

FACT SHEET



Kansas State Performance Plan: Indicator 6: Preschool Environments

What is Indicator 6?

Indicator 6 measures the Early Childhood Least Restrictive Environments (EC LRE)

Regulatory Requirement

To the maximum extent appropriate, children with disabilities must be educated with children who are not disabled. 20 U.S.C. § 1412(a)(5)(A); 34 CFR § 300.114(a). Each IEP must include an explanation of extent, if any, to which a child will not participate with nondisabled children. 20 U.S.C. § 1414(d)(1)(A)(i)(V); 34 CFR § 300.320(a)(5). Each local education agency must make a continuum of alternative placements available. 20 U.S.C. § 1412(a)(5); 34 CFR § 300.115.

Indicator 6 is divided into three categories

Indicator 6A measures the percent of children ages 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Indicator 6B measures the percent of children ages 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

Indicator 6C category measures the percent of children ages 3 through 5 with IEPs receiving special education and related services in the home setting.

For more information, contact:

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What is the data source for Indicator 6?

Data for Indicator 6 is collected from all districts in the state that is reported in the December 1 count of the 618 report. Verification is conducted as part of Special Education 618 data collection (Sped Pro) collection procedures. KSDE Web Applications (<https://apps.ksde.org/authentication/login.aspx>)

How may someone access Indicator 6 data reported to the U.S. Department of Education?

The data for all Kansas State Performance Plan indicators, including data for Indicator 6, are published on the Kansas State Performance Plan Annual Performance Report page (<https://www.ksde.gov/Default.aspx?tabid=520>) and, after log in, on Kansas APR Reports (<https://www.ksapr.org/KansasAPR/Login.aspx>).

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