data reporting requirements. In addition, improvement activities also focus on increasing the satisfaction of parents with the level of involvement and educating the districts regarding the need for parent involvement and ways to increase parent participation in their district. MDE also developed a web-based system as an option for school district data entry and for parents to use to complete the survey. As more reliable data is gathered, it is anticipated that more targeted activities for districts demonstrating greater need will occur.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	67% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2007 (2007-2008)	68% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2008 (2008-2009)	69% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2009 (2009-2010)	70% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2010 (2010-2011)	70% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2011 (2011-2012)	70% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2012 (2012-2013)	70% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Provide training to school districts on processes and criteria for survey samples within school districts conducting parent surveys for Indicator 8.	2006-2013	MDE C&A Staff SEP Staff Technology Staff
Provide technical assistance to school districts to ensure timely submission of valid survey data. Districts are instructed to send the surveys to the randomly selected parents identified by MDE along with secure online data entry.	2007-2013	MDE C&A Staff SEP Staff
Provide the parent surveys in several different languages. If a parent's primary language is known to be other than English, a survey in their native language will be provided. The NCSEAM survey is currently available in Spanish, Hmong, and Somali. Update: During 2010-11, MDE will distribute the surveys and accompanying materials in Hmong and Somali where needed, the third and fourth most common languages in Minnesota.	2007-2013	MDE SEP Staff Translators
Implement placement survey technical assistance and dissemination plan.	2007-2013	MDE staff LEA Staff
Under the new SPDG (2010-2015) Cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have worse outcomes than their peers in special education. PACER will partner with the Cohort Districts to provide staff and parent training to improve parent engagement and involvement.	2010-2015	SPDG MDE staff LEA staff PACER
Work with PACER to improve the survey response rate among groups of concern—black parents and parents who do not speak English—will begin with the administration of the survey in 2011.	2011-2013	SEP Staff Pacer
Distribute better and more accessible reports to districts summarizing district-level results gathered from the statewide sample.	2011-2013	SEP Staff
Review and revise the letter sent to parents as part of the survey with a focus on more parent-friendly language and more parent involvement.	2012-2013	MDE staff PACER Part C staff
Research the effects of incentives on survey results. Create incentives on basis of results of the research.	2012-2013	MDE staff PACER
Partner with PACER and other interagency partners to develop effective methods for increasing parent involvement.	2012-2013	MDE staff PACER Interagency partners

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

The State Performance Plan for Indicator 9 was initially developed by a MDE work group comprised of Special Education Policy Division staff, Division of Compliance and Assistance staff, and representatives from Early Learning Services and No Child Left Behind Programs. The group also received assistance from an outside statistical consultant. This group met regularly over a period of several months to examine the system used to analyze data in the previous SPP. After much discussion, the group agreed to adopt the Westat weighted risk ratio and to establish 3 data ranges for disproportionate representation (described below). The work group also developed a district review process which is based on Minnesota's existing guidelines. Materials from NCCRESt and from other states were also reviewed and some ideas were incorporated. The work group's tentative plans for setting levels for disproportionate representation and the review process were next presented to the Special Education Diversity Advisory Committee. This group made recommendations regarding the weighted risk ratio levels for Indicator 9 and reviewed the state's current policies, procedures and practices regarding disproportionate representation. Committee members also provided input on the district review materials. The recommendations and the review process were subsequently presented to the State Special Education Advisory Panel for approval.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Definition of Disproportionate Representation:

A district is considered to have **overrepresentation** of racial or ethnic groups in special education when the following two conditions are satisfied:

1. The school district serves at least 20 children with IEPs in the racial/ethnic category of interest.
2. The weighted risk ratio and the risk ratio are both greater than or equal to 2.8. When the comparison group is less than 10 students, the alternate risk ratio will be used instead.

A district is considered to have **underrepresentation** in special education when the following two conditions are satisfied:

1. The school district serves at least 20 children with IEPs in the racial/ethnic category of interest.
2. The weighted risk ratio and the risk ratio are both less than 0.37. When the comparison group is less than 10 students, the alternate risk ratio will be used instead.

Data Source: MARSS (09-10); 618 Table 1 (09-10); Monitoring Database (09-10).

Revised Overview of Issue/Description of System or Process:

All public school districts in Minnesota regularly review their special education programs, either through Minnesota Continuous Improvement Monitoring Process: Self- Review (MNCIMP:SR) or through traditional monitoring. Both processes include components designed to address appropriate identification of students using nondiscriminatory evaluation procedures as well as other elements related to disproportionate representation. These processes and materials are based on the state guidelines and are found in the *Reducing Bias in Special Education Assessment* and the *ELL Companion Manual*. For Indicator 9, however, data ranges were identified that will trigger more focused examination of district practices. The Westat methodology of calculating Weighted Risk Ratios (WRR) was initially used, and examination of unweighted Risk Ratios (RR) was added to analysis and identification procedures in FFY 2007. Finally, Alternate Risk Ratios (ARR) were added to analysis and identification procedures in FFY 2009.

Beginning with FFY 2009, Minnesota is utilizing the WRR, RR, and ARR in calculations of disproportionate representation. The ARR was added in FFY 2009 in order to identify disproportionate representation in small, homogeneous districts where the comparison group of "other race" students is less than 10 children with IEPs. In cases where the comparison group is 10 or more students, districts must meet the data threshold for both the WRR and the RR to be determined to have disproportionate representation. The data thresholds established for the state of Minnesota are as follows:

- ◆ *Overrepresentation:* WRR ≥ 2.8 AND RR ≥ 2.8 , OR ARR ≥ 2.8 , for students in the racial group of interest, minimum cell size of 20; or
- ◆ *Underrepresentation:* WRR AND RR $\leq .37$, OR ARR $\leq .37$, for students in the racial group of interest, minimum cell size of 20.

To obtain information and data relevant to assessing Minnesota's performance on Indicator 9 of the State Performance Plan, an in-depth intensive review of monitoring reports previously submitted through MNCIMP:SR, traditional monitoring, or follow-up reports is conducted for the districts identified as having disproportionate representation due to inappropriate identification. The following data elements are selected for review because of their relevance to Indicator 9.

- Number of years the district has participated in the Minnesota Continuous Improvement Monitoring Process: Self Review (MNCIMP: SR)
- The date of the last compliance and assistance monitoring visit to the district
- District general information and significant trends or changes
- High school graduation rates and analysis
- Dropout rates and analysis
- Child find and analysis
- Least Restrictive Environment and analysis
- Record review process and sampling procedures – District Self-Reported Noncompliance
- Existing district action plans relevant to disproportionate representation and identification
- Future district action plans relevant to disproportionate representation and identification
- Minnesota Department of Education reported Noncompliance and Follow Up Action Requested

Once this data is collected, it is entered into a dynamic database. Each district's progress in resolving their issues with disproportionate representation and/or identification can be tracked, compared with previous year's data and monitored for the future.

These six districts will be required to carry out a comprehensive review of their policies, procedures and practices relative to minority students in special education and to develop improvement plans that will be subject to Department approval through the CIMP process. Districts with disproportionate representation due to inappropriate identification will have access to a team of facilitators, trained by the Department, to assist with improvement plans. Previously, districts were required to take included action plans developed

to address this issue through district traditional monitoring and self-review and district reviews of policies, procedures and practices through the TSES.

Revised Baseline Data for FFY 05 (2005-2006):

6/462 = 1.3% of districts had weighted risk ratios that met the threshold and were disproportionate, cell size limit = 20

Revised Table 9.1 Number of Districts with Disproportionate Representation (Weighted Risk Ratio Greater Than or Equal to 2.8)

Race/Ethnicity	American Indian	Asian	Hispanic	Black
Number of Districts	3	0	0	4

- Total districts in Minnesota = 462
- 6/462 = 1.3%, cell size limit = 20
- Corroborating monitoring data = 100%
- Districts included are those with both over and under representation

Revised Discussion of Baseline Data:

The Department's analysis of district information identifies 1.3% of all districts with disproportionate representation due to inappropriate identification. Four are regular districts and two are charter schools. The majority of these districts are already engaged in efforts to improve to address disproportionate representation. The data analysis using the WRR method will enable districts to more precisely target their improvement efforts.

The Department also emphasizes the need to reduce disproportionate representation in special education due to inappropriate identification while also increasing student success. MDE's goal is for districts to take positive actions toward their overall systems. Minnesota has a much smaller minority student population compared with many other states. As a result, there are relatively few districts that have sufficient numbers of minority students for statistically valid data analysis. As noted above, however, all districts are subject to regular reviews of their policies and practices. MDE also plans to develop additional procedures to examine disproportionate representation in districts that do not meet the minimum cell size requirement.

FFY	Revised Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

FFY	Revised Measurable and Rigorous Target
2008 (2008-2009)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2011 (2011-2012)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2012 (2012-2013)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Minnesota has been a leader in the development of guidelines for appropriate evaluation of minority students. The guidelines *A Vision for a Better Education: Reducing Bias in Special Education Assessment for American Indian and African American Students* were published in 1997 and continue to be used today. This publication has been lauded nationally as one of the most comprehensive manuals of its type, incorporating cultural information and extensive information on prereferral procedures as well as recommendations on special education assessment and eligibility determination. The *ELL Companion to Reducing Bias in Special Education* encompasses the most recent research on assessment of English language learners. Both manuals are widely used in Minnesota and are the focus of ongoing staff development. Because of these efforts over time, districts in Minnesota are already engaged in many appropriate and effective practices. Because of the unique nature of each school's program, many charter schools in Minnesota enroll large numbers of students of specific racial groups and/or large proportions of students with IEPs.

Activities	Timeline	Resources
Continue work with districts with disproportionate representation issues. MDE staff and consultants will meet with district personnel to review data and discuss strategies. Provide technical assistance regarding MN:CIMP Action Plans, assist LEAs in revising policies, procedures and/or practices. Analysis of district data based on student performance measures with stakeholder involvement.	2005-2013	MDE staff External consultants
Provide training for American Indian Home-School Liaisons (IHSL) in cooperation with the Department's Indian Education program.	2005-2013	MDE staff and Indian Education staff, and IHES

Activities	Timeline	Resources
Offer competitive grants for parent training directly provided by Indian organizations.	2005-2013	MDE staff LEA staff
Provide outreach to the Somali and other communities via a parent education videotapes, English summary of the videotape and translations of due process forms with Arabic translations. Develop culturally appropriate materials used by professionals and families and translate outreach materials and strategies.	2005-2015	MDE staff PACER Center
Provide training regarding appropriate evaluation and services for English language learners on an on-going basis, using the manual, <i>ELL Companion to Reducing Bias in Special Education Assessment</i> , which is available on the MDE Website.	2005-2013	MDE staff
Provide training for school interpreters, bilingual assistants, and freelance interpreters and maintain an online database of interpreters.	2005-2013	MDE staff
Provide training regarding culturally appropriate positive behavioral interventions with an emphasis on culturally appropriate practices.	2005-2013	MDE staff, Consultants
Provide resources on the MDE Website such as the <i>Reducing Bias Manual</i> and update it.	2007-2013	MDE staff, assistance from practitioners with expertise in SLD
Identify promising practices being used in LEAs; investigate practices to determine which merit further evaluation and replication.	2010-2013	Grant agreement will be formed with an IHE
Identify promising practices being used in LEAs; investigate practices to determine which merit further evaluation and replication.	2008-2011	Grant agreement will be formed with an IHE
Initiate a staff development program and network for liaisons to African American families.	2007-2013	MDE staff External consultant or partnership with community organization
As part of the newly awarded Staff Personnel and Development Grant, Cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have worse outcomes than their peers in special education. Cohort Districts will receive staff training in order to implement policies and practices that ensure all students with disabilities are appropriately identified and served.	2010-2015	SPDG MDE staff LEA staff PACER
Provide technical assistance and grants to identified districts in creating plans for decreasing suspensions/expulsions and developing Alternatives to Suspensions and Expulsions.	2006-2013	MDE staff
Develop staff development resources to address (1) design and implementation of tiered academic intervention program for English Learners (ELs); (2) procedures for making referral decisions for ELs; and (3) considerations in assessing academic skills of ELs as part of special education comprehensive evaluations.	January, 2012 – June, 2013	MDE staff, outside contractors

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

The State Performance Plan for Indicator 10 was initially developed by a MDE work group comprised of Special Education Policy Division staff, Division of Compliance and Assistance staff, and representatives from Early Learning Services and No Child Left Behind Programs. The group also received assistance from an outside statistical consultant. This group met regularly over a period of several months to examine the system used to analyze data in the previous SPP. After much discussion, the group agreed to adopt the Westat weighted risk ratio and to establish three levels for disproportionate representation (described below). The work group also developed a district review process which is based on Minnesota's existing guidelines. Materials from NCCRESt and from other states were also reviewed and some ideas were incorporated. The work group's tentative plans for setting three levels for disproportionate representation and the review process were next presented to the Special Education Diversity Advisory Committee. This group made recommendations regarding the weighted risk ratio levels for Indicator 10 and reviewed the state's current policies, procedures and practices regarding disproportionate representation. Committee members also provided input on the district review materials. The recommendations and the review process were subsequently presented to the State Special Education Advisory Panel for approval.

Monitoring Priority: Disproportionality

Indicator 10 - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Definition of Disproportionate Representation:

A district is considered to have **overrepresentation** of racial or ethnic groups in special education when the following two conditions are satisfied:

1. The school district serves at least 20 children with IEPs in the racial/ethnic category of interest.
2. The weighted risk ratio and the risk ratio are both greater than or equal to 2.8. When the comparison group is less than 10 students, the alternate risk ratio will be used instead.

A district is considered to have **underrepresentation** in special education when the following two conditions are satisfied:

1. The school district serves at least 20 children with IEPs in the racial/ethnic category of interest.
2. The weighted risk ratio and the risk ratio are both less than 0.37. When the comparison group is less than 10 students, the alternate risk ratio will be used instead.

Data Source: MARSS (09-10); 618 Table 1 (09-10); Monitoring Database (09-10).

Revised Overview of Issue/Description of System or Process:

All public school districts in Minnesota regularly review their special education programs, either through Minnesota Continuous Improvement Monitoring Process: Self- Review (MNCIMP:SR) or through traditional monitoring. Both processes include components designed to address appropriate identification of students using nondiscriminatory evaluation procedures as well as other elements related to disproportionate representation. These processes and materials are based on the state guidelines found in *Reducing Bias in Special Education Assessment* and the *ELL Companion Manual*. For Indicator 10, however, different levels of weighted risk ratios and corroborating monitoring data were identified that will trigger more focused examination of district practices. The Westat methodology of calculating Weighted Risk Ratios (WRR) was initially used, and examination of unweighted Risk Ratios was added to analysis and identification procedures in FFY 2007, to analyze representation in the following categories:

- Developmental/Cognitive Disorders (DCD)
- Specific Learning Disabilities (SLD)
- Emotional/Behavioral Disorders (E/BD)
- Other Health Disabilities (OHD)
- Speech/Language Impairments (SPL)
- Autism Spectrum Disorders (ASD)

Beginning with FFY 2007, Minnesota is utilizing the Weighted Risk Ratios (WRR) and Risk Ratios (RR) in calculations of disproportionate representation, as well as separate data thresholds for analyzing overrepresentation and underrepresentation. Data thresholds were revised for FFY 2007 in order to minimize the percent of false positive results (type I error) indicated with data threshold analysis. Finally, Alternate Risk Ratios (ARR) were added to analysis and identification procedures in FFY 2009.

Beginning with FFY 2009, Minnesota is utilizing the WRR, RR, and ARR in calculations of disproportionate representation. The ARR was added in FFY 2009 in order to identify disproportionate representation in small, homogeneous districts where the comparison group of “other race” students is less than 10 children with IEPs. In cases where the comparison group is 10 or more students, districts must meet the data threshold for both the WRR and the RR to be determined to have disproportionate representation. The data thresholds established for the state of Minnesota are as follows:

- ◆ *Overrepresentation:* WRR \geq 3.0 AND RR \geq 3.0, OR ARR \geq 3.0, for students in the racial group of interest, minimum cell size of 20; or
- ◆ *Underrepresentation:* WRR AND RR \leq 0.2, OR ARR \leq 0.2, for students in the racial group of interest, minimum cell size of 20.

To obtain information and data relevant to assessing Minnesota’s performance on Indicator 10 of the State Performance Plan, an in-depth intensive review of district reports previously submitted through MNCIMP:SR, traditional monitoring, or follow-up reports was conducted for the districts identified as meeting or close to the data threshold. The following data elements were selected for review because of their relevance to Indicator 10.

- Number of years the district has participated in the Minnesota Continuous Improvement Monitoring Process: Self Review (MNCIMP: SR)
- The date of the last compliance and assistance monitoring visit to the district
- District general information and significant trends or changes
- High school graduation rates and analysis
- Dropout rates and analysis
- Child find and analysis
- Least Restrictive Environment and analysis
- Record review process and sampling procedures – District Self-Reported Noncompliance
- Existing district action plans relevant to disproportionate representation and identification
- Future district action plans relevant to disproportionate representation and identification
- Minnesota Department of Education reported Noncompliance and Follow Up Action Requested

Once this data was collected, it was entered into a dynamic database. Each district's progress in resolving their issues with disproportionate representation and/or identification can be tracked, compared with previous year's data and monitored for the future.

The 20 districts initially identified in FFY 2005 were required to carry out a comprehensive review of their policies, procedures and practices relative to minority students in special education and to develop improvement plans that will be subject to Department approval through the CIMP process. Districts with disproportionate representation due to inappropriate identification have access to a team of facilitators, trained by the Department, to assist with improvement plans. Districts with the potential to meet the data threshold in the future are notified and advised to proactively review their policies, procedures and practices and seek technical assistance if needed. Previously, districts were required to take included action plans developed to address this issue through district traditional monitoring and self-review and district reviews of policies, procedures and practices through the TSES.

Revised Baseline Data for FFY 2005 (2005-2006):

20/462 = 4.3% of districts had disproportionate representation due to inappropriate identification in disability categories (unduplicated districts, cell size limit = 20).

Revised Table 10.1 Number of Districts with Disproportionate representation by Race Ethnicity by Category (WRR of Greater Than or Equal to 2.0 in Two Categories or over 3.0 in One Category)

Ethnicity	DCD	EBD	OHD	ASD	SPL	SLD	Total
American Indian	0	5	0	0	0	1	6
Asian	1 (under)	1 (under)	1 (under)	1 (under)	1 (under)	1 (under)	6
Hispanic	0	1 (under)	1 (under)	2 (under)	0	3	7
Black	6	15	0	2 (under)	0	7	30
Total	7	22	2	5	1	12	

- 20/462 = 4.3%, unduplicated districts, cell size limit = 20
- N= 49 duplicated, distributed over 20 districts
- Corroborating monitoring data = 100%
- Large districts are more likely to have more than one area with disproportionate representation
- Black students are more likely to be disproportionately represented due to inappropriate identification in the category of EBD
- Black students are more likely to be disproportionately represented due to inappropriate identification in most categories but more likely to be identified in the categories of DCD, EBD and SLD
- Asian students are more likely to be underrepresented

Twenty districts were identified in FFY 2005 as having “disproportionate representation due to inappropriate identification” in disability categories as described above. These districts are a variety of sizes and are geographically scattered throughout the state. Black students are most often mentioned as disproportionately represented due to inappropriate identification in all but one disability category and are more likely to be identified in the categories of DCD, EBD and SLD. Identified districts will be notified and will be required to carry out a comprehensive review of their policies, procedures and practices relative to minority students in special education.

Revised Discussion of Baseline Data:

MDE's analysis of district information shows that 4.3% of Minnesota districts have disproportionate representation due to inappropriate identification for specific disability categories. The majority of these districts are already engaged in efforts to improve to address disproportionate representation. The data analysis using the WRR method will enable districts to more precisely target their improvement efforts. MDE is confident that the next annual performance report will show a reduction in the percentage of districts with issues in this area.

The Department is also emphasizing the need to reduce disproportionate representation due to inappropriate identification in special education while also increasing student success. MDE's goal is for districts to take positive actions toward their overall systems. Previously, districts were required to take included action plans developed to address this issue through district traditional monitoring and self-review and district reviews of policies, procedures and practices through the TSES.

Minnesota has a much smaller minority student population compared with many other states. As a result, there are relatively few districts that have sufficient numbers of minority students for statistically valid data analysis. As noted above, however, all districts are subject to regular reviews of their policies and practices. MDE also plans to develop additional procedures to examine disproportionate representation in districts that do not meet the minimum cell size requirement.

FFY	Revised Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2007 (2007-2008)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2008 (2008-2009)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2009 (2009-2010)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2010 (2010-2011)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2011 (2011-2012)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2012 (2012-2013)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Minnesota has been a leader in the development of guidelines for appropriate evaluation of minority students. The guidelines *A Vision for a Better Education: Reducing Bias in Special Education Assessment for American Indian and African American Students* were published in 1997 and continue to be used today. This publication has been lauded nationally as one of the most comprehensive manuals of its type, incorporating cultural information and extensive information on prereferral procedures as well as recommendations on special education assessment and eligibility determination. The *ELL Companion to Reducing Bias in Special Education* encompasses the most recent research on assessment of English language learners. Both manuals are widely used in Minnesota and are the focus of ongoing staff development. Because of these efforts over time, districts in Minnesota are already engaged in many appropriate and effective practices. Because of the unique nature of each school's program, many charter schools in Minnesota enroll large numbers of students of specific racial groups and/or large proportions of students with IEPs.

Activities	Timeline	Resources
Continue work with districts with disproportionate representation issues. MDE staff will meet with district personnel to review data and discuss strategies. Provide technical assistance regarding MN:CIMP Action Plans, assist LEAs in revising policies, procedures and/or practices. Analysis of district data based on student performance measures with stakeholder involvement.	2005-2013	MDE staff External consultants
Provide TA regarding Corrective Action Plans related to non-biased/non-discriminatory non-compliance and assist LEAs in revising policies, procedures and/or practices.	2005-2011	MDE staff External consultants
Analyze district data based on student performance measures with stakeholder involvement.	2005-2011	MDE staff External consultants
Provide training for American Indian Home-School Liaisons (IHSL) in cooperation with the Department's Indian Education program.	2005-2013	MDE staff External consultants
Offer competitive grants for parent training directly provided by Indian organizations.	2005-2013	MDE staff Local grant staff
Provide outreach to the Somali and other communities via a parent education videotape, English summary of the videotape and translations of due process forms with Arabic translations. Develop culturally appropriate materials used by professionals and families and translate outreach materials and strategies.	2005-2013	MDE staff
Develop culturally appropriate materials to be used by professionals and families and develop and translate outreach materials and strategies.	2005-2011	PACER Center
Provide training regarding appropriate evaluation and services for English language learners on an on-going basis, using the manual, <i>ELL Companion to Reducing Bias in Special Education Assessment</i> , which is available on the MDE Website.	2005-2011	MDE staff
Provide training for school interpreters, bilingual assistants, and freelance interpreters and maintain an online database of interpreters available throughout the state.	2005-2011	MDE staff
Provide training regarding culturally appropriate positive behavioral interventions.	2005-2011	MDE staff, Consultants
Prepare resource materials and develop training of trainers program based on the research results of effective prereferral	2005-2013	MDE staff, University of

Activities	Timeline	Resources
interventions for African American children at risk of being identified with E/BD and American Indian children at risk for being identified with reading/language disabilities.		Minnesota and Minnesota State University-Moorhead
Provide resources on the MDE Website such as the <i>Reducing Bias Manual</i> and update <i>State SLD Manual</i> to reflect new SLD eligibility criteria.	2007-2009	MDE staff, assistance from practitioners with expertise in SLD
Identify promising practices being used in LEAs; investigate practices to determine which merit further evaluation and replication.	2008-2011	Grant agreement will be formed with an IHE
Offer grants to LEAs for research-based activities to address disproportionate representation as part of the SPDG.	2008-2011	MDE staff
Collaborate with faculty of St. John's University of NY on methods of integrating data, improving accuracy of SLD identification and using data to guide selection of interventions.	2008-2009	Participation of pilot sites; St. John's faculty, MDE staff
Continue to work with urban districts with disproportionate representation issues. MDE staff will meet with district personnel to review data and discuss strategies.	2005-2011	MDE staff
Provide training for American Indian Home-School Liaisons (IHSL) in cooperation with the Department's Indian Education program.	2005-2011	MDE staff and Indian Education staff, and IHEs
Initiate a staff development program and network for liaisons to African American families.	2007-2011	MDE staff External consultant or partnership with community organization
Identify promising practices being used in LEAs; investigate practices to determine which merit further evaluation and replication.	2008-2011	Grant agreement will be formed with an IHE
Initiate a staff development program and network for liaisons to African American families.	2010-2013	MDE staff; External consultant or partnership with community organizations
As part of the newly awarded Staff Personnel and Development Grant, Cohort Districts receive grants based upon district data profiles indicating a high concentration of students with disabilities who are from poverty or non-English speaking homes and/or minority status and have worse outcomes than their peers in special education. Cohort Districts will receive staff training in order to implement policies and practices that ensure all students with disabilities are appropriately identified and served.	2010-2015	SPDG MDE staff LEA staff PACER
Provide technical assistance and grants to identified districts in creating plans for decreasing suspensions/expulsions and developing Alternatives to Suspensions and Expulsions.	2006-2013	MDE staff
Develop staff development resources to address (1) design and implementation of tiered academic intervention program for English Learners (ELs); (2) procedures for making referral	2012-2013	MDE staff Outside Contractors

Activities	Timeline	Resources
decisions for ELs; and (3) considerations in assessing academic skills of ELs as part of special education comprehensive evaluations.		

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Workgroups were gathered to discuss the measurement and data collection, determine if the data collected is the correct data for the indicator/measurement, determine the accuracy of the data, analyze the data in regard to its implications about performance on the indicator, and analyze and revise improvement activities in order to meet the target. The workgroup for Indicator 11 is composed of MDE staff from Compliance Monitoring.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11- Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B)). The State established timeframe is 30 school days (Minn Rule 3525.2550, subp.2(C)).

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 30 school days of receiving parental consent for initial evaluation (See Appendix for Minn.R. 3525.2550, subp. 2(C)).

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100. Percent = [(b) divided by (a)] times 100.

Data Source: Monitoring Database

Overview of Issue/Description of System or Process:

Minnesota's statewide comprehensive, coordinated child find system ensures that eligible children and youth with disabilities and their families are identified, evaluated and referred for appropriate services under IDEA, Parts B & C and Minn. Stat. § 125A.30(b)(2). Child find is a continuous process of public awareness, screening and evaluation programs designed to locate children with disabilities as early as possible. Child find activities in Minnesota represent a collection of interagency services and programs, including those directed by school districts, private and public health care systems, county social services, childcare, Head Start, juvenile justice and corrections. Partners include the Minnesota Departments of Human Services, Corrections, Health, Economic Security, Commerce and Human Rights. As such, child find is a component within the interagency system.

Within the educational system, children and youth with suspected disabilities are identified by a variety of referral sources including teachers and family members. A district or individual school building has a qualified team typically comprised of general education and special education teachers, social workers, school psychologists and school administrators that review referrals and determine pre-referral intervention strategies, if appropriate. Pre-referral interventions are then designed and implemented within the general classroom. Pre-referral requirements can be waived when a parent requests an evaluation and/or if a student's situation necessitates a waiver. While the intention of pre-referral intervention is to make accommodations within general education to allow a student to remain in the general education setting, pre-referral interventions cannot be used to deny or delay a child with a disability the right to a special education evaluation and access to FAPE. If, after at least two pre-referral interventions, the student continues to be unsuccessful in the general curriculum, the student is typically referred for a special education evaluation. If an evaluation is determined to be the appropriate course of

action, the parent is notified about the evaluation plan and due process rights. MN Rule 3525.2550, subp.2 requires the evaluation to be completed within 30 school days of receipt of parent permission.

The State of Minnesota has 341 independent public school districts divided into 126 administrative units (including intermediate districts, cooperative districts, etc.). There are also 87 Care and Treatment facilities and 136 Charter Schools. Compliance monitoring of Local Education Agencies (LEAs) through administrative units is scheduled on a five-year cycle for both Traditional Review (TR) and Validation Review (VR). In order to get a representative sample each year, administrative units are divided into 5 groups with consideration given to the size and geographic location. Traditional Review is conducted by MDE staff. District Self-Review (SR) combines a system for compliance monitoring with district self-study in which a district works collaboratively with MDE. SR district compliance is reviewed through LEA annual reports as well as through a VR during the five-year cycle.

Records to be monitored are selected from the most recent December 1 Child Count. Files selected for review are chosen so as to be an accurate representation of the district as a whole. Selection is based on a stratified random sampling with consideration given to race/ethnicity, age, gender, and primary disability of the student. During the record review, the most current Evaluation Report (ER), Individual Education Plan (IEP) and corresponding due process documentation are monitored to determine that legal standards are met. Areas reviewed correspond to compliance components listed in the Minnesota Total Special Education System Manual.

As part of Minnesota's compliance monitoring process, a finding of non-compliance in any one of the following components will be included as data for reporting on this indicator.

Parental Informed Consent for Evaluation

- *Initial Evaluation:* Written signature prior to evaluation, (34 C.F.R. § 300.300(a)(1)(iii)).
- *Reevaluation:* Written signature or a 14 calendar day waiting period prior to evaluation (34 C.F.R. § 300.300(c)(1)(i) and (c)(2)).

Evaluation Timelines

- Evaluation/re-evaluation report completed within 30 school days (Minn. R. 3525.2550, subp. 2).

Revised Baseline Data for FFY 2005 (2005-2006):

$(365/367) * 100 = 99.5\%$ of children with parental consent to evaluate, were evaluated and eligibility determined within 30 school days from the date that consent was received (according to MN Rule 3525.2550, subp.2.)

- A. 637 children for whom parental consent to evaluate was received.
- B. None of the records reviewed were of students determined not eligible. There is no data for this component of the indicator.
- C. 365 records reviewed of students determined eligible whose evaluations and eligibility determinations were completed within 30 school days from the date that consent was received (according to MN Rule 3525.2550, subp. 2.)

Discussion of Baseline Data:

The data gathered is based on the monitoring data collected on initial eligibility during the 2005-06 school year. During this time, on site Follow-up Reviews occurred in 23 LEAs, or 11 administrative units. Care and Treatment facilities were also monitored during the 2005-06 school year, but data from these visits is not included in the calculations for this indicator. The data collected through the Care and Treatment visits was not maintained in the current database (number of files reviewed, ages of students,) making the data that is available, unusable for the purposes of this indicator. As a result, the data gathered is a limited sample and may not be a true representation of the state as a whole.

A total of 331 files were reviewed as part of the 2005-06 monitoring. The number refers to all evaluations completed and is not separated into initial evaluations or re-evaluations. In the future, the database used for collecting data will differentiate between initial evaluations and re-evaluations.

There is no data at this time regarding students evaluated and found ineligible. Baseline data for this part of the indicator will be available FFY 06. Students who had been evaluated but did not qualify for service were not part of data collection in the past. As part of Minnesota's monitoring of LEAs, only files of students with IEPs were reviewed. Beginning in 2006 in order to verify timelines, MDE will review a portion of the files for students that were evaluated and did not qualify. Selection will again be based on a stratified random sampling with consideration given to race/ethnicity, age, and gender of the student. As part of the monitoring file reviews, monitors will do a focused review on these files looking at parent consent, timelines, and eligibility.

Of the 331 files reviewed, only two files were identified as not completing the evaluation within the 30 day timeline. There was no information available as to the length of or reason for the delay; consequently MN is unable to determine the reason for not meeting the 100% target. This data will also be collected in FFY 06.

Minnesota has not collected data regarding the reason for noncompliance. In the future, monitors will identify if the problem appears to be related to a district or teacher, a student or family, or of unknown origin. Likewise, Minnesota did not preserve data regarding the length of delay when the eligibility determination was not completed within the 30 school days. This data will be collected in FFY 2006. Monitors will categorize the length as either 1-5 days, 6-10 days, 11-20 days or 21+ days out of compliance. The refinement of data collection will positively impact the quality of the data collected for this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	100% of children with parental consent to evaluate, who were evaluated and eligibility determined within 30 calendar days from the date that consent was received.
2007 (2007-2008)	100% of children with parental consent to evaluate, who were evaluated and eligibility determined within 30 calendar days from the date that consent was received.
2008 (2008-2009)	100% of children whose evaluations were completed within 30 school days of receiving parental consent for initial evaluation (Minn. R. 3525.2550, subp.2(C).).
2009 (2009-2010)	100% of children whose evaluations were completed within 30 school days of receiving parental consent for initial evaluation (Minn. R. 3525.2550, subp.2(C).).
2010 (2010-2011)	100% of children whose evaluations were completed within 30 school days of receiving parental consent for initial evaluation (Minn. R. 3525.2550, subp.2(C).).

FFY	Measurable and Rigorous Target
2011 (2011-2012)	100% of children whose evaluations were completed within 30 school days of receiving parental consent for initial evaluation (Minn. R. 3525.2550, subp.2(C).).
2012 (2012-2013)	100% of children whose evaluations were completed within 30 school days of receiving parental consent for initial evaluation (Minn. R. 3525.2550, subp.2(C).).

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Train districts on documentation of reasons why an evaluation may be late. LEAs are provided with training of peer monitors, district self-review training, and technical assistance at monitoring visit exit meetings. As this continues to be an area of identified noncompliance in many districts, this activity will continue.	2009-2013	MDE C&A Staff
Train Self-Review LEAs to use the web-based system. Districts scheduled to conduct a record review on the web-based system. Remaining LEAs will be trained the year of or prior to the year they are scheduled to complete LEA Self-Review. Timeline revised to reflect ongoing nature of this activity.	2007-2013	MDE Staff
Conduct LEA self-reviews on a web-based system that will collect individual noncompliance data and track that it is corrected within one year. Following completion of the training, LEAs will submit their June 30 self-review reports using the web-based system. Timeline revised to reflect ongoing nature of this activity.	2009-2013	MDE C&A Staff SEP Staff ELS Staff Technology Staff
Due to the positive response from LEAs on the training offered by MDE, and requests from LEAs for more training sessions, MDE has started periodic regional trainings to address common issues of noncompliance. MDE has analyzed the record review data from recent years in order to identify the most common areas of noncompliance. This information has then been used to develop trainings to address these issues. Trainings have been offered regionally to special education directors, teachers, and other school personnel. MDE has received additional positive feedback on these trainings and plans to continue to offer these additional trainings and modify them as needed to address changing issues of noncompliance.	2011-2013	MDE C&M Staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

A workgroup of staff from the Division of Early Learning Services was convened to monitor implementation of the improvement activities included in the SPP. A preliminary review of performance data, targets and activities was conducted by the State Advisory Panel in October 2006. A final review was held prior to the submission of the APR. Data on the performance of LEAs on this indicator was included in the Annual ECSE District Data Profile, posted on the website of the Minnesota Department of Education.

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 12 - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Measurement:

- # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

Data Sources: ECSE Outcomes Data System (08-09). Monitoring Database (08-09).

Overview of Issue/Description of System or Process:

Minnesota mandates the provision of a free appropriate public education beginning at birth for children determined eligible for early childhood special education. Referrals to the Part B system for children as they turn 3 are not necessary and there is no need to determine eligibility since no child loses eligibility at age 3. Due to the MDE having the lead in Part C, special education has been treated as a single system. All children with disabilities in Part C with an IFSP have met the requirements for eligibility in Part B.

Often, the transition from Part C to Part B is virtually undetectable on the part of the family and in many districts, the team of service providers remains the same. Children may continue to receive service in the same setting, especially those children served in childcare centers, Early Childhood Family Education Programs and through Early Head Start/Head Start. Typically, there is no break in instruction.

In addition, Minnesota promotes the use of three possible formats for use by an LEA to document services for children with disabilities. An Individual Family Service Plan (IFSP) can be used to document services for eligible infants and toddlers, and their families. An Individual Education Plan (IEP) may be used for children ages 3-21 who receive specialized instruction and related services. An Individualized Interagency Intervention Plan (IIIP) may be used by families of children above age 3 who receive services

from the LEA and one other specified publicly-funded provider. Because all required components of the IEP and the IFSP have been embedded into the IIIP, some districts have chosen to use the IIIP exclusively, or use the IIIP in place of the IFSP.

Baseline Data for FFY 2004 (2004-2005):

Below is Table CT204 for Minnesota, submitted to Westat on 11/1/05.

REASONS FOR EXIT	TOTAL	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)
TOTAL NUMBER OF INFANTS AND TODDLERS EXITING (ROWS 1-9)	1675	23	61	168	135	1288
SECTION A: PROGRAM COMPLETION						
1. COMPLETION OF IFSP PRIOR TO REACHING MAXIMUM AGE FOR PART C	312	0	14	21	23	254
2. PART B ELIGIBLE	1262	21	39	132	107	963
3. NOT ELIGIBLE FOR PART B, EXIT TO OTHER PROGRAMS	0	0	0	0	0	0
4. NOT ELIGIBLE FOR PART B, EXIT WITH NO REFERRALS	0	0	0	0	0	0
5. PART B, ELIGIBILITY NOT DETERMINED	0	0	0	0	0	0
SECTION B: OTHER EXIT REASONS						
6. DECEASED	8	0	1	4	0	3
7. MOVED OUT OF STATE	69	2	5	8	3	51
8. WITHDRAWAL BY PARENT (OR GUARDIAN)	12	0	1	1	2	8
9. ATTEMPTS TO CONTACT UNSUCCESSFUL	0	0	0	0	0	0

Discussion of Baseline Data:

MDE has developed and is now implementing a new process to collect data on the transition of children with disabilities as they turn 3. This process utilizes the Minnesota Automated Reporting Student System (MARSS) and requires LEAs to create a new enrollment record for children as they turn three in order to more carefully document the continuation of service for these children.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays
2007 (2007-2008)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays
2008 (2008-2009)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays
2009 (2009-2010)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2010 (2010-2011)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2011 (2011-2012)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2012 (2012-2013)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
<i>Data Collection.</i> MDE will develop and implement a one-time strategy to collect information on aspects of the transition process for the FFY 2007 APR. This short term solution is needed due to the extensive lead time necessary to modify the state data system and to communicate those modifications to state-approved software vendors. LEAs will receive information and training on this process.	2008-2011	MDE Staff
Ongoing training provided by MDE staff to districts on Part C to B Transition requirements.	2007-2011	ELS Staff C&A Staff
Minnesota has instituted a process of training Special Education Administrative Unit (SEAU) and LEA staff during the year of scheduled Self-Review or MDE Review. Part C to B Transition Standards are emphasized as a component of the training process, focused specifically on review of individual student records for determination of compliance. Verification of the application of Part C to B Transition Standards is completed by MDE Monitoring staff for each LEA. In addition, MDE has posted a number of Question and Answer documents on the state website, specifically addressing issues of Part C to B Transition compliance.	2009-2013	C&A Staff

Activities	Timelines	Resources
<p>Minnesota has implemented the process of collecting evidence of timely initiation of services through file reviews completed for a stratified random sample of all Part C eligible students for those scheduled for either Self-Review or MDE Review. Data for responding to the indicator are currently being collected through the monitoring process for reporting in FFY 2009. As noted above, data for this indicator is now being gathered from record review data collected by MDE Review and Self-Review LEAs based on MDE's monitoring cycle. All compliance data is gathered through the web-based MNCIMP system. This activity has been completed.</p>	<p>2009-2011</p>	<p>ELS Staff C&A Staff</p>
<p>Update the MNCIMP web-based system to include system for ordering and tracking CAPs. MDE has added components to the MNCIMP web-based system for documenting CAPs, the means by which they are ordered, the specific regulatory reference which must be addressed, the dates when issued and when due, and the approval of the CAP and the evidence of completion. MDE is continuing to modify and update the system to make it more user friendly and to ensure that MDE is getting the information needed in order to be able to accurately track when CAPs are ordered and completed to ensure that all noncompliance is corrected as soon as possible, but in no case more than one year from the identification.</p>	<p>2009-2013</p>	<p>MDE C&A Staff Technology Staff</p>
<p>Train LEAs on the new requirements for CAPs and how the CAPs will be ordered and tracked through the MNCIMP web-based system. As part of the MDE trainings for those LEAs in either the MDE Review or Self-Review year of the monitoring cycle, MDE has added information on when and how CAPs will be ordered, the expectations of the CAPs and approval process for the CAP, both the plan itself and the evidence of completion.</p>	<p>2010-2013</p>	<p>MDE C&A Staff</p>
<p>Due to the positive response from LEAs on the trainings offered by MDE and the request from LEAs for more training sessions, MDE has started periodic regional trainings to address common issues of noncompliance. MDE has analyzed the record review data from recent years in order to identify the most common areas of noncompliance. This information has then been used to develop trainings to address these issues. Trainings have been offered regionally to special education directors, teachers, and other school personnel. MDE has received additional positive feedback on these trainings and plans to continue to offer these additional trainings and modify them as needed to address changing issues of noncompliance.</p>	<p>2011-2013</p>	<p>MDE C&M Staff</p>
<p>MDE has made revisions to the MNCIMP web-based system record review screens in order to collect more specific data related to this indicator. The changes were implemented during FFY 2011 and will allow for more expedient collection and analysis of data for this indicator.</p>	<p>2011-2013</p>	<p>MDE C&M Staff</p>

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

The workgroup for Indicator 13, composed of MDE staff from Special Education Policy and Compliance and Assistance, discussed the measurement and data collection, determine if the data collected are the correct data for the indicator/measurement, determine the accuracy of the data, analyze the data in regards to what it says about the indicator, and analyze and revise improvement activities in order to meet the target.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13 - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Data Source: MNCIMP (08-09, 09-10)

Overview of Issue/Description of System or Process:

Data for this indicator have been collected through MDE's Minnesota Continuous Improvement Monitoring Process (MNCIMP) which is the web-based data system used, in part, for gathering data from record reviews completed as part of compliance monitoring. In Minnesota, compliance monitoring of LEAs is scheduled on a five-year cycle. All LEAs are assigned to a group in the cycle based on previous participation in the Minnesota Continuous Improvement Process (MNCIMP), the date of the most recent MDE on-site monitoring visit, geographic location and student demographics. In Year One of the monitoring cycle, the LEA conducts a self-review of records. In Year Two, the LEA must demonstrate correction of any noncompliance identified in the self-review consistent with the requirements set forth in OSEP Memo 09-02. In Year Three, MDE conducts an on-site review of the LEA including a review of student records, facilities and the LEA's Total Special Education System (TSES). In previous years, noncompliance and subsequent correction was tracked only for records reviewed during the MDE on-site visit. With the introduction of the MNCIMP web-based system, record review data for both self-review and MDE on-site visits are collected via the web-based system which allows MDE to track the correction of any identified individual student record noncompliance. In Year Four of the cycle, the LEA must demonstrate correction of noncompliance identified during the MDE review and implement any corrective

action, again consistent with the requirements set forth in OSEP Memo 09-02. Year Five of the cycle is used to verify results of the implemented corrective action plan.

As part of the record review, a computer-generated sample is used to determine the student records to be reviewed. Records are selected from the most recent LEA enrollment data and are chosen in order to be an accurately representative of the LEA as a whole. Selection is based on a stratified random sampling with consideration given to race/ethnicity, age, gender, and primary disability of the student. During the record review, the most current Evaluation Report (ER), Individualized Education Program (IEP) and corresponding due process documentation are monitored to determine that legal standards are met.

Data for this indicator were gathered from examining all the files from districts in MDE review and self review years of the cycle for youth age 16 and above with IEPs. Noncompliance is identified for this indicator if:

- a) the IEP does not include appropriate measurable postsecondary goals,
- b) the IEP is not annually updated,
- c) the IEP does not include appropriate measurable postsecondary goals that are based upon an age-appropriate transition assessment,
- d) the IEP does not include transition services that will reasonably enable the student to meet those postsecondary goals,
- e) the IEP does not include courses of study that will reasonably enable the student to meet those postsecondary goals,
- f) the IEP does not include annual IEP goals related to the student's transition services needs,
- g) there is not evidence that the student was invited to the IEP Team meeting where transition services are to be discussed, or
- h) there is not evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting

If any one of the required components is absent or insufficient, the record is cited for noncompliance and counted for this indicator. MDE trains LEA self-review staff on a web-based system that collects individual noncompliance data and tracks correction within one year. Following completion of the training, LEAs will submit their self-review reports using the web-based system. LEAs have used the web-based system for submitting Self-Review data in 2008, 2009 and 2010. MDE is also using the system for completing record reviews during the MDE Review year. The web-based system has allowed more timely correction of noncompliance and allows LEAs and MDE staff to communicate more effectively regarding the correction needs. MDE has received many positive comments from LEAs regarding the improvement of the correction tracking system.

Baseline Data for FFY 2009 (2009-2010):

58.8% = [(313 youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals¹) divided by (532 records reviewed of youth with an IEP age 16 and above)] times 100.

Discussion of Baseline Data:

The data gathered are based on the monitoring data collected during FFY 2009 (the 2009-2010 school year). The FFY 2009 data are based on MDE reviews and LEA self-review of 167 LEAs, including 33

¹ Includes goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Care and Treatment facilities and 33 Charter Schools. Of the 532 files of individuals age 16 and above that were reviewed in FFY 2009, 219 (41.2%) were cited for not meeting any of the eight criteria for this indicator. Table 13.1 breaks out the noncompliance by the criteria listed above (a-h). The first criterion, indicating whether the IEP includes appropriate post-secondary goals, was the most common reason for noncompliance with 28% of records reviewed failing to meet this standard. Related to this criterion, 22% of reviewed records did not include appropriate post-secondary goals that are based on age-appropriate transition assessment. Additionally, one-fifth of reviewed records included an IEP that did not include courses of study that reasonably enable the student to meet post-secondary goals. See Table 13.1 for a detailed summary.

Table 13.1 Examination of Eight Criteria for Indicator 13 Noncompliance

	Total Records Cited	Percent of All Citations	Percent of All Records Reviewed	Comments
a. The IEP does not include appropriate measurable postsecondary goals.	151	68.9%	28.4%	For 19 files, this was the only citation related to this indicator.
b. The IEP is not annually updated.	41	18.7%	7.7%	For 12 files, this was the only citation related to this indicator.
c. The IEP does not include appropriate measurable postsecondary goals that are based upon an age appropriate transition assessment.	116	53.0%	21.8%	For 11 files, this was the only citation related to this indicator.
d. The IEP does not include transition services that will reasonably enable the student to meet those postsecondary goals.	65	29.7%	12.2%	There were no files in which this was the only citation related to this indicator.
e. The IEP does not include courses of study that will reasonably enable the student to meet those postsecondary goals.	109	49.8%	20.5%	For 13 files, this was the only citation related to this indicator.
f. The IEP does not include annual IEP goals related to the student's transition services needs.	72	32.9%	13.5%	For one file, this was the only citation related to this indicator.
g. There is not evidence that the student was invited to the IEP Team meeting where transition services are to be discussed.	12	5.5%	2.3%	For one file, this was the only citation related to this indicator.
h. There is not evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	16	7.3%	3.0%	For one file, this was the only citation related to this indicator.
Total Records Cited for Noncompliance, Indicator 13	219			
Total Records Reviewed	532			

MDE has provided extensive training on these requirements through the Transition Toolkit training conducted by the Divisions of Special Education Policy and Compliance and Assistance and through the record review compliance trainings provided by Compliance and Assistance. MDE will continue to implement current and revised improvement activities until the goal of 100% compliance is met.

FFY	Measurable and Rigorous Target
<p>2010 (2010-2011)</p>	<p>100% of youth with IEPs aged 16 and above will have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>
<p>2011 (2011-2012)</p>	<p>100% of youth with IEPs aged 16 and above will have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>
<p>2012 (2012-2013)</p>	<p>100% of youth with IEPs aged 16 and above will have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
<p>Provide training for LEAs regarding the documentation of reasons why transition procedures are out of compliance. LEAs are reminded to document if there are extenuating circumstances or family issues beyond the LEA's control that may have contributed to the identified noncompliance. LEAs are provided with technical assistance at monitoring visit exit meetings and trainings are conducted each year for representatives of all LEAs in the MDE Review or Self-Review years of the monitoring cycle with approximately 2/5 of all LEAs are trained each year. By the end of FFY 2010, representatives of all LEAs will have completed at least one training session. MDE plans to continue training LEAs annually.</p>	<p>2010-2013</p>	<p>MDE staff</p>

Activities	Timeline	Resources
<p>Provide training for LEAs in the use of the MNCIMP web-based system. LEAs scheduled for MDE Review or Self-Review in FFY 2009 were trained during that school year. LEAs scheduled for Self-Review or MDE Review during FFY 2010 received training in the late Summer and Fall of 2010. A training team has been formed to streamline the training and ensure consistency. MDE has received many positive comments regarding the benefits of the training and the ease of use of the web-based system. MDE has also posted the training materials on the MDE website using WebEx to allow greater access to the materials.</p>	2010-2013	MDE staff
<p>Provide technical assistance and training for all LEAs on the eight required components addressed in the new measurement for Indicator 13. MDE staff will also continue to provide the Regional Minnesota Secondary Transition Compliance Toolkit Trainings (described below) which also address these components.</p>	2010-2013	MDE C&A Staff MDE SEP Staff
<p>The Transition Leadership Team (TLT) will develop a three-year plan focusing on the following areas: Create materials for compliance-focused training on transition requirements. In 2008, MDE staff developed the <i>Minnesota Secondary Transition Compliance Toolkit</i> with assistance from a wide variety of interagency stakeholders. MDE staff has provided technical assistance training from 2008 to the present, reaching approximately 3,000 special educators and interagency partners. Updates have been made to the Toolkit on a yearly basis based on requirements from OSEP or changes in Minnesota Statutes.</p>	2010-2013	MDE staff
<p>Design and implement six regional comprehensive training and technical assistance plans addressing the requirements of Indicator 13 and 14. These trainings are a part of the Regional Transition Toolkit Trainings. Beginning in January, 2011, a Scaling-Up Secondary Transition effort will begin. Based on feedback, additional technical assistance needs to occur for a broader target group. MDE will bring together a team of 10-12 individuals who will become Regional Transition Coaches to assist districts at the local level in implementing the secondary transition compliance requirements. The Regional Transition Coaches will provide specific training on Indicator 13 requirements at the local level. MDE will evaluate the effects of technical assistance/professional development by collecting pre-post data on content presented (e.g., improved transition components of IEPs) or analyzing survey data to determine training effectiveness.</p>	2010-2013	MDE staff
<p>As part of MDE's plan for technical assistance to enhance the State's capacity to support and improve transition planning, services, and outcomes, MDE will use the National Secondary Transition Technical Assistance Center (NSTTAC) <i>Case Studies Companion to Training Materials</i> for Indicator 13. This</p>	2010-2013	MDE staff

Activities	Timeline	Resources
improvement activity was added in the FFY 2006 APR. Materials from NSTTAC, specifically the Indicator 13 checklist and case studies, are being used throughout the regional trainings on the Transition Toolkit. The NSTTAC Indicator checklist continues to be used throughout the Regional Minnesota Secondary Transition Compliance Toolkit Trainings. Materials from the National Secondary Transition Technical Assistance Center are integrated into secondary transition professional development activities.		
Funding for Project C3 ended in 2009. The resource mapping component of C3 http://c3.ilivehere.info/resources is being maintained by PACER Center. Special Education staff, students and families continue to locate local resources using this site.	2010-2013	MDE staff C3 staff PACER
Partner with state agencies through the Minnesota System of Interagency Coordination (MnSIC) initiative to enhance the development of transition goals and services. Discussions continue between state agencies and local partners on graduation, services to students who are 18-21 and employment for youth with disabilities. Two web-based interagency trainings, "Planning Transitions of Youth to Adult Services for Persons with Disabilities," were hosted in the fall of 2009 for over 300 individuals statewide. In 2008, a written discussion product was developed for state agencies related to state and federal policy changes that have impacted services to students, ages 16-21, from schools and counties in Minnesota. During 2010, Key Messages which are the focus and belief statements for MnSIC were developed. Those Key Messages are being further developed and shared with interagency partners for additional feedback.	2010-2013	MDE staff MnSIC interagency partners
Provide a summer transition program for students who are Blind/Visually Impaired (B/VI) or Deaf/Blind (D/B). This is an ongoing activity.	2007-2013	MDE staff Regional Low Incidence Projects
Continue the Family Transition Weekend for B/VI students. It is a collaborative event between vocational rehabilitation, and community service providers. The weekend includes a series of activities that assist families in identifying future needs resources and information for the development of a student-centered family plan. The Family Transition Weekend is held every other year, alternating with another program. It was held in the Winter of 2010 and is anticipated to be held again in 2012.	2010-2013	MDE staff Regional Low Incidence Projects
Due to the positive response from LEAs on the trainings being offered by MDE and the request from LEAs for more trainings, MDE has begun periodic regional trainings to address common issues of noncompliance. MDE has analyzed the record review and complaint data from recent years in order to	2011-2013	MDE C&M Staff

Activities	Timeline	Resources
<p>identify the most common areas of noncompliance. This information has then been used to develop trainings to address specific issues. Trainings have been offered regionally to special education directors, teachers, and other school personnel. MDE has received additional positive feedback on these trainings and plans to continue to offer these additional trainings and modify them as needed to address changing issues of noncompliance.</p>		
<p>In collaboration with the Department of Employment and Economic Development (DEED), Office of Youth Development (OYD), and Junior Achievement (JA), MDE has provided six mini-grants to districts in Minnesota to introduce students to financial literacy, entrepreneurship, and career planning. To date 145 students have taken a JA class.</p>	2011-2013	MDE SEP Staff DEED: OYD JA
<p>MDE is providing leadership and technical assistance to five Project SEARCH sites in Minnesota. Project SEARCH is an evidence-based internship model for students with disabilities in their last year of high school eligibility. The goal is for the student to learn the needed employment skills to become competitively employed at the completion of their internship rotations.</p>	2011-2013	MDE SEP Staff State Interagency Partners
<p>Develop training for parents on transition and writing measurable postsecondary goals in a contract with PACER.</p>	2012-2013	MDE staff PACER staff
<p>Develop criteria and components sheet, including tips on writing measurable postsecondary goals.</p>	2012-2013	MDE staff

Part B State Performance Plan (SPP) for FFY 2005-2013

Overview of the State Performance Plan Development:

Part B Indicator 14 is considered a new indicator in the SPP in FFY 2009 as per OSEP guidance. Minnesota calculated a baseline using the language of the revised measurement table (May 2010), developed new measurable and rigorous targets and planned improvement activities.

Indicator 14 was developed in collaboration with broad input from stakeholders representing MDE staff from Special Education Policy (SEP), Special Education Advisory Panel (SEAP) and the MDE Secondary Transition Workgroup. Indicator 14 workgroup members discussed measurement and data collection, determined if data collected addressed the requirements for Indicator 14 and evaluated and revised improvement activities in order to meet targets.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Measurement:

- A. Percent enrolled in higher education within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Data Source: MARSS 08-09 and Post-School Follow up Survey FFY 2009.

Overview of Issue/Description of System or Process:

Sample Selection

In FFY 2005, all of Minnesota's then existing school districts and charter schools were assigned to one of five groups to participate in the Minnesota Post-School Outcomes Follow-Up Survey on an OSEP-approved five-year cycle. Districts were divided so that each of the five groups was representative of the state. The representativeness of the sample was based on the categories of disability, race, age, and gender for students with IEPs who exited school by (a) graduating with a regular or modified diploma, (b) dropping out or (c) aging out of high school. MDE has surveyed a representative sample of districts annually, beginning data collection in FFY 2006. The sampling plan for the post-secondary data collection will be extended to FFY 2011 and FFY 2012.

Because of fluctuations in the populations and numbers of charter schools, adjustments are made to the sample when charter schools either open or close. Because a relatively small proportion of Minnesota students with IEPs are enrolled in charter schools, especially the group of "leavers" on which this indicator is focused, the representativeness of each year's sample is not greatly affected from a broad statistical perspective. A summary of the sampling plan, including district counts for each survey year, for FFY 2009 to FFY 2012 is shown in Table 14.1.

Table 14.1 Sample Details by Year

Sample Group	Exit Year	FFY Report Year	District Count	Percent of Total Student Enrollment of Students with IEPs
1	2008-09	2010	90	13.0%
2	2009-10	2011	100	13.8%
3	2010-11	2012	95	14.2%
4	2011-12	2013	92	13.9%
5	2012-13	2014	94	14.3%

Table 14.2 below contains additional information about the five groups of sampled districts. In this table, the total enrollment and the percent of graduates and drop-outs are calculated for students with IEPs who exited in the 2008-09 school year. In actuality, groups 2-5 will be calculated from the student population in their respective years. These calculations should not vary significantly from year-to-year. Additionally, the post-secondary respondent groups will be analyzed each year to determine their statistical representation with respect to the overall leaver population for students with IEPs.

Table 14.2 Sample Group Characteristics

Sample Group	FFY Report Year	Special Education Student Count (N)	Percent Graduates	Percent Drop-Outs
1	2010	1282	87.0%	4.3%
2	2011	1319	85.7%	3.4%
3	2012	1328	80.0%	6.1%
4	2013	1675	84.0%	4.2%
5	2014	2165	87.7%	3.4%

In order to determine the five groups of districts, the following district characteristics were considered and compared to state characteristics to achieve representativeness:

- Percent of urban/rural group membership within the sampled group and state population
- Percent of ethnic group membership within the sampled group and state population
- Percent of disability group membership within the sampled group and state population

Each year, the census of leavers with IEPs that are in the sampled districts will be surveyed. Thus, leavers are not sampled, only districts.

By February of each year, school districts selected for participation in Indicator 14 will be notified that they are required to participate in a training conducted by MDE staff on conducting interviews for the Post School Follow-Up Survey. MDE will provide districts with MARSS numbers, student names, and demographic information and special education placement during the student's last year of school participation. By April of each year, the selected school districts will participate in training and the verify completeness of information provided by MDE. Telephone surveys will be completed by district personnel by June 30 of each year. Continued developments and refinements to the post-school outcome data collection system has resulted in the current system, which is a secured online system for data entry.

Definitions

Minnesota will be using the following definitions adopted from NPSOC in determining outcomes for students with disabilities one year upon exiting from special education:

- **Enrolled in higher education** means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.
- **Competitive employment** means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
- **Enrolled in other postsecondary education or training** means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).
- **Some other employment** means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).
- **Respondents** are youth or their designated family member who answer the survey or interview questions.
- **Leavers** are youth who left school by graduating with a regular or modified diploma, aging out, left school early (i.e., dropped out) or who were expected to return and did not.

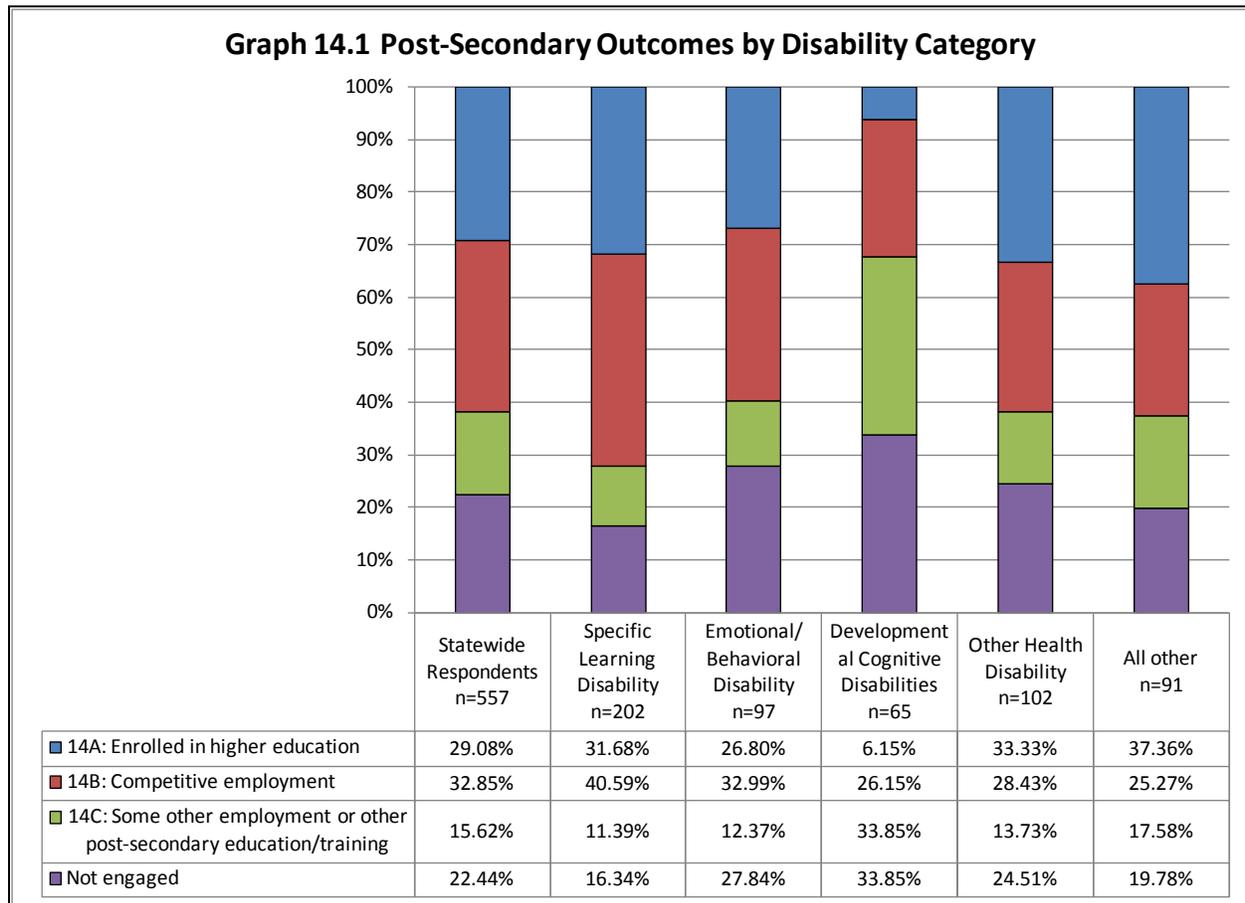
Baseline Calculation for FFY 2009

Leaver Status:	Number of Leavers	Calculation	Percent of leavers
A. Percent enrolled in higher education within one year of leaving school	162	162/557	29.1%
B. Percent enrolled in higher education or competitively employed within one year of leaving high school.	162 + 183 = 345	345/557	61.9%
C. Percent enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	162 + 183 + 34 + 53 = 432	432/557	77.6%
FFY 2009 Total respondents	557		

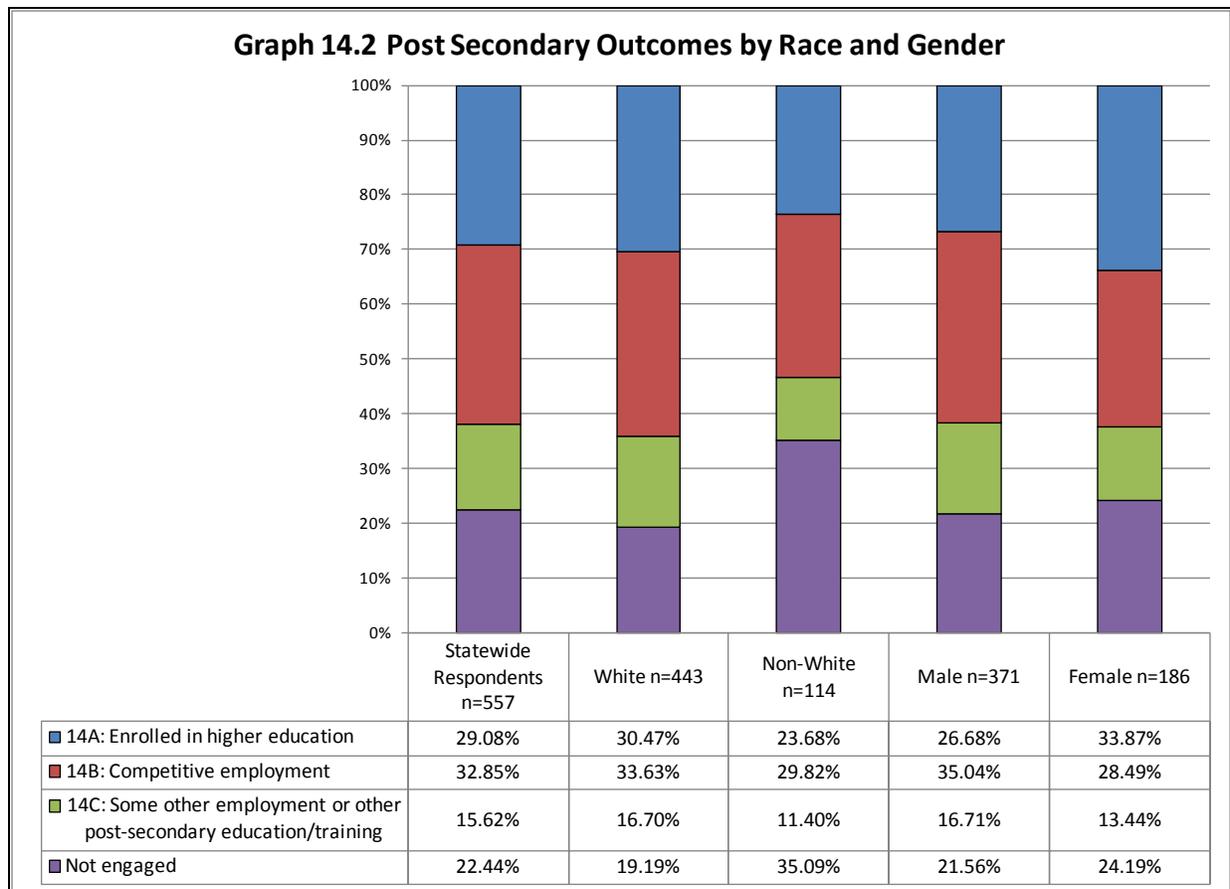
Data Source: MARSS 08-09 and Post-School Follow up Survey FFY 2009

Discussion of Baseline Data

To better understand the post-school outcomes of Minnesota youth, MDE examined the outcomes by disability category, gender, and minority status. Graphs 14.1 and 14.2 show these results. As shown in Graph 14.1, the largest proportion of non-engaged students among disability groups is found in the EBD and DCD categories. Twenty-eight percent of students with EBD and 34% of students with DCD were not engaged in any activity, compared to 22% all survey respondents statewide.



Graph 14.2 shows that there are relatively small differences between males and females with IEPs in post-secondary outcomes. Females are more likely to be enrolled in higher education, while males are more likely to be competitively employed. Furthermore, females are slightly more likely to be neither employed nor enrolled in postsecondary education. The differences between minority and white students with IEPs are more pronounced. Thirty-five percent of minority students are in the not-engaged category, compared to 19% of white students. Minority students are underrepresented in each category of engaged behavior; a smaller percent of minority students were represented in 14C: enrolled in any type of post-secondary education or employed in any way, compared to their white counterparts.



Response Rate and Representativeness

As seen in Table 14.2, Response Rate Calculation, 1282 youth with IEPs exited special education during the 2008-09 school year in the sample districts. A total of 557 interviews were completed with these youth or their family members in the spring of 2010, approximately one year after the students exited secondary school. The response rate was $557/1252 = 44.5\%$.

Table 14.3 Response Rate Calculation

Number of leavers in the state	1282
Subtract the number of youth ineligible (those who had returned to school or were deceased)	-30
Number of youth eligible for survey	1252
Number of completed surveys	557
Response rate: $(557/1252)*100$	44.5%

The demographic representation of FFY 2009 survey respondents was examined for three variables: sex, race/ethnicity, and disability category. By utilizing logistic regression to analyze which students responded to the survey, student characteristics that were associated with a statistically significant lower response rate can be identified. Given that the overall sample is representative of the population of student leavers aged 16 and older with IEPs, an examination of the response rate by subgroup provide an analysis of whether the responses are also representative of the state population of student leavers with IEPs aged 16 or above.

Table 14.4 displays the logistic regression results. The omitted variables in each category are shown in italics. The probability column shows the likelihood that a variable is statistically significant. For the purposes of this analysis, a student characteristic is considered to be significantly related to the response rate when the probability is less than .05.

The results of the analysis show that white students are significantly more likely than non-white students to complete the post-secondary survey. A separation of the four groups of minority students was considered, but the most relevant statistical distinction was found between white and all minority students. There is no significant difference in the response by gender, but there are some differences by disability category. Using SLD as the reference category, students with low incidence disabilities were significantly more likely to complete the survey, while students with EBD were significantly less likely than students with SLD to complete the survey. Furthermore, no statistically significant differences in response rate exist between students with SLD and students with ASD, students with OHD, or students with DCD. Thus, both students with EBD and minority students are underrepresented in the respondent pool. The lack of representativeness in these categories is addressed in the section on Improvement Activities.

Table 14.4 Logistic Regression Results Examining the Likelihood of Responding to the Survey by Various Student Characteristics

	Odds Ratio	Standard Error	Probability
Race			
White	1.492	.202	0.003
<i>Non-White</i>			
Sex			
Male	1.073	0.132	0.569
<i>Female</i>			
Disability Category			
Low incidence	2.075	0.532	0.004
ASD	1.491	0.363	0.101
OHD	.911	0.150	0.571
EBD	0.684	0.105	0.014
DCD	1.163	0.230	0.446
<i>SLD</i>			

A total of 557 students out of the 1252 eligible respondents completed surveys, resulting in an overall response rate of 45%. District personnel attempted to contact an additional 409 students (32.7% of the total eligible sample) but were unsuccessful in reaching them. Eleven districts did not complete any surveys, accounting for 286 students. Repeated contacts were made with the districts by MDE staff to assist them in collecting data. See Table 14.5 for details.

Table 14.5 FFY 2009 Response Data

Number of leavers in the state	1282
Subtract the number of youth ineligible (those who had returned to school or were deceased)	-30
Number of youth eligible for survey	1252
District attempted, but was unable to contact	409 (32.7%)
District non-response	286 (22.8%)
Number of completed surveys	557 (44.5%)
Response rate: (557/1252)*100	44.5%

More information about the group of students that districts attempted to contact, but were unable to reach, is available below. Table 14.6 shows the reason that the districts were unable to complete interviews with this subgroup of 409 students.

Table 14.6 Reason for Inability to Complete Survey, Among Students Whom Districts Attempted to Contact

Reason for non-completion	Number of Students	Percentage
Incarceration	3	.73%
Moved/no forwarding information	40	9.8%
Not able to contact	275	67.2%
Phone disconnected	91	22.2%
Total	409	100%

Measurable and Rigorous Targets

Based on the post-school survey outcomes data, the following measurable and rigorous targets for 14A, 14B and 14C were established by stakeholders representing broad constituencies and MDE staff.

FFY	Measurable and Rigorous Target
2010 (2010-11)	For youth who are no longer in secondary school, had IEPs in effect at the time they left school 14A. 29.1% are enrolled in higher education 14B. 61.9% are competitively employed 14C. 77.7% are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or some other employment
2011 (2011-12)	For youth who are no longer in secondary school, had IEPs in effect at the time they left school 14A. 31.1% are enrolled in higher education 14B. 62.9% are enrolled in higher education or competitively employed 14C. 77.9% are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or some other employment

FFY	Measurable and Rigorous Target
<p>2012 (2012-13)</p>	<p>For youth who are no longer in secondary school, had IEPs in effect at the time they left school</p> <p>14A. 32.1% are enrolled in higher education 14B. 63.9% are enrolled in higher education or competitively employed 14C. 77.9% are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or some other employment</p>

Improvement Activities/Timelines/Resources:

The improvement activities for Indicator 14 were developed by MDE in collaboration with stakeholders and focus on two areas: improving the data collection system and improving in-school services to increase post-school outcomes for youth with IEPs.

Table 14.7 Improvement Activities

Activities	Timeline	Resources
Provide information for district staff about new reporting requirements and how to use the data to inform schools and districts in their local improvement planning at conferences and workshops across the state.	2010-2013	MDE staff ICI staff
Update as needed the secure web-based system which will be used for the next sampling cycles. The secure website system will include online posting of forms, post-school interview questions, and procedures for districts to follow in collecting the information.	2010-2013	MDE staff
Provide lists of the previous year leavers for the upcoming post-school interview survey to LEAs and encourage their participation by February of each year.	2010-2013	MDE staff
Provide technical assistance and training for districts (including charter schools) identified in the annual sample on the new web-based system by April of each year.	2010-2013	MDE staff
Adjust data collection protocols and trainings as needed to improve district response rates.	2010-2013	MDE staff
Present annually on the outcome data to members of SEAP, Special Education Directors and MnSIC interagency partners.	2010-2013	MDE staff
Revise the current Minnesota Post School Follow-Up Survey document to meet all OSEP requirements.	2010-2013	MDE staff
Modify the National Post School Outcome flyers to meet Minnesota needs and post the flyers on the MDE website, write an article for the February E-News for Special Education Directors outlining the importance of data collection for Indicator 14.	2011-2013	MDE staff MDE Secondary Transition Workgroup
Host two collaborative professional development seminars for teachers, guidance counselors, and district administrators, in partnership with university disability services coordinators to support students in completing at least one term of higher education.	2011-2013	MDE staff MN Disability Services Coordinators within the MnSCU system
Conduct a detailed analysis of the 125 “unengaged” youth in the 2008-2009 survey and determine why students are not enrolled in higher education or not competitively employed.	2011-2013	MDE staff MDE Secondary Transition Workgroup

Activities	Timeline	Resources
Analysis of post-school outcomes by districts showed higher rates of nonresponses coming from our Charter School communities. Only 7 out of 148 charter students responded to the survey. MDE will host an informational session for Charter School Directors to review the importance of gathering information related to Indicator #14.	2011-2013	MDE staff Charter School Directors
Conduct a detailed analysis of the 21.3% of unengaged youth in the 2009-2010 survey and determine why students are not enrolled in higher education or competitively employed.	2011-2013	MDE staff MDE Secondary Transition Workgroup
Redesign the Summary of Performance (SOP) document to include more contact information specifically adding e-mail and cell-phone information.	2011-2013	MDE staff
Support the implementation of Project Search to improve employment outcomes for students with disabilities.	2011-2013	MDE staff Interagency Partners
Increase the number of youth participating in the Junior Achievement curriculum that focuses on entrepreneurship and career development.	2011-2013	MDE staff Junior Achievement
Update the SOP document by adding a component on "who will know where the student is one year out". more methods of gathering contact information as students exit available for all IEP team members.	2012-2013	MDE staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

Workgroups were gathered to discuss the measurement and data collection, determine if the data collected is the correct data for the indicator/measurement, determine the accuracy of the data, analyze the data in regards to what it says about the indicator, and analyze and revise improvement activities in order to meet the target. The workgroup for Indicator 15 is composed of MDE staff from Due Process, Complaints, and Compliance Monitoring.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15 - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the Indicator 15 worksheet to report data for this Indicator.

Data Source: Compliance and Assistance Database.

Overview of Issue/Description of System or Process for 15A & 15B:

Compliance monitoring of Local Education Agencies (LEAs) is scheduled on a five-year cycle for both Traditional Review (TR) and Self-Review (SR). There are a total of 359 LEAs including charter schools and care and treatment facilities in Minnesota. An LEA may consist of a single district or several districts operating under a cooperative or education district. In addition, the LEA assignments are adjusted to reflect: metro, rural, large and small districts each year; a balanced schedule for each monitor; and timing of the previous monitoring visit. Areas of focus are determined district-by-district based on a monitor's preparation and review of district data. District data includes but is not limited to data elements related to the SPP. If a concern is identified from site visit reviews, the lead monitor can focus on the concern and delve for additional data while in the district, may request additional data at a later and/or revisit the district. MDE has a special education fiscal monitoring team to ensure that federal and state funds are used appropriately through verification of special education and related services expenditures of each Minnesota local education agency, including charter schools. The overall purpose is to validate and correct as necessary the LEAs application for special education state and federal funds.

Traditional Review is conducted by MDE staff. District Self-Review (SR) combines a system for compliance monitoring with district self-study in which a district works collaboratively with MDE. SR district compliance is reviewed through LEA annual reports as well as through a Validation Review (VR) during the five-year cycle. Through this ongoing collaboration, technical assistance from MDE is targeted to meet the individual needs of each LEA. In addition to the LEAs scheduled each year, follow up monitoring is conducted to verify 100% compliance on previously identified non-compliance of districts monitored in a previous year.

MDE Compliance Monitors are assigned to LEAs in order to provide continuity of service through consistency in application of due process standards and technical assistance. Through this process, monitors develop a relationship that provides a broad understanding of an LEA's special education program; consequently, MDE staff are better able to support each LEA in meeting legal requirements that ensure a Free Appropriate Public Education (FAPE).

Monitoring staff also collaborate with other departmental divisions and units regarding the provision of special education services to students identified with special education needs. Within DCA, district complaint decisions are forwarded to the designated compliance monitor for consideration when preparing for a monitoring visit.

Minnesota's Total Special Education System (TSES) is the organizational system, which references federal laws and regulations and state statute and rules used to evaluate the provision of special education services to pupils with disabilities. Fourteen program components listed below provide a comprehensive outline of Minnesota's TSES:

1.0 Identification System	8.0 Due Process Procedural Safeguards/ Parent Involvement
2.0 Referral	9.0 Personnel Development
3.0 Evaluation or Reevaluation	10.0 Interagency
4.0 Individualized Education Plan (IEP), Individualized Family Service Plan (IFSP) and Individual Interagency Intervention Plan (IIIP) Planning	11.0 Transportation
5.0 Instructional Delivery of Programs	12.0 Coordination with Other Educational Programs
6.0 Staffing	13.0 Fiscal Resources and Reporting
7.0 Facilities	14.0 Governance

Minnesota monitoring components consist of preparation; on-site activities: record reviews, fiscal monitoring reviews, longitudinal reviews, stakeholder interviews, and facility visits; after visit follow-up, technical assistance related to corrective action and follow-up monitoring of areas of non-compliance.

Records are selected from the most recent December 1 Child Count. A demographically representative sample of special education records is selected that emphasizes records for review that represent SPP Indicator requirements in order to provide applicable data. From 2003 to 2005, MDE reviewed a percentage of special education student records that corresponded with the statewide percentage of each disability area compared to the total number of students in special education. Other record selection criteria are based on annual areas of focus determined by MDE and directives from the Federal Office of Special Education Programs.

During the record review, the most current Evaluation Report (ER), Individual Education Plan (IEP) and corresponding due process documentation are monitored to determine that legal standards are met. Areas reviewed correspond to compliance components listed in the Minnesota TSES Manual. Longitudinal reviews are used to determine conferred benefit, internal consistency and ongoing parent involvement.

The fiscal monitors validate special education expenditures that are electronically reported to MDE on the special education application and funding system by comparing these data with the audited financial reports of the district and supporting documentation such as invoices, payroll, contracts, etc. The fiscal monitoring team also randomly samples the latest child count to assure that the students have a current IEP and evaluation for that count date. Onsite monitoring visits to LEAs are on a rotating basis and may also be scheduled when circumstances within a LEA warrants an additional monitoring visit e.g. LEA fails to maintain effort as defined by IDEA. The monitor makes all adjustments necessary to the LEA's application and reports the findings to the special education funding and data unit for fiscal adjustments. Some elements of an LEA's fiscal compliance may also be determined through a desk review of financial information submitted to MDE by the LEA. When an LEA does not demonstrate fiscal compliance, the LEA is directed to develop a correction action plan (CAP). The LEA's CAP is submitted to MDE for approval and progress is monitored through scheduled follow-up visits to assure sustained compliance.

The fiscal monitor may also issue directives to the LEA that require immediate compliance and responses to verify the directive has been implemented.

Systemic non-compliance may be determined as a result of a complaint filed at a building or LEA level. If so, the investigator opens a systemic complaint on that entity and/or refers the issue to monitoring to be addressed. MDE continues to develop a database to facilitate reporting these data.

When a complaint investigator closes a complaint in Minnesota, the investigator gives a copy of the final decision to the lead monitor assigned to that LEA. This increases awareness of the issues and possible violations in preparation for the next review. The hearing system coordinator also submits a copy of the hearing officer's decision to the lead monitor for the LEA involved in the hearing. Similarly, complaint investigators are consulted/ informed by monitors when there are findings of the denial of FAPE to a child. Complaint investigators also review monitoring reports during some investigations to ascertain prior patterns of identified systemic noncompliance related to complaint issues.

MDE requires an LEA to submit a CAP that addresses identified areas of systemic non-compliance identified during a Traditional Review and reported in a Final District Monitoring Report. A CAP delineates planned remediation activities and internal procedures, person(s) responsible, timelines, and evidence of completion. If an LEA is found to have areas of systemic non-compliance through a Traditional Review (TR), a Follow-up Review (FR) is conducted the year following approval of the CAP. In Self-Review, an LEA annually develops and implements an Action Plan (AP) that documents goals, desired outcomes, strategies, activities, responsible parties, timelines, and necessary resources, evidence of completion and progress for all areas found in non-compliance. The plan must be data driven, meaningful and internally consistent with the LEA leadership team's mission and goals. After validation, an LEA, in collaboration with MDE, may need to make adjustments to the existing AP to reflect state Validation Review compliance findings, which identify new and/or continuing areas of non-compliance. Progress is reviewed through annual reporting. If an LEA that participates in Self-Review is found in significant non-compliance during a validation visit, MDE may exercise a variety of options, including but not limited to: a Traditional Review within the same year as the validation visit or during the following year, development of a CAP, and possible removal from Self-Review.

When an LEA demonstrates continued non-compliance, MDE oversight increases, repeated follow-up visits occur, specific corrective action is ordered, and fiscal sanctions may be applied. Since the use of discretionary funds is tied to monitoring performance, under state law, MDE may impose fiscal sanctions when it is determined that an LEA fails to comply with federal special education law or has inappropriately used federal funds.

Barriers that affect program monitoring include delay in development of the collection of electronic data for required SPP/ APR reporting due to lack of IT staff and an insufficient number of program monitoring staff necessary to conduct reviews within the cyclical time frame, follow-up responsibilities, technical assistance and training of districts and new peer monitors.

Baseline Data for FFY 2004 (2004-2005):

In 2003-2004, 136 school districts were monitored in priority areas as well as all other areas.

Indicator 15A: Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification

- a. 3180 = # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. 1809 = # of corrections completed as soon as possible but in no case later than one year from identification.²

Percent = b divided by a times 100 = 56.9%
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² Number reported includes only those corrections that were verified within 1 year from identification. Additional timely corrections may have been completed by the LEAs, but because they were not verified by MDE, they were not included in this total.

Indicator 15B: Percent of noncompliance not related to monitoring priority areas and indicators corrected within one year of identification

- a. 467 = # of findings of noncompliance made related to such areas.
- b. 286 = # of corrections completed as soon as possible but in no case later than one year from identification.³

Percent = b divided by a times 100 = 61.2%

Discussion of Baseline Data:

The monitoring data provided from 2003-2005 represents systemic noncompliance and correction. MDE continues to work on developing a more refined database reporting system particular to the SPP indicators and information required in the APR.

When noncompliance is determined, various forms of corrective action are taken. LEAs are required either to submit a proposed Corrective Action Plan (CAP) for approval by MDE, or MDE will develop a CAP for the district. MDE conducts a follow up review to verify whether the CAP has been implemented. In addition, MDE may also provide technical assistance related to the CAP or increase state oversight of the LEA.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2006 (2006-2007)	100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2007 (2007-2008)	100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2008 (2008-2009)	100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2009 (2009-2010)	100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2010 (2010-2011)	100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

³ Number reported includes only those corrections that were verified within 1 year from identification. Additional timely corrections may have been completed by the LEAs, but because they were not verified by MDE, they were not included in this total.

FFY	Measurable and Rigorous Target
<p>2011 (2011-2012)</p>	<p>100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p>
<p>2012 (2012-2013)</p>	<p>100% of general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p>

Improvement Activities/Timeline/Resources:

Activities	Timeline	Resources
<p>Provide ongoing technical assistance to LEAs regarding prior written notice provision. This Improvement Activity has been revised in FFY 2006 to include all areas on noncompliance and not just related to the prior written notice provision. LEAs are provided with technical assistance through training of peer monitors, district self-review training, and at monitoring visit exit meetings. This activity is ongoing.</p>	<p>2005-2011</p>	<p>MDE C&A Staff</p>
<p>Work with MDE technology staff to disaggregate findings of noncompliance by grade level, setting, and disability area to pinpoint greatest areas of need in order to help focus efforts in training. Some reports have been generated to provide MDE with information on specific areas of noncompliance that can help guide future training efforts. MDE staff is further defining these reports in order to provide the most useful information.</p>	<p>2007-2011</p>	<p>MDE C&A Staff Technology Staff SEP Staff ELS Staff</p>
<p>The development of the tracking system for 100% correction of identified student record noncompliance within the web-based monitoring system has been completed. Parent surveys have also been added to the system so that data can be collected and used for APR reporting. MDE is still working on the development of a TSES Plan checklist for district use in their SR process.</p>	<p>2007-2009</p>	<p>MDE C&A Staff Technology Staff</p>
<p>Further development of the web-based monitoring system will create monitoring report templates with the data collected. MDE is on track with developing new report templates and moving forward with new ways to utilize the data collected.</p>	<p>2007-2010</p>	<p>MDE C&A Staff Technology Staff</p>
<p>Create reports from the entered data that are needed to complete the APR on an annual basis Some reports have been generated to provide MDE with information required for APR reporting. MDE staff is further defining these reports in order to provide the most useful information.</p>	<p>2008-2009</p>	<p>MDE C&A Staff Technology Staff</p>
<p>Further development of the web-based monitoring system will include MDE compliance monitoring data</p>	<p>2009-2010</p>	<p>MDE C&A Staff Technology Staff</p>

Activities	Timeline	Resources
collection tools for district reviews. MDE is on track with adding additional components used in MDE compliance monitoring, such as facility reviews, interviews and staff surveys.		
Train LEA staffs in their Self-Review year of the monitoring cycle to use the web-based system.	2008-2013	MDE C&A Staff IT Staff
Provide ongoing technical assistance to LEAs regarding prior written notice provision. LEA staff receive technical assistance through LEA self-review training and at monitoring visit exit meetings. This activity is ongoing.	2005-2013	MDE C&A Staff
The development of the tracking system for 100% correction of identified student record noncompliance within the web-based monitoring system. The timeline for this activity has been extended.	2007-2013	MDE C&A Staff IT Staff
Further ongoing development of the web-based monitoring system will create monitoring report templates with the data collected as needed. The timeline for this activity has been extended.	2007-2013	MDE C&A Staff IT Staff
Update state-recommended Due Process forms to ensure all required components are adequately addressed. With changes in both state and federal laws, MDE's goal is to update the recommended Due Process forms to accurately reflect changes. MDE has completed a recent revision of the Due Process forms. The timeline for this activity has been revised to reflect the ongoing nature of this activity.	2007-2013	MDE C&A Staff
Work with MDE technology staff to disaggregate findings of noncompliance by grade level, setting, and disability area to identify greatest areas of need in order to focus efforts in training.	2007-2013	MDE C&A Staff IT Staff SEP Staff ELS Staff
Using the data entered into the online system, create reports that are needed to complete the APR on an annual basis. The timeline for this activity has been extended.	2008-2013	MDE C&A Staff IT Staff
Further development of the web-based monitoring system will include MDE compliance monitoring data collection tools for LEA reviews. The timeline for this activity has been extended.	2009-2013	MDE C&A Staff IT Staff
Update the MNCIMP web-based system to include system for ordering and tracking CAPs. MDE has added components to the MNCIMP web-based system for documenting CAPs, the means by which they are ordered, the specific regulatory reference which must be addressed, the dates when issued and when due, and the approval of the CAP and the evidence of completion. MDE has implemented the same automatic email notification into the CAP tracking system that facilitates timely communication between MDE and the LEAs in the Compliance Tracking System. MDE is continuing to modify and update the system to make it more user friendly and to ensure that MDE is getting the information needed in order to be able to accurately	2010-2015	MDE C&A Staff Technology Staff

Activities	Timeline	Resources
track when CAPs are ordered and completed to ensure that all noncompliance is corrected as soon as possible, but in no case more than one year from the identification.		
Train LEA representatives on the new requirements for CAPs and how the CAPs will be ordered and tracked through the MNCIMP web-based system. As part of the MDE trainings for LEAs in either the MDE Review or Self-Review year of the monitoring cycle, MDE has added information on when and how CAPs will be ordered, the expectations of the CAPs and approval process for the CAP, both the plan itself and the evidence of completion.	2010-2015	MDE C&A Staff
Due to the positive response from LEAs on the trainings offered by MDE and the requests from LEAs for more trainings, MDE has begun periodic regional trainings to address common issues of noncompliance. MDE has analyzed the record review and complaint data from recent years in order to identify the most common areas of noncompliance. This information has then been used to develop trainings to address these specific issues. Trainings are offered regionally to special education directors, teachers, and other school personnel. MDE plans to continue to offer these additional trainings and modify them as needed to address changing issues of noncompliance.	2011-2013	MDE C&M Staff
MDE Compliance and Monitoring staff will continue to meet with the Minnesota Administrators of Special Education (MASE) professional organization to discuss districts' common areas of noncompliance and how collaborate to bring districts into compliance.	2011-2013	MDE C&M Staff
MDE Division of Compliance and Monitoring is providing cross-divisional trainings in collaboration with the divisions of Special Education Policy and Program Finance to provide additional trainings in the area of fiscal monitoring.	2011-2013	MDE C&M, SEP, and STA Staff
To ensure LEAs are correcting individual student noncompliance as soon as possible and in no case later than one year from identification, MDE has implemented a process in which the status of the correction of noncompliance is reviewed for each LEA on a monthly basis. The information is distributed to lead program and fiscal monitors to follow up with LEAs that are not demonstrating progress on the correction of noncompliance or LEAs that are nearing the one year deadline yet still have remaining noncompliance to be corrected.	2011-2013	MDE C&M Staff
To ensure LEAs are correcting systemic noncompliance as soon as possible and in no case	2011-2013	MDE C&M Staff

Activities	Timeline	Resources
<p>later than one year from identification, MDE has implemented a process in which the status of CAPs is reviewed for each LEA on a weekly basis. The information is distributed to lead program and fiscal monitors to follow up with LEAs to ensure timely submission of the proposed CAP as well as the evidence of completion required to demonstrate the LEA is now correctly implementing the standards. Lead monitors can follow up with LEAs that are nearing the one year deadline to verify all remaining noncompliance has been corrected.</p>		

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

An internal MDE workgroup, comprised of a cross-section of MDE staff, met to review the data and the activities to determine, among other inquiries, if the activities could better serve the ultimate goal. The proposed changes to activities were then reviewed by SEAP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16 - Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Data Source: Compliance and Assistance Database and 618 Table 7

Overview of Issue/Description of System or Process:

In Minnesota, any individual or organization may file a complaint alleging that an LEA has violated provisions of the federal or state special education rules. Complaints must be in writing, signed by the individual or organization filing the complaint, and sent to MDE. Complaints must allege that violations of state or federal special education laws or rules have occurred in the last year or for up to three years if the violation is continuing or compensatory education is appropriate. Complainants must also include the facts upon which they base their allegations of violations.

Upon receipt of a signed, written complaint, the 60-day time period for issuance of a final decision begins. Initially, a complaint is reviewed by the supervisor and assigned to a complaint investigator. Support staff performs procedural duties immediately, setting up files for each complaint, gathering district information, and calculating timeframes.

The supervisor and the complaint investigator have regular meetings, every two weeks, regarding each complaint being handled by the investigator.

Initially, a complaint investigator contacts the special education director to determine if it is possible to resolve the complaint at the district level. Calls to the special education director are routine, as this facilitates early settlement, assures that the district is the appropriate party to address the issues set forth in the complaint, and helps determine if there are additional issues that might not otherwise be addressed through the complaint process.

The complaint investigator also contacts the complainant and confirms receipt of the complaint. This call also allows the investigator to clarify and confirm the issues set forth in the written complaint and assures that the proper parties are named.

Following confirmation, the investigator drafts an issue letter, which is reviewed by the supervisor and mailed to the complainant, the superintendent, and the special education director.

MDE requires complaint investigators to present a draft complaint report to the supervisor 45 days after receipt of the complaint. Should the supervisor and the investigator determine, at the 45-day mark, that an extension will be necessary, an extension, which is only permitted on a case-by-case basis, will be

issued. Extensions are issued when complaints present situations, such as unduly complex issues or systemic problems, which require additional time for investigation and thoughtful resolution.

Baseline Data for FFY 2004 (2004-2005):

(Excerpted from Attachment 1)

(1) Signed, written complaints total	111
(1.1) Complaints with reports issued	77
(a) Reports with findings	77
(b) Reports within timeline	53
(c) Reports within extended timelines	22
(1.2) Complaints withdrawn or dismissed	34
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100

97.4% = (53 + 22) / 77x 100

Discussion of Baseline Data:

In 2004-2005, MDE received 111 Part B complaints. Of those 111 complaints, 34 were withdrawn or dismissed without any written report. MDE issued reports on 77 complaints in FFY 2004. Please note that MDE considers any complaint with a report issued, regardless of whether wrongdoing on the part of the district was found, as a "report with findings" for purposes of this discussion.

MDE issued extensions for complaints that involved systemic or complex issues. MDE was also forced to issue a number of extensions when the State of Minnesota shut down for several days in July. During FFY 2004, MDE issued timely reports in all but two complaints. In one case, the complaint was late due to the Minnesota government shutdown. The parties were aware of the extension, but no letter was sent and no confirmation of this extension can be found in the complaint file. In the other instance, inter-office miscommunication regarding the length of an already-approved extension caused the complaint to be three days late.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint
2006 (2006-2007)	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint
2007 (2007-2008)	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint
2008 (2008-2009)	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a

FFY	Measurable and Rigorous Target
	particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))
<p>2009 (2009-2010)</p>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))
<p>2010 (2010-2011)</p>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))
<p>2011 (2011-2012)</p>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))
<p>2012 (2012-2013)</p>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Continue to assure the database is used to track status of complaints and automatically alerts due process staff to approaching deadlines.	2006-2013	MDE staff IT staff
MDE staff will participate at conferences or other activities such as the Midwest Law Conference, or other activities where parents of students with disabilities will be informed of the complaint process and other dispute resolution processes. MDE will distribute materials informing parents about special education complaint and other due process resolution procedures to ensure a broader dissemination of materials.	2006-2013	MDE Staff
Translation of "How to File a Complaint" document into multiple languages	2009-2013	MDE staff
Updates to Model Complaint forms	2009-2013	MDE staff

Activities	Timeline	Resources
MDE staff will seek ways to increase outreach generally and specifically to underrepresented communities. MDE staff will explore the possibility of providing information through local radio programs for diverse communities and through cable television public service announcement provided in various languages.	2009-2011	MDE staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

An internal MDE workgroup, comprised of a cross-section of MDE staff, met to review the data and the activities to determine, among other inquiries, if the activities could better serve the ultimate goal. The proposed changes to activities were then reviewed by SEAP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17 - Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines. (20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $(3.2(a) + 3.2(b))$ divided by (3.2) times 100.

Data Source: Compliance and Assistance Database and 618 Table 7

Overview of Issue/Description of System or Process:

Pursuant to federal law, Minnesota maintains procedures for impartial due process hearings.

A parent or a district is entitled to a due process hearing whenever a dispute arises over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of FAPE (Minn. Rule 3525.3900).

Requests for due process hearings must be in writing and filed with MDE. Should a school district administrator receive a request for a due process filing, he or she must file the request with MDE within two days of receipt of the request.

MDE cannot deny incomplete requests for hearings. However, the content of the request is dependent upon the party making the request. If a parent requests a hearing, the parent must include:

- A statement that indicates a request for a hearing
- Name and address of the child involved
- Name, address, and telephone number of parent
- Name of the school the child is attending
- The school district the parent resides in
- A description of the problem
- A proposed resolution to the problem

Should a district request a hearing, the district must include a number of additional items:

- A description of the service the district proposes to initiate or change
- A copy of the current or proposed IEP
- A copy of the prior written notice issued by the district

Any district request for a hearing must also provide the parents with a statement of basic procedures and safeguards for due process hearings, including information regarding free or low-cost legal and advocacy services available for parents. Districts must also inform parents that a hearing will take place with an

impartial hearing officer assigned by MDE. Finally, districts are responsible for providing a number of procedural explanations, including information about timelines for the hearing, the rights of parties to present evidence, and a statement regarding the parent's burden of proof at a due process hearing.

Hearing officers are required to render decisions within 45 days from the date the hearing request was filed with the department. Extensions are allowed only upon request by either party. The hearing officer may grant a 30-day extension for good cause.

Baseline Data for FFY 2004 (2004-2005):

(Excerpted from Attachment #1)

(3) Hearing requests total	38
(3.1) Resolution sessions	N/A
(a) Settlement agreements	N/A
(3.2) Hearings (fully adjudicated)	10
(a) Decisions within timeline	1
(b) Decisions within extended timeline	9
(3.3) Resolved without a hearing	25

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100 $100\% = (1 + 9) / 10 \times 100$

Discussion of Baseline Data:

MDE had 10 fully adjudicated hearings in FFY 2004. All decisions were issued timely, as they were either within the 45-day timeline, or received extensions for good cause upon motion by either party. In Minnesota, due process hearings typically have all the hallmarks of full-fledged litigation and therefore often have the lengthier timelines associated with civil actions. MDE does not issue extensions unless a party makes a specific request and the hearing officer determines there is good cause for the extension.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-2007)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2007 (2007-2008)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2008 (2008-2009)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.
2010 (2010-2011)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.
2011 (2011-2012)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.
2012 (2012-2013)	100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Track the status of hearings and automatically alert due process staff to approaching deadlines. MDE staff will continue to focus on monitoring data and addressing any noncompliance.	2008-2013	MDE staff IT staff
MDE has completed the first phase of the development and implementation of the due process database. Data on hearings is now collected by MDE staff and recorded in the database. This database allows MDE to determine where delays in the processing of hearings are occurring to a level of detail not previously possible. The database presents each user with a dashboard that informs them of the status of each hearing. MDE staff continue to monitor the effectiveness of the system and propose improvements to be implemented by I.T. staff.	2008-2013	MDE staff IT staff
MDE is meeting with the Office of Administrative Hearings on an ongoing basis to examine ways to improve the efficiency and timeliness of due process hearings.	2009-2013	MDE staff IT staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

An internal MDE workgroup, comprised of a cross-section of MDE staff, met to review the data and the activities to determine, among other inquiries, if the activities could better serve the ultimate goal. The proposed changes to activities were then reviewed by the SEAP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B)))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Data Source: Compliance and Assistance Database and 618 Table 7

Overview of Issue/Description of System or Process:

As a result of, in part, Minnesota's conciliation conference process, mediation and experienced hearing officers, the majority of Minnesota hearings settle pre-hearing. Of 39 hearings requested, 35 were resolved without a hearing, or about 90%. Two of those cases were not voluntarily dismissed and have been appealed to Federal Court. Most cases are resolved voluntarily. However, MDE is not directly involved in resolution sessions because the hearings are handled by Minnesota's Office of Administrative Hearings. Data used for this report came from MDE staff review of hearing correspondence and orders which mention the scheduling or results of resolution sessions. A more accurate data collection method is being developed for future reporting.

Baseline Data for FFY 2005 (2005-2006):

$(6/10) * 100 = 60.0\%$ of resolution sessions resulting in settlement agreements.

Table 18.1 Hearing and Resolution Sessions (excerpted from 618 Table 7)

SECTION C: Hearing requests	
(3) Hearing requests total	39
(3.1) Resolution sessions	10
(a) Settlement agreements	6
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline	1
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	35

Discussion of Baseline Data:

This is a new indicator and baseline data are based on limited experience with resolution sessions.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
*2006 (2006-2007)	61.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
2007 (2007-2008)	62.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
2008 (2008-2009)	63.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
2009 (2009-2010)	64.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
2010 (2010-2011)	65.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
2011 (2011-2012)	65.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
2012 (2012-2013)	65.0% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Please note: Targets were set in FFY 2006 as required*

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Due process hearing coordinator maintains data on hearings and related matters including resolution sessions and their outcomes.	2005-2013	MDE staff
Develop and distribute handout for parents on due process hearing process including resolution sessions; translate handout into Hmong, Somali, and Spanish languages.	2006-2013	MDE staff PACER Center
New forms document will be developed and will be revised to more accurately track the progress of due process hearing coordinator on hearings and resolution sessions and their outcomes.	2009-2013	MDE staff OAH

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

An internal MDE workgroup, comprised of a cross-section of MDE staff, met to review the data and the activities to determine, among other inquiries, if the activities could better serve the ultimate goal. The proposed changes to activities were then reviewed by SAC. This activity (activity 19) was not altered because MDE's historical data shows a higher agreement rate for mediations when parents are accompanied to the mediation. This activity continues to assist MDE in meeting the indicator target.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19 - Percent of mediations held that resulted in mediation agreements.

Measurement: Percent = (2.1(a) (i) + 2.1(b)(i) divided by (2.1) times 100.

Data Source: Compliance and Assistance Database and 618 Table 7

Overview of Issue/Description of System or Process:

Minnesota has a strong alternative resolution system. In addition to mediation, this system includes conciliation conferences and state-provided facilitators for IEP meetings upon request. Minnesota is exploring ways to increase local capacity for meeting facilitation and dispute resolution. Minnesota shares information across systems and is working on an integrated data-base that will expedite data sharing across systems to allow more precise evaluation of the impact of various interventions. Minnesota has a mediation coordinator who collects participant feedback for mediations and facilitated IEP meetings. The feedback is collected in the form of surveys that invite all participants to respond. Surveys are collected immediately after the session is held and again 60 days after an agreement is reached in order to determine the effect and durability of the agreement.

Facilitated IEP meetings, which are moderated by a trained facilitator, provide another option for resolving disputes at an early stage of conflict. The Minnesota legislature has directed MDE to offer facilitated IEP meetings (Minn. Stat. 125A.091 subd. 8). Facilitated IEP meetings are similar to regular IEP team meetings but include the presence of a facilitator, provided at no cost to either party. Mediators and facilitators cannot be called to testify, nor can their records be used, in subsequent due process hearings.

Mediation provides an informal, yet structured, process by which a neutral third party assists districts and parents in resolving disputes. All parties must voluntarily agree to participate in mediation. A party requests mediation by filling out and signing a request form, which is sent to the department. Request forms are available on-line, at school district offices, agency offices, and advocacy organizations.

Baseline Data for FFY 2004 (2004-2005):

(Excerpted from Attachment #1)

(2) Mediation requests total	65
(2.1) Mediations	52
(a) Mediations related to due process	1
(i) Mediation agreements	1
(b) Mediations not related to due process	51
(i) Mediation agreements	45
(2.2) Mediations not held (including pending)	10

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.
88.0%= (1+45)/52 x 100

Discussion of Baseline Data:

Minnesota defines “mediations related to due process” as mediations that are requested after a hearing request is made. Other mediations may be tangentially related to hearings but this system is the least subjective. Mediations pending in a given fiscal year will be counted as mediations held in the subsequent year unless the request is withdrawn. Minnesota has an average 88% agreement rate over the last 5 years and is using this rate to set its target for this indicator. However, Minnesota anticipates that federal changes to the mediation systems may reduce the agreement rate. The fact that mediations will now be legally binding agreements in all circumstances is likely to increase the use of attorneys and decrease the agreement rate as the stakes will be higher for both sides.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	88.0% of mediations held that resulted in mediation agreements.
*2006 (2006-2007)	75.0%-85.0% of mediations held that resulted in mediation agreements.
2007 (2007-2008)	75.0%-85.0% of mediations held that resulted in mediation agreements.
2008 (2008-2009)	75.0%-85.0% of mediations held that resulted in mediation agreements.
2009 (2009-2010)	79.0%-89.0% of mediations held that resulted in mediation agreements.
2010 (2010-2011)	80.0%-90.0% of mediations held that resulted in mediation agreements.
2011 (2011-2012)	80.0%-90.0% of mediations held that resulted in mediation agreements.
*2012 (2012-2013)	80.0%-90.0% of mediations held that resulted in mediation agreements.

** Please note: Targets were revised in FFY 2006 to reflect a range as allowed by OSEP.*

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Expand awareness of the availability of mediation through new initiatives. These may include poster sessions at conferences, Special Education Directors' Forums or other meetings where school staff and/or parents of children with disabilities are likely to be in attendance. MDE will distribute materials informing parents about special education complaint and other due process resolution procedures to ensure a broader dissemination of materials. Increase marketing efforts in Greater Minnesota and among diverse populations including Somali, Hmong, and homeless students. During intake increase parties' preparation for mediation.	2009-2013	MDE staff
Increase the possibility of mediation agreements by increasing parties' preparation for mediation during intake and by mediators sharing impasse strategies.	2009-2013	MDE staff
Increase use of mediation by increasing parties' understanding of the process through distribution of various documents within the agency and to the public.	2009-2013	Division of Compliance and Assistance staff
Write dispute resolution articles for a quarterly newsletter sent to all of Minnesota's special education directors.	2010-2013	Division of Compliance and Assistance staff
Provide training in the state's dispute resolution processes for county social workers working with families having children with disabilities.	2010-2013	Division of Compliance and Assistance staff
Division of Compliance and Assistance Staff offer to be interviewed about dispute resolution options on radio stations and cable television programs that serve diverse populations.	2010-2013	Division of Compliance and Assistance staff
Track the effectiveness of mediation at resolving issues in lieu of utilizing the complaint or hearing system. The electronic database system will be refined to enable MDE to extract the available relevant data.	2009-2013	MDE staff IT staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

An cross-divisional workgroup composed of representatives of the Divisions of Information Technology, Fiscal Services, Special Education Policy, Compliance and Assistance, NCLB and Early Learning Services met weekly during 2005-06 to standardize data collection for the SPP and APR. New business rules and data specifications were developed for all performance indicators this year.

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator 20 - State reported data (618 Tables and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement:

State reported data, including 618 Table data, and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement assessment ; November 1 for exiting, discipline, personnel and dispute; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Data Sources: MARSS, DIRS, STARS, MNCIMP, Compliances and Assistance Databases, Assessment, 618 Tables

The Minnesota Automated Reporting Student System (MARSS) is the cornerstone of data collection and analysis, compiling individual student data required by multiple program divisions within MDE. Data collected via MARSS are used to calculate state aid and local levy amounts, allocate federal grant resources, complete civil rights reports, perform unduplicated child counts, and report to the National Center for Education Statistics.

Upon enrollment, each student is given a unique numerical identifier that remains assigned to the student across time and, when family mobility is a factor, across school districts. Since MDE is the lead agency for Part C, identified infants and toddlers are assigned a unique MARSS identifier that is used through age 22.

The MARSS system currently includes 50 distinct data elements reported for each enrolled student and is a data partnership between MDE and school districts.

MARSS facilitates the collection and reporting of the following 618 and SPP data elements, among others:

- Unduplicated child count
- Race and gender
- Instructional Setting
- Primary disability
- Exit data

A series of edit checks designed to detect inaccurate data are performed both at the district and state levels. These edits generate error or warning messages that require follow up by the reporting district.

For example, the instructional setting reported for a child must be a code appropriate for the age of the child.

MDE has worked to enhance written guidance for reporting on students with disabilities in MARSS. MDE has provided District Data Profiles on some of the indicators in the SPP since 2000-2001. The District Data Profile is an interactive data display tool that, when a local school district number is entered, results in a data report customized for that district. The profile also provides strata and state level data for comparison. Analyzing and reporting data in this way has facilitated the reporting of accurate data, in addition to driving local continuous improvement efforts.

To further enhance MDE data collection, in 2004, MDE implemented the new Disciplinary Incident Reporting System (DIRS). DIRS is designed to assist MDE in obtaining data in fulfillment of NCLB and IDEA 04 SPP reporting requirements under Indicator #4. The new online system streamlines disciplinary incident data reporting, allowing districts to submit only one incident report for each incident that results in suspension or expulsion, regardless of the number of offenders or victims.

The DIRS system consists of both building-level and district-level accounts for reporting. The superintendent of each LEA certifies the accuracy of the data at year-end. This system both ensures that MDE complies with new federal and state reporting requirements and overcomes MDE's past problems with an older data collection system. The DIRS system further supports and encourages uniform entry of data into the new system.

Statewide Assessment data is collected and reported through a system that is linked to individual student records (MARSS). LEA staff are responsible for verifying the accuracy of their data prior to the AYP calculation period. Assessment results are publicized on the MDE website with statewide, strata and local data available for use in local program improvement planning.

Personnel data is collected through the Electronic Data Reporting System (EDRS). Expenditures for special education, including detailed information on staff assignments and licensure, are entered into EDRS by the LEA. The data triggers state and federal special education payments. EDRS is linked with the system used by Personnel Licensure, providing immediate access to the licensure status of school staff.

Baseline Data for FFY 2004 (2004-2005):

- a. In general, MDE has submitted required State reported data on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports). This year, due to the extension of the deadline for the DIRS data collection, the data was not available to submit until late November. Overall, the required State reported data is timely.
- b. Due to embedded edit checks and balances within each of the systems described above, MDE believes the required State reported data is accurate.

Discussion of Baseline Data: The DIRS is a new system and further investigation will need to be completed in order to determine the accuracy of the data. MDE is committed to continually improving the accuracy of data reported.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
2006 (2006-2007)	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
2007 (2007-2008)	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	100% of State reported data (618 Tables and State Performance Plan and Annual Performance Report) are timely and accurate.
2009 (2009-2010)	100% of State reported data (618 Tables and State Performance Plan and Annual Performance Report) are timely and accurate.
2010 (2010-2011)	100% of State reported data (618 Tables and State Performance Plan and Annual Performance Report) are timely and accurate.
2011 (2011-2012)	100% of State reported data (618 Tables and State Performance Plan and Annual Performance Report) are timely and accurate.
2012 (2012-2013)	100% of State reported data (618 Tables and State Performance Plan and Annual Performance Report) are timely and accurate.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Disseminate written guidance materials for accurate reporting of students with disabilities within the MDE data collection systems to LEAs.	2008-2013	MDE staff
Provide training for LEA staff responsible for accurate reporting through MARSS in multiple formats including face-to-face, interactive television and web-based tutorials.	2008-2013	MDE staff
Improve local and statewide edits within MDE's MARSS program to eliminate logic errors that can be electronically detected at the point of data submission.	2008-2013	MDE staff
Train LEA staff in the accurate reporting of data in DIRS and EDRS.	2008-2013	MDE staff

Part B State Performance Plan (SPP) for FFY 2005

Appendices

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	130
(1.1) Complaints with reports issued	97
(a) Reports with findings	97
(b) Reports within timeline	59
(c) Reports within extended timelines	38
(1.2) Complaints withdrawn or dismissed	33
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	70
(2.1) Mediations	46
(a) Mediations related to due process	6
(i) Mediation agreements	5
(b) Mediations not related to due process	40
(i) Mediation agreements	33
(2.2) Mediations not held (including pending)	24
SECTION C: Hearing requests	
(3) Hearing requests total	39
(3.1) Resolution sessions	10
(a) Settlement agreements	6
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline	1
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	35
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	6
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Sampling Plan for SPP/APR Indicator 8 – “Parent Involvement”

As of FFY 2007 Minnesota uses a sampling frame which integrates both random sampling of LEAs and random sampling of students within LEAs. This sampling frame ensures that the annual sample of LEAs is representative of Minnesota’s students with disabilities as well and representative of LEAs ranging from small and less diverse to the large and more diverse. Using this method, the sampling frame is structured to produce statewide and LEA-level samples that are representative of students with disabilities (and their families) in terms of race/ethnicity, disability, gender, and age/grade.

1. LEA Sampling

All LEAs in the State of Minnesota, including charter schools, were randomly assigned to one of five years in a five-year cycle. The random assignment of LEAs was previously completed in Minnesota’s approved sampling frame for Indicator 14. The sample of LEAs selected for each year includes a diverse array of districts in terms of geographic location (urban, rural, and suburban LEAs, including charter schools) and includes representation of the number of students with disabilities served in the sample of LEAs in any given year. The resultant five sets of LEAs were evaluated for year-to-year sample comparability on the following variables: percent of students with disabilities within total student populations served by LEAs in each annual sample; student race/ethnicity proportions; disability category proportions; and geographic locale (i.e. urban and rural LEAs). Statistics for these districts were found to be comparable across the sample groups.

In the developed five-year sampling frame, each LEA in Minnesota participates in data collection for SPP/APR Indicator 8 once in the five-year period, beginning in the spring of 2008. The sampling frame is structured to produce statewide and LEA-level samples that are representative of students with disabilities (and their families) in terms of race/ethnicity, disability, gender, and age/grade. LEAs in the sampling frame include all Minnesota independent school districts and charter schools. Minnesota does not have any LEAs with an enrollment of over 50,000 students.

2. Student/Family Sampling

Families of students are randomly sampled on an annual basis within the selected LEAs for each year of the sampling frame. The initial step in sampling is calculation of the number of students (and their associated families) for composition of a statewide sample of sufficient size to attain a 95% confidence level, with a 3% margin of error. The population is comprised of all students with disabilities in grades kindergarten through high school (and transition programs), and is represented by the numerical total K-12 Child Count for the State of Minnesota. For example, if the total K-12 Child Count for the year is 102,351, the calculated required sample size for that same year would be 1,057. In order to offset nonresponse to the survey, the sample size is increased by an additional 20%. In the example, the actual number of surveys which would be disseminated is 1,269 surveys (i.e. 1,057 x 1.2).

The total sample is apportioned to each of the LEAs in the annual sample based on the K-12 Child Count in each LEA*. The size of the subsample to be drawn from each LEA is the Total Sample Size (e.g. 1,269 surveys) multiplied by the K-12 Child Count in the LEA divided by the Total K-12 Child Count for all LEAs in the annual sample.

$$\text{Subsample Size for LEA}_i = \frac{(\text{Total Sample Size}) (\text{LEA}_i \text{ K-12 Child Count}^*)}{\text{Total K-12 Child Count of LEAs in Year}}$$

Sampling Frame for SPP/APR Indicator 8

Year	SPP/APR Year (Feb)	# of LEAs in Sample	% of State LEAs in Each Annual Sample	% of Students with Disabilities Served	Student Subsample within Each LEA
1	2009	94	20%	13%	The subsample to be drawn from any randomly selected LEA is determined by dividing that LEAs Child Count by the Total Child Count of LEAs in the annual sample and multiplying the result by the statewide sample size*.
2	2010	94	20%	12%	
3	2011	93	20%	13%	
4	2012	94	20%	12%	
5	2013	94	20%	12%	
5-Year	2009-2013	469	100%	Avg = 12.4%	

Note: The number of LEAs in annual samples and within the five-year sampling period may fluctuate as a result of consolidation or establishment of additional LEAs (including charter schools) over time.

*The Minnesota Department of Education will also be conducting a survey of parents of children with disabilities age three to five (served under Section 619 of the IDEA). A sampling plan for this survey will be developed by staff in the Early Learning Services Division within MDE.

C. Reliability & Validity

The National Center on Special Education Accountability and Monitoring (NCSEAM) completed technical analyses of reliability and validation of the survey that parents will complete, i.e., the NCSEAM Part B Survey. In addition to making annual probability estimates of sampling error, MDE will conduct annual person and item reliability analyses on returned surveys using WINSTEPS Rasch measurement software (Linacre 2006). Based on random sampling and sufficient sample sizes, annually determined estimates of the proportion of parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities are expected to have sufficient reliability and validity for purposes of the Annual Performance Report.

Parent Survey - Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. You may skip any item that you feel does not apply to you or your child.

Fill in circle completely:

Very Strongly
Agree
Strongly Agree
Agree
Disagree
Strongly
Disagree
Very Strongly
Disagree

Schools' Efforts to Partner with Parents

- | | | | | | | | |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | I am considered an equal partner with teachers and other professionals in planning my child's program. | <input type="radio"/> |
| 2. | I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting. | <input type="radio"/> |
| 3. | At the IEP meeting, we discussed how my child would participate in statewide assessments. | <input type="radio"/> |
| 4. | At the IEP meeting, we discussed accommodations and modifications that my child would need. | <input type="radio"/> |
| 5. | All of my concerns and recommendations were documented on the IEP. | <input type="radio"/> |
| 6. | Written justification was given for the extent that my child would not receive services in the regular classroom. | <input type="radio"/> |
| 7. | I was given information about organizations that offer support for parents of students with disabilities. | <input type="radio"/> |
| 8. | I have been asked for my opinion about how well special education services are meeting my child's needs. | <input type="radio"/> |
| 9. | My child's evaluation report is written in terms I understand. | <input type="radio"/> |
| 10. | Written information I receive is written in an understandable way. | <input type="radio"/> |
| 11. | Teachers are available to speak with me. | <input type="radio"/> |
| 12. | Teachers treat me as a team member. | <input type="radio"/> |

Teachers and administrators:

- | | | | | | | | |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. | - seek out parent input. | <input type="radio"/> |
| 14. | - show sensitivity to the needs of students with disabilities and their families. | <input type="radio"/> |
| 15. | - encourage me to participate in the decision-making process. | <input type="radio"/> |
| 16. | - respect my cultural heritage. | <input type="radio"/> |
| 17. | - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents]. | <input type="radio"/> |

The school:

- | | | | | | | | |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. | - has a person on staff who is available to answer parents' questions. | <input type="radio"/> |
| 19. | - communicates regularly with me regarding my child's progress on IEP goals. | <input type="radio"/> |
| 20. | - gives me choices with regard to services that address my child's needs. | <input type="radio"/> |
| 21. | - offers parents training about special education issues. | <input type="radio"/> |
| 22. | - offers parents a variety of ways to communicate with teachers. | <input type="radio"/> |
| 23. | - gives parents the help they may need to play an active role in their child's education. | <input type="radio"/> |
| 24. | - provides information on agencies that can assist my child in the transition from school. | <input type="radio"/> |

Please turn page over 

Fill in circle completely:

Very Strongly
Agree
Strongly Agree
Agree
Disagree
Strongly
Disagree
Very Strongly
Disagree

Schools' Efforts to Partner with Parents

25.	- explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>					
26.	- provides services and supports to assure a smooth transition from one program/grade to another.	<input type="radio"/>					
27.	- coordinates services and supports with community agencies that provide services and supports to my child, as appropriate.	<input type="radio"/>					
28.	- provides access to the mental health services needed by my child.	<input type="radio"/>					

~~ Thank you for your participation. ~~

Student MARSS Number

Minnesota 2006 Sampling and Populations for Indicator 14 Post-School Outcomes

All of Minnesota's school districts and charter schools will be randomly assigned to one of five groups for the 2006-2010 Post-School Outcomes Follow-Up. Further, all special education students who graduated, dropped out or aged out will be included for each of the five years, respectively.

District/Charter School Population and Sampling for the Post-School Outcomes Follow-Up

Sampling will be employed in assigning each Minnesota district/charter school to one of five groups – one group for each of the years 2006 through 2010.* This is consistent with the current "Part B State Performance Plan (SPP) for 2005-2013".

In doing so, every district and charter school will be included in the Post-School Follow-Up, at least once for that period. The district/charter school population is as follows:

2006-2010 School District/Charter School Population

School Districts	N=344
Charter Schools	N=125
Total	N=469

Random sampling will be employed to assign each district/charter school to one of the five groups. Each of the five sampled groups' population of special education students has been examined using 05-06 data. They are consistent and quite comparable in terms of percent of special education students.

Population District Counts and Percent of Special Education Students by Exit Years 2006-2010

Exit Year	Report Year	District Count	Special Ed Percent
2005-06	2008	94	11.5%
2006-07	2009	94	13.2
2007-08	2010	94	12.2
2008-09	2011	93	13.0
2009-10	2012	94	11.7
Total		469	12.3

The following characteristics were also examined for each of the sampled groups:

- Percent of ethnic group memberships within sample groups and the overall population
- Percent of disability group memberships within sample groups and the overall population
- Percent of urban/rural group memberships within sample groups and the overall population*

Statistics for these were found to be comparable across the sample groups, as well.

*There are no districts in Minnesota with student populations > 50,000.

Student Population for the Post-School Outcomes Follow-Up

Minnesota has a well established student record system – the Minnesota Automated Reporting Student System (MARSS). This system is the source of the student exit population. For each respective year, 2006-2010, the MARSS subset of special education students who graduate, drop out or age out will be obtained from this database and merged with district/charter schools from where they exited. It should be noted that, for each year, the *census* of students will be followed-up – not a sample of students.

For this year (2005-2006 data), selected student exit statistics, by groups, were examined. The groups were very similar across groups as well as with the population, as a whole.

Percent of MARSS Student Population Graduates and Drop-Outs for Each Sample Group*

Sample Group	N	Percent Graduates	Percent Drop-Outs
1	1043	83.3%	14.6%
2	1149	80.9	19.1
3	1343	87.0	12.9
4	1951	85.5	14.4
5	1264	86.6	13.4
Total	6750	85.2	14.7

*Calculated from Special Education Students who exit in 2005-2006. In actuality, groups 2-5 would be calculated from MARSS student populations for the respective years 2007-2010. These calculations should not vary significantly, however.

**All Minnesota districts and charter schools have been assigned a “locale code”. These codes(categories) derive from the National Center for Educational Statistics (NCES).

Actual Follow-Up respondent groups for *each year* will be analyzed to determine statistical representativeness with respect to the student population.

Summary

Minnesota school districts and charter schools will be assigned randomly to five district sample groups for the years 2006-2010. *Each* will appear at least once.

Special education students who exit will be matched to the randomly selected districts where they exited from. For each respective year, the entire population of students who exit (*census*) will be followed-up. Respondent groups for each year will be analyzed for representativeness with regard to the student population who exit.

Preliminary analyses of selected district and charter school population sample groups provide confidence that they are representative of the state as a whole. Inferences to the state from followed-up special education students who exit associated with these groups should, therefore, provide useful and reliable information with regard to post-secondary transition program Indicator 14 requirements as well as related transition program and policy development in Minnesota’s schools.