

Time spent in general education classrooms

Level of special need	80% or more of day	79%–40% of day	Less than 40% of day	Not in a general education school
Students with high-incidence special needs: <ul style="list-style-type: none"> • Specific learning disabilities • Speech or language impairments • Intellectual disabilities (mild to moderate) • Emotional disturbance 				
Students with low-incidence special needs: <ul style="list-style-type: none"> • Multiple disabilities • Hearing impairments • Orthopedic impairments • Other health impairments • Visual impairments • Autism 				

Recent trends: Guiding questions

Indicator	Data
Number of new referrals for special education in the past 3–5 years	
Grade-level differences in achievement of students with special needs on state and local assessments	
Percentage of time students with high-incidence special needs spent in general education classroom for the past 3–5 years	
Percentage of time students with low-incidence special needs spent in general education classroom for the past 3–5 years	

Tool 6.1. Sample snapshot of inclusive education.

(continued)

Tool 6.1. *(continued)*

Achievement of students with special needs

Measure of achievement	Reading (%)	Math (%)
Meets cutoffs for adequate yearly progress		
Meets benchmarks on local assessments		

Students meeting behavioral expectations

Indicator	Total number for school or district	Number of cases involving students with special needs
Office referrals		
In-school suspension		
Out-of-school suspension		
Placement in alternative or more restrictive placement		

Social participation

Cocurricular participation	Percentage of student body involved	Percentage of students with special needs who are involved
Clubs, organizations, groups, or intramurals for which participation is voluntary		