

Massachusetts

Special Education Scorecard



U.S. Department of Education Rating
NEEDS ASSISTANCE
 See next page for details

Special Education Scorecards provide a snapshot of key indicators for special education in every state.

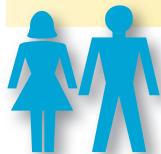
Learn how students in your state are faring.

The 2007-2008 Student Population highlights the state's total public school enrollment, the number and percentage of the public school enrollment eligible for special education, and the number and percentage of special education in the category of specific learning disability (SLD).

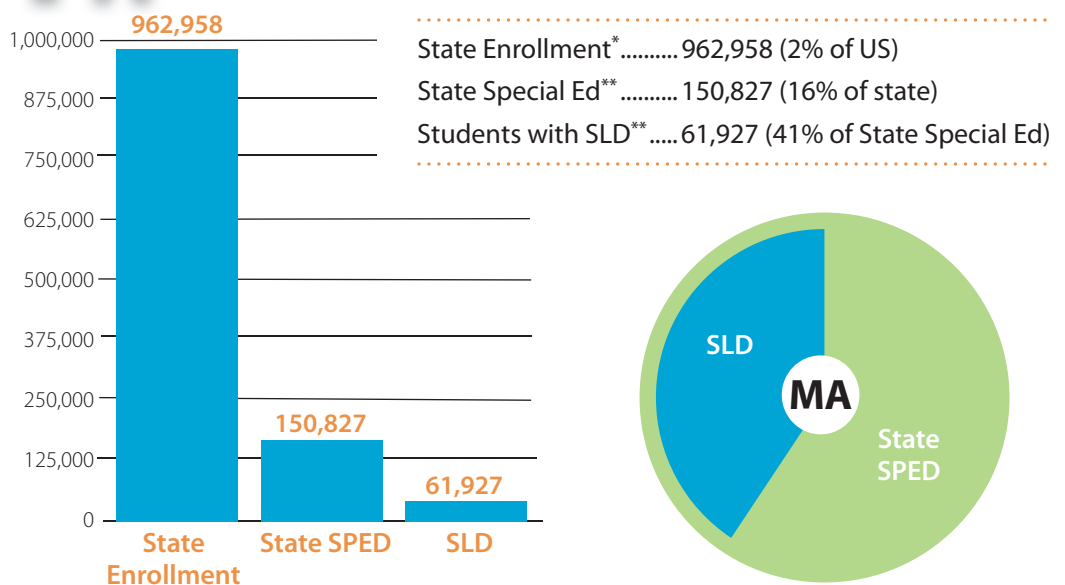
(Sources: *NCES Common Core of Data SY 07-08; **Part B Child Count Ages 6-21 2007 IDEAdata.org)

The Federal Funding for Special Education information tells you how much money your state should receive according to the provisions of the Individuals with Disabilities Education Act (IDEA) and how much money your state is currently receiving as a result of the appropriations approved by the U.S. Congress as part of the federal budget.

(Source: National Education Association)



2007-2008 Student Population



Federal Funding for Special Education (in millions)

The IDEA provides federal funding to assist states with the excess costs of providing special education and related supports and services to its students with disabilities.

The IDEA authorizes a sum equal to 40% of the average per pupil expenditure nationally. Your state's authorized funding amount is shown here.

Currently, the Congress appropriates less than half of the authorized funding. Your state's appropriated funding for 2009 is shown here.

The difference between your state's authorized amount and appropriated amount is the funding shortfall shown here.



NOTE: 2009 does not include funds provided by the American Recovery and Reinvestment Act which were approximately equal to the 2009 appropriated funding. See www.IDEAmoneywatch.com for details.

State Performance on Key Indicators of State Performance Plan

Percentage of Students with IEPs Who:

	2005-2006	2006-2007	2007-2008	2007-2008*
Graduate with a Regular Diploma:	62%	63%	64%	64%
Drop Out of School:	5%	6%	6%	6%

* Revised 2007-2008 graduation rate based on a new uniform, adjusted cohort calculation rate and dropout rate based on same dropout data applied to new graduation calculation, as directed by U.S. Dept. of Education.

Percentage of Students with IEPs Who:

	2005-2006	2006-2007	2007-2008	2008-2009
Score Proficient on State Assessments (Composite Proficiency Index):				
-Reading	65%	67%	66%	28%
-Math	52%	54%	55%	20%

Source: Annual Performance Reports

IDEA 2004 required every state to develop a 6-year State Performance Plan (SPP) to address 20 indicators designed to measure the state's performance and compliance from 2005 through 2010. States set rigorous targets for student performance measures such as graduation, drop-out, reading/math proficiency rates, and post-school outcomes. The SPP also measures several compliance indicators such as timely evaluations and eligibility determination, effective transition planning and timely resolution of disputes. School districts submit information on the SPP each year. Each state then submits an Annual Performance Report (APR) to the U.S. Department of Education (U.S.ED) that details the state's performance on each indicator. All APR information for school districts and states must be made available to the public to ensure accountability.

Each year U.S.ED determines a rating based on the state's APR. Ratings are Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention. If a state earns a rating other than Meets Requirements for several years, U.S.ED requires the state to carry out a set of specific improvement activities.

This Special Education Scorecard highlights your state's performance on several important indicators—graduation, drop-out and proficiency on state assessments in reading and math—for several consecutive years. It also provides

the overall rating assigned by U.S.ED for four years and the reasons for the latest rating. You can learn much more about your state and local school district by visiting your state's department of education web site and reviewing the State Performance Plan and Annual Performance Reports available there.

U.S.ED RATING FOR MASSACHUSETTS

2005-2006: Needs Assistance

2006-2007: Needs Assistance

2007-2008: Needs Assistance

2008-2009: Needs Assistance

Each state is required to submit data for 10 compliance indicators and 10 results indicators to the Office of Special Education Programs (OSEP), a division within the U.S. ED. OSEP reviews the data and sends back an evaluation to the state. While OSEP reviews all data, the rating is based only on compliance indicator data. The information that follows is based on the 2008-2009 school year unless otherwise noted.

U.S. ED cited that Massachusetts reported low compliance or performance for three out of 10 compliance indicators. 1) Massachusetts did not meet the target (100%) for early childhood transition requirements for children who were referred prior to age 3 and found eligible to have an IEP implemented by their third birthday. The data did indicate progress from the previous year. 2) Data regarding the general supervision system (i.e. monitoring, complaints, hearings, etc.) indicated progress from the previous year, but the state did not meet the 100% requirement. This system is designed to correct noncompliance as soon as possible and within a year from identification. 3) The state did not meet the 100% target for resolving complaints within the 60-day timeline. While not part of the rating determination, Massachusetts did not meet its 2007-2008 school year targets for percentage of students with IEPs graduating with a regular diploma or for the percentage of students with IEPs dropping out of high school. The report indicated that Massachusetts did meet the 2008-2009 school year English language arts and math targets for students with IEPs.

The complete U.S.ED evaluation of your state's latest Annual Performance Report is available at:

www2.ed.gov/fund/data/report/idea/partbspap/allyears.html