



State of New Jersey

DEPARTMENT OF EDUCATION
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May 9, 2011

TO: Chief School Administrator
Director of Special Education
Charter School Lead Person

FROM: Barbara Gantwerk, Assistant Commissioner
Division of Student Services

A handwritten signature in blue ink, reading 'Barbara Gantwerk' with a circular initial 'B' below it.

SUBJECT: Special Education Annual Public Reporting of Local District Performance
Review Period: May 9-20, 2011

In fulfillment of the requirements of the Individuals with Disabilities Education Act (IDEA 2004), under section 616(b)(2)(C)(ii)(1), each state must report annually to the public on the performance of each local school district in relation to state targets reported in the federally required special education State Performance Plan (SPP) and Annual Performance Report (APR). This is the fifth year in which the New Jersey Department of Education, Office of Special Education Programs (NJOSPEP) has issued public reports. The reports include data for the SPP indicators required for public reporting for 2009-2010 by the United States Office of Special Education Programs (USOSEP).

The public reports include both compliance and performance SPP indicators (see Attachment). The SPP targets for compliance indicators were set by the federal government at 100 percent (see indicators 9, 10, 11, 12); the state targets for performance indicators were set by a group of special education stakeholders (see indicators 1, 2, 3, 4A, 5, 7 and 8). The SPP and APR, which include full descriptions of all indicators and state targets, can be found respectively, at: <http://www.state.nj.us/education/specialed/info/spp/spp.pdf>; and <http://www.state.nj.us/education/specialed/info/spp/apr/report5.pdf>.

****New for the 2009-2010 Report:** In accordance with federal requirements, **Indicator 7, Preschool Outcomes**, has been added to the profiles for the first time this year. **Indicator 14, Post Secondary Outcomes**, is not reported this year since the measurement for the indicator was changed by the USOSEP.

The special education profiles can be viewed by local districts effective the date of this letter, with an embargo period (i.e. not for public view) in effect until May 20, 2011. The purpose of the embargo is to provide each district with the opportunity to view its profile before it is released to the public and media on the NJOSEP's website. Profiles may be viewed at: <http://www.state.nj.us/education/specialed/sppi0910>, using the following username and password: **Username: publicreporting Password: spp2010. Please note the username and password are case sensitive.**

Please email specialedpublicreport@doe.state.nj.us if you have a question regarding your district's profile. **Changes to the data reported in the profile will not be permitted.** The profiles will be released to the public on June 1, 2011 at: <http://www.state.nj.us/education/specialed/info/spp/>.

The public reporting of state and local district data is intended to increase the accuracy of data reports, focus attention on compliance requirements, as well as student outcomes, and inform areas of need for continuous improvement.

I appreciate your continued efforts to enhance programs and services for students with disabilities.

Thank you for giving this matter your prompt attention.

BG/PM
Attachment

c Members, State Board of Education
Acting Commissioner Christopher D. Cerf
Senior Staff
Diane Shoener
Peggy McDonald
Executive County Superintendent
County Supervisor of Child Study
Members, NJ LEE Group
Garden State Coalition of Schools

ATTACHMENT SPECIAL EDUCATION PUBLIC REPORTS

Public reporting, based on the data collections for 2009-2010, is required for the following SPP indicators:

Indicator 1: Graduation Rates - Percent of youth with IEPs graduating from high school with a regular diploma

Indicator 2: Drop-Out Rates - Percent of youth with IEPs dropping out of high school

Indicator 3A: Assessment - Percent of districts that have a disability subgroup that meets the State minimum ¹n¹ size meeting the State's AYP objectives for progress for the disability subgroup

Indicator 3B: Assessment - Participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, and alternate assessment against alternate achievement standards

Indicator 3C: Assessment - Proficiency rate for children with IEPs against grade level standards and alternate achievement standards

Indicator 4A: Suspension and Expulsion - Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Indicator 5: School Age LRE - Percentage of children with IEPs aged 6 to 21:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day;
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements

Indicator 7: Preschool Outcomes - 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

Indicator 8: Parent Involvement - 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

Indicator 9: Disproportionality/Child with a Disability - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Indicator 10: Disproportionality/Eligibility Category - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Indicator 11: Child Find - Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline)

Indicator 12: Early Childhood Transition - 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