

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) MONITORING REQUIREMENTS

Least Restrictive Environment (LRE):
A Review and Need for Action



Least Restrictive Environment Defined

- “To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily”
1997 IDEA, 2004 Re-authorization IDEA

Federal & State Accountability

- IDEA (Federal)
 - All states are required to submit State Performance Plans (SPP)
 - Includes information on 14 “indicators” for every school district that receives IDEA funding
- CDE (State)
 - Districts submit special education data 2 times per year
 - Dec 30 and June 30
 - CDE evaluates the submitted data on the IDEA 14 indicators
- Focus on Indicator 5: Least Restrictive Environment

IDEA Least Restrictive Environment

- 4 Measurements for LRE
 - 80% or more time spent in general education setting
 - 40-79% of time spent in general education setting
 - Less than 40% of the day spent in general education setting
 - Separate school or facility
- Intended to “improve the quality of education for all students, with an emphasis on students with disabilities*”

State Data LRE 2015-2016 School Year*

State	Inside Regular Class 80% or More of the Day (%)	Inside Regular Class 40% through 79% of the Day (%)	Inside Regular Class Less than 40% of the Day (%)	Separate School or Residential Facility (%)
Hawaii	36.83	41.32	20.24	0.84
Guam	45.23	45.18	5.81	0.00
New Jersey	45.99	27.30	14.72	7.19
Montana	46.96	38.83	12.02	1.29
New Mexico	49.80	29.44	19.19	0.75
Illinois	52.65	26.22	13.29	6.04
Arkansas	52.68	30.67	13.55	1.84
California	54.07	20.05	21.54	3.31
Washington	54.35	31.06	13.24	0.73

California is 8th from the bottom

*National Council on Disabilities, February 2018 Report (newer data is not yet available)

CVUSD LRE Data 2015-2016

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,834	708	38.60%	>49.2%	No
B. <40%		280	15.27%	<24.6%	Yes
C. Separate Schools		57	3.11%	<4.4%	Yes

Data Source: December 2015 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

CVUSD LRE Data 2015-2016

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CVUSD LRE Data 15/16 School Year

- CDE expected 49.2% of 1834 of our students with an IEP to be in general education for 80% or more of their school day
- 38.6% of the 1834 students were in general education for 80% or more of their school day
- CDE notified us that we were disproportionate in access to GE – ***we missed the target***

CVUSD LRE Data 2016-2017 School Year

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

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- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,777	709	39.90%	>50.2%	No
B. <40%	1,777	280	15.76%	<23.6%	Yes
C. Separate Schools	1,777	65	3.66%	<4.2%	Yes

Data Source: December 2016 CASEMIS Submission

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

CVUSD LRE Data 2016-2017 School Year

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Data Source: December 2016 CASEMIS Submission

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CVUSD LRE Data 16/17 School Year

- CDE raises the expectation each year, so they expected 50.2% of 1777 students with an IEP to be in general education for 80% or more of their school day
- 39.9% of the 1777 students were in general education for 80% or more of their school day
- CDE notified us that we were disproportionate in access to GE - we ***missed the target***

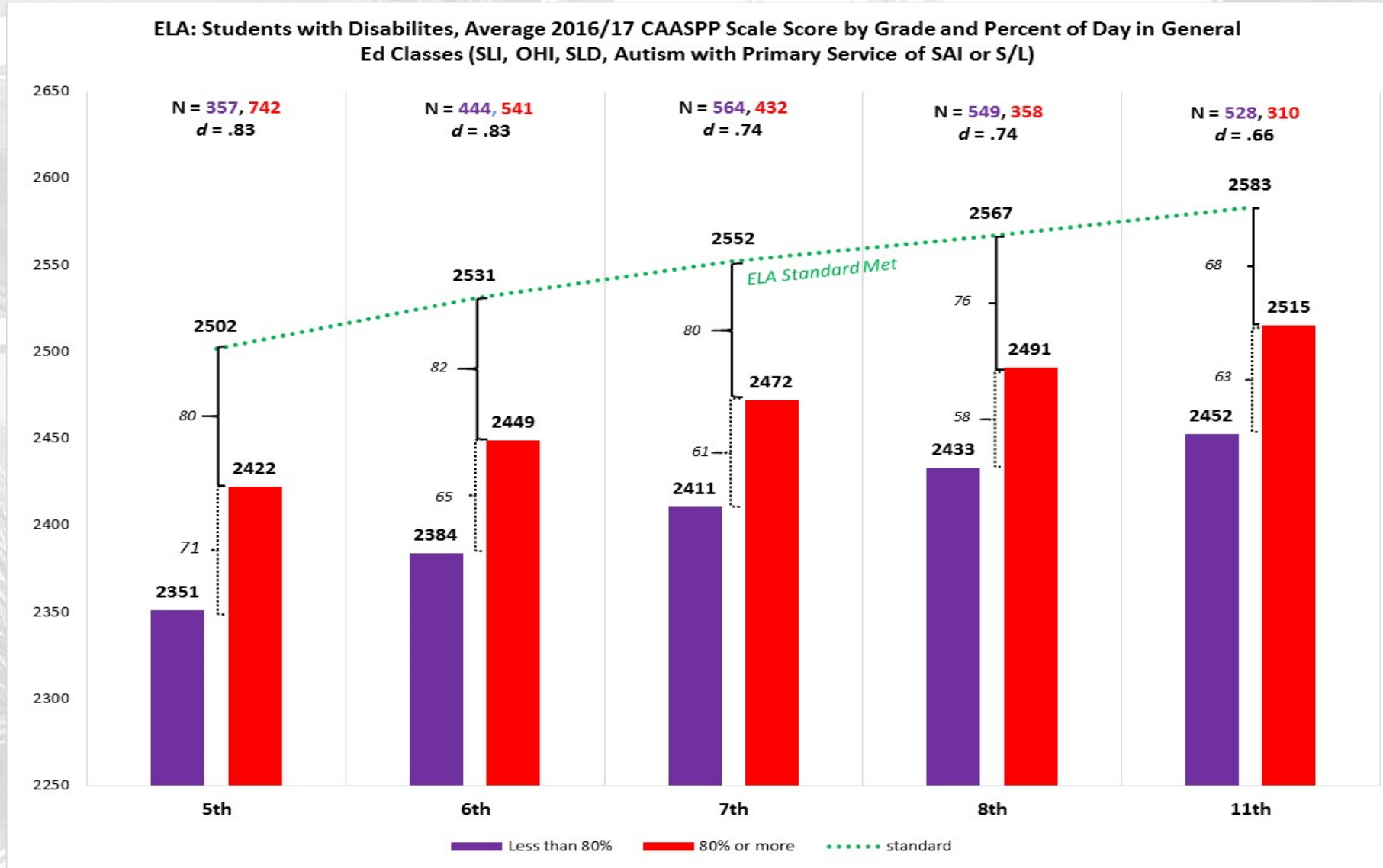
CVUSD LRE Data 17/18 School Year

- Data already submitted to CDE- waiting for specific findings
- CDE has notified VCOE SELPA we missed the target
- 3 years in a row with results indicating disproportionate percentage outside of general education

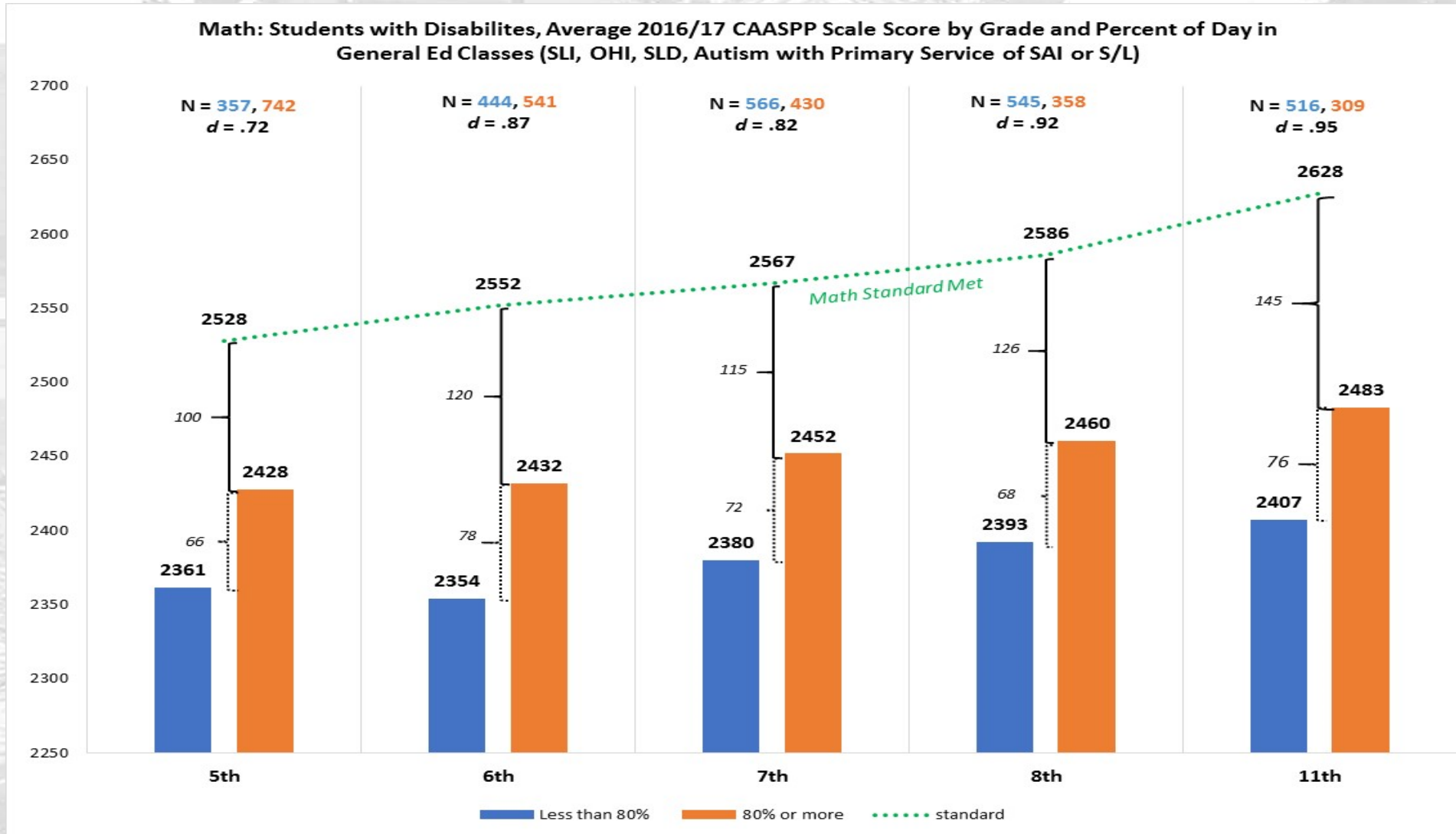
Why Monitoring LRE Matters

- Student outcomes
 - Achievement results
 - A-G completion rates
 - High School graduation rates
 - College entrance rates
- Prevent significant disproportionality (sig-dis)
 - 15% of IDEA funds must be directed to correct the sig dis indicator
 - CDE requires participation in a task force to conduct a root-cause analysis
 - District develops a Coordinated Early Intervening Services (CEIS) Plan

VCOE ELA ACHIEVEMENT ANALYSIS



VCOE MATH ACHIEVEMENT ANALYSIS



Actions Taken

- Informed Staff:
 - Principals
 - Special Education Staff
- Ongoing LRE Team Meetings:
 - Instructional Directors & Special Education Leadership
- Individual school site LRE data provided to Principals
- Participation at VCOE Co-Teaching trainings
- Implemented co-teaching at some sites
- Transition away from content-specific special education classes
- DRAFT strategic plan to roll out Universal Designs for Learning (UDL)

Next Steps

- Provide training to General Education Teachers
- Evaluate school site master schedules
- Audit and adjust secondary level course offerings
 - Develop and submit course requests to CSU and UC Boards
- Expand co-teaching opportunities
- Review inclusion opportunities and expand on successes
- Ongoing professional learning for all school site staff

Thank you

Questions?



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