Special Education Indicator #1: SPED Identification

This indicator is the percentage of students identified to receive special education (SPED) services.

**CALCULATION**

For each district, calculate the district percentage of students receiving special education services as follows:

\[
\text{District percentage of students receiving special education services} = \frac{\text{District number of special education students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}
\]

**MINIMUM SIZE REQUIREMENTS**

- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**


**NOTES**

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
The district-level special education identification percentage is compared to the *PBMAS* standards for the identification of special education students, and performance levels are assigned as follows:

<table>
<thead>
<tr>
<th>Performance Level (PL) Assignments</th>
<th>Performance Level = Special Analysis</th>
<th>Performance Level = 0 (met standard)</th>
<th>Performance Level = 1</th>
<th>Performance Level = 2</th>
<th>Performance Level = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students in special education in the district in 2003-2004 and PL not equal to 0.</td>
<td>The district identification of students to receive special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0.</td>
<td>The district identification of students to receive special education services is between 8.6% and 11.0%.</td>
<td>The district identification of students to receive special education services is between 11.1% and 16.0%.</td>
<td>The district identification of students to receive special education services is 16.1% or higher.</td>
<td></td>
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</tbody>
</table>