

# Indicator 5: Education Environments

# Indicator 6: Preschool Environments

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(SEPP)

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# Common Terms

Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.

- **The Department/DESE**
  - MA Department of Elementary and Secondary Education
- **SEPP**
  - Office of Special Education Planning and Policy Development
- **OSEP**
  - US Office of Special Education Programs
- **SPP/APR**
  - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

# SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.

# Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area

- *What can we do differently to improve?*



# Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:
  1. Target Setting (Performance Indicators 1, 2, 3, 7, and 14)
  2. Data Analysis (All indicators)
  3. Evaluation of Progress (All indicators)
  4. Development of Improvement Strategies (All indicators)

# Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu)
- Other DESE Offices to contact for specific questions and comments related to:
  - Compliance and Monitoring - [Public School Monitoring](#)
  - Complaints and Oversight - [Problem Resolution Systems](#)
  - [Approved Special Education Schools](#)

# Meeting Norms

- Each meeting is a specific purpose and topic.
  - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
  - Use the “Raise Hand” function on Zoom, or
  - Type questions in the chat box.
- Please stay muted when not talking.

# Overview: Indicators 5 & 6



# Indicator 5 and 6 – Connection to IDEA

- IDEA (2004) mandates that all children with disabilities, to the maximum extent possible, *are educated with children who are not disabled...*([§1412\(a\)\(5\)](#)).
- IDEA emphasizes inclusive environments *with appropriate aids and services*
  - Academic
  - Non-academic and extracurricular activities

# Indicator 5 and 6 – Measure Placement

- [Indicators 5 and 6](#) focus on educational environments for children with disabilities, ages 3-21
  - Indicator 5: Children ages 5 (and in kindergarten) through 21
  - Indicator 6: Children ages 3-5 who are enrolled in a preschool program.

Each indicator measures three different components

# Why are Indicators 5 & 6 important?

“High expectations can lead students with disabilities to develop more *confidence, independence, and a stronger sense of self.*”  
([Inclusive Education Fact Sheet, SPAN](#))

- Placement can support *access to the general education program* and to *peers without disabilities*
- Maximizing “access” assists students with disabilities to make *effective progress in the general education program* and can *strengthen their achievement and performance*, i.e.,
  - academic,
  - social-emotional, and
  - behavioral areas

# Indicator 5: Education Environments

## Age 5 (enrolled in Kindergarten) – 21

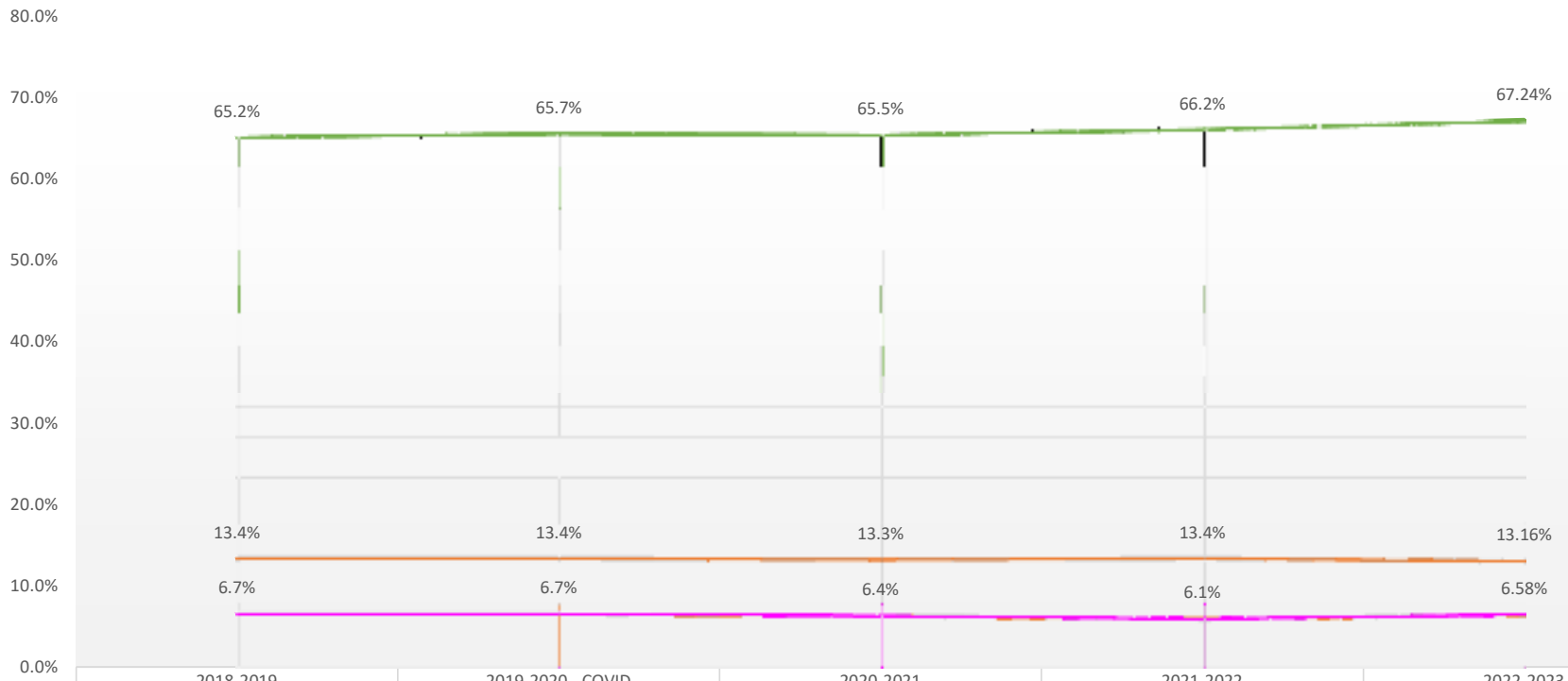
# What are the Indicator 5 Measurements?

The percent of children with IEPs *aged 5 (who are enrolled in kindergarten) through 21* served:

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

# Indicator 5: Data Trends

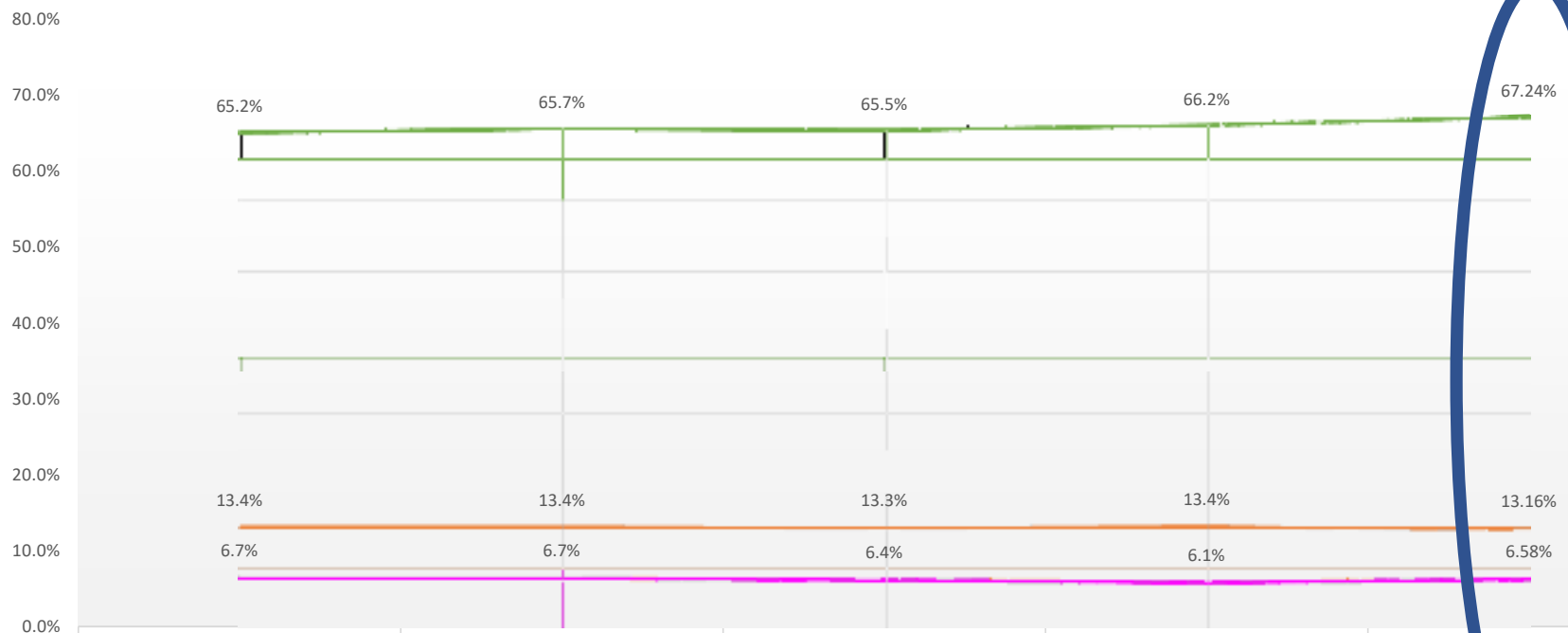
% of Age 5-21 Year Old Students Receiving Services by Environment and Year



	2018-2019	2019-2020 - COVID	2020-2021	2021-2022	2022-2023
A - Full Inclusion	65.2%	65.7%	65.5%	66.2%	67.24%
B - Substantially Seperate	13.4%	13.4%	13.3%	13.4%	13.16%
C - Out of District	6.7%	6.7%	6.4%	6.1%	6.58%

# Indicator 5: Data Trends

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## Indicator 5: Data Analysis and Evaluation of Progress

	Full Inclusion	Substantially Separate	Out of District
	67.24%	13.16%	6.58%
<b>Change in Percentage Points</b>	+1.08	-0.25	+0.50
<b>Targets</b>	65.49%	13.32%	6.44%



# Indicator 6: Preschool Environments (Ages 3-5)

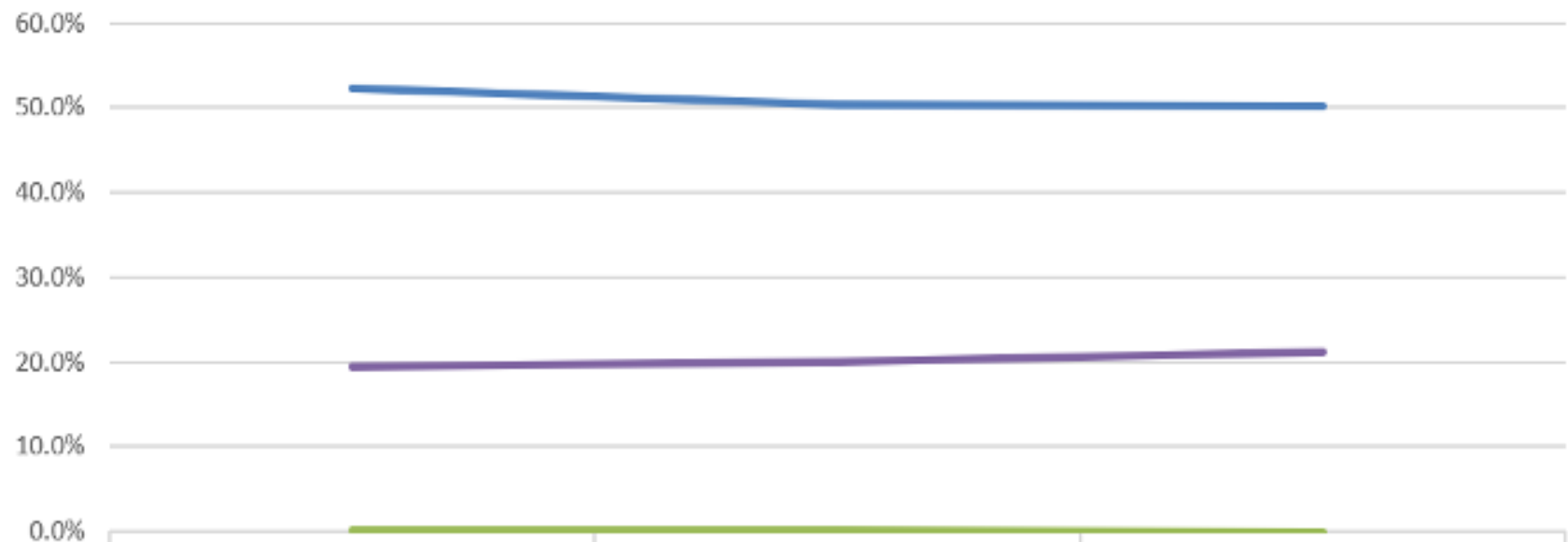
# What are the Indicator 6 Measurements?

**Measurement:** Percent of children, aged 3 through 5, with IEPs who are *enrolled in a preschool program*:

- A. Receiving majority of special education and related services in a general early childhood program
- B. Attending separate special education class, separate school, or residential facility
- C. Receiving majority of special education and related services in the home

# Indicator 6: Data Trends

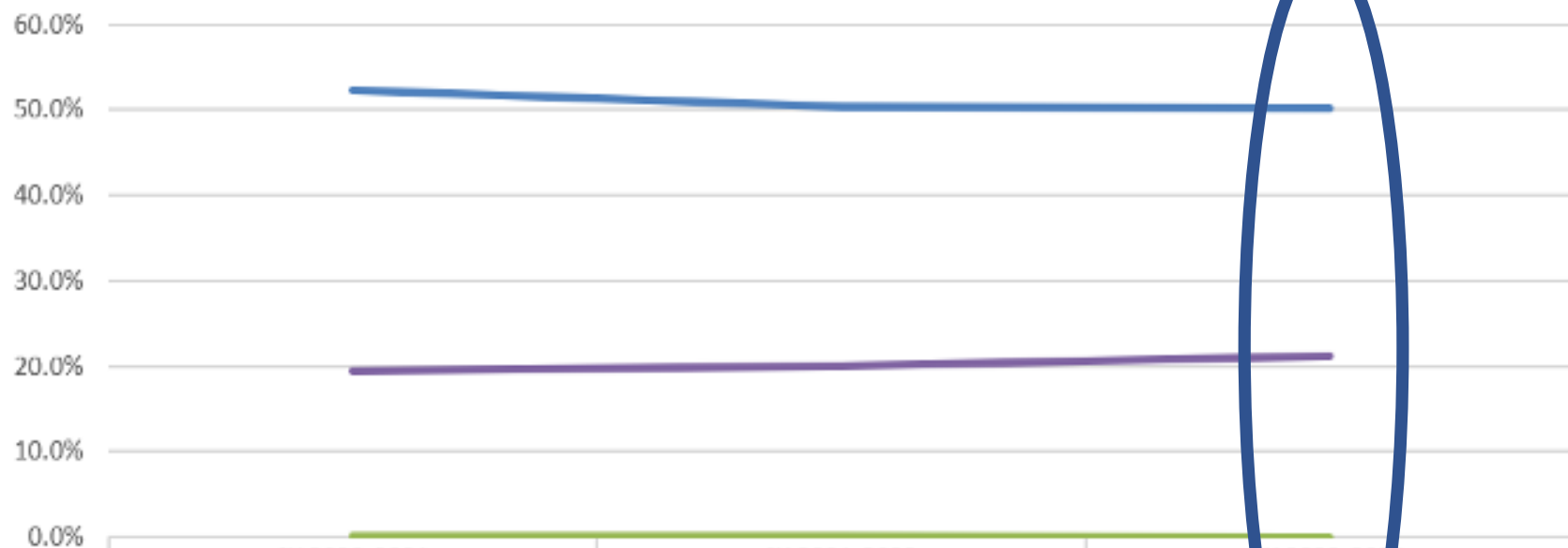
% of Age 3-5 Year Old Preschoolers Receiving Services by Environment and Year



	SY 2020-2021	SY 2021-2022	SY 2022-2023
A. Inclusive Regular Programs	52.3%	50.5%	50.2%
B. Separate Programs	19.4%	20.0%	21.1%
C. Home Services	0.1%	0.1%	0.1%

# Indicator 6: Data Trends

% of Age 3-5 Year Old Preschoolers Receiving Services by Environment and Year



	SY 2020-2021	SY 2021-2022	SY 2022-2023
A. Inclusive Regular Programs	52.3%	50.5%	50.2%
B. Separate Programs	19.4%	20.0%	21.1%
C. Home Services	0.1%	0.1%	0.1%

## Indicator 6: Data Analysis and Evaluation of Progress

	Early Childhood Programs for All	Separate Class, School, or Residential	Services at Home
	50.21%	21.10%	0.11%
<b>Change in Percentage Points</b>	<b>-2.1</b>	<b>+1.45</b>	<b>-0.02</b>
<b>Targets</b>	<b>52.31%</b>	<b>19.36%</b>	<b>0.11%-0.13%</b>

# A Current Improvement Strategy – Additional Data Analysis

## DESE Vision

*DESE works with districts, schools, and educators to promote teaching and learning that is **antiracist, inclusive, multilingual, and multicultural;** that values and affirms each and every student and their families; and that creates equitable opportunities and experiences for all students, particularly those who have been historically underserved.*

- **Race/Ethnicity**
- **Disability Category**
- **First Language**
- **Gender**
- **Income**
- **Region/County**
- **Town type,** e.g., rural, suburban, urban

# Feedback: Indicators 5 & 6

# Improvement Strategies – Your Recommendations

- Is there additional data analysis we should do? If so, what kind?
- How should we prioritize areas for improvement?
- What strategies do you think could be effective at the state level?
- What can we do to support students & families?
- What can we do to support schools & districts?



# Resources

- **Indicator 5:**
- [Considering LRE in Placement Decisions](#) – SPAN/Center for Parent Information and Resources
- [Access to the General Curriculum, Language Access, and Range of Educational Placements](#) – Federation for Children with Special Needs
- [Least Restrictive Environment Info Brief](#) – Iris Center
- [Resources for Schools and Local Leaders](#) – Progress Center
- [Access to Learning](#) – National Center on Accessible Education Materials
  
- **Indicator 6: Preschool**
- [DEAR COLLEAGUE LETTER](#) on Preschool Least Restrictive Environments
- [Natural Environments](#) - PACER Center
- [Part B, Section 619 of IDEA](#) – ECTA Center
- [ECTA Center: Performance Checklists](#) – ECTA Center
- [Practice Guides for Families](#) – ECTA Center

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  - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
  - [Approved Special Education Schools](#)