

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

This item initiated by Administration.

ADMINISTRATION'S REPORT

1. Least Restrictive Environment is one of the most significant components in that Individuals with Disabilities Education Act (IDEA)-2004. It requires, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Removal of students with disabilities from the regular educational environment occurs only when the severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

2. There are 17 performance indicators that help steer states to develop State Improvement Plans that target special education.

Indicator #1 Graduation Rates	Indicator #2 Drop-Out Rates	Indicator #3 Assessments	Indicator #4 Suspension/ Expulsion	Indicator #5 Educational Placement Ages 6-21
Indicator #6 Educational Placements Ages 3-5	Indicator #7 Preschool Outcomes	Indicator #8 Parent Involvement	Indicator #9 Inappropriate Identification in Special Education	Indicator #10 Inappropriate Identification in Specific Disabilities Categories
Indicator #11 Timely Evaluation	Indicator #12 Preschool Transition Part C, Part B	Indicator #13 Transition Goals Ages 16 and over	Indicator #14 Post School Outcomes	Indicator #15 Resolution Sessions
Indicator #16 Mediation	Indicator #17 State Systemic Improvement Plan			

LRE FOR HIGHER OUTCOMES

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

LRE DATA

4. Indicator 5 addresses the documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. Wisconsin's data for this indicator provide each school district with the target in each of the following categories:

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

5. The information below compares MPS LRE data-relative services, as defined by DPI, with Wisconsin’s target percentages. The MPS percent includes all students who have IEP’s, including speech and language services.

State of Wisconsin	5 A:	5B:	5 C:
Target 2016-17	68.40%	8.30%	1.00%
MPS August 2017	74.76%	24.53%	0.71%

Please note, the numbers for MPS’ August LRE are from the schools on the Early Start Calendar. At the time of the report, there were 10,773 students with disabilities enrolled in Milwaukee Public Schools.