**Handout #2**

# Midpoints to Determine Special Education Services Hours

The midpoints are a calculated percentage of time that the “average” student with an IEP by disability and instructional setting receives special education and related services. The primary disability of the student is one of the two factors to determine the midpoint and the instructional setting is the other factor.

MDE conducted a statewide, stratified, random sample of all students who were eligible for the December 1, 2004 and 2006 child count. More than 6,000 IEP cover and service pages were reviewed and calculated to determine the midpoints of each instructional setting by disability. The ‘midpoint’ is the “average” percentage of a student’s membership hours that he/she is receiving special education and related services including indirect time. The time of paraprofessionals and individuals doing Personal Care Attendant (PCA) duties was not calculated into the midpoints. There are several types of instructional delivery models where midpoints do not capture an accurate percentage of the time that a student receives special education and related services; hence, the special education service hours must be entered on MARSS. Those service models are more fully defined later in this document.

The percentages noted below are the results of the review of the IEPs in the sample. The percentage represents the average for that setting and disability that the students receive special education and related services for in a typical school day.

## 17-18 MEANS BY DISABILITY AND INSTRUCTIONAL SETTING

|  | DISABILITY | SETTING I | SETTING II | SETTING III | SETTING IV | SETTING V | SETTING VI | SETTING VII | SETTING VIII |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 401 | SPEECH OR LANGUAGE IMPAIRMENT | 0.0390 | 0.2980 | 0.3440 | 0.1300 | 0.1900 | 0.1250 | 0.0710 | 0.1820 |
| 402 | MILDLY MODERATE-DCD | 0.2260 | 0.4680 | 0.8680 | 1.0880 | 0.8910 | 0.5000 | 0.8390 | 0.4340 |
| 403 | SEVERE-PROFOUND-DCD | 0.1720 | 0.8820 | 0.9430 | 1.0610 | 0.8520 | 0.7200 | 0.4110 | 0.2990 |
| 404 | PHYSICALLY IMPAIRED | 0.1510 | 0.4510 | 0.9150 | 1.1580 | 0.2450 | 0.6780 | 0.7670 | 0.9300 |
| 405 | DEAF OR HARD OF HEARING | 0.1220 | 0.4530 | 0.9940 | 1.0890 | 0.6120 | 0.9580 | 0.0930 | 0.2180 |
| 406 | VISUALLY IMPAIRED | 0.1260 | 0.4700 | 0.9170 | 0.4970 | 0.4240 | 0.2520 | 0.2680 | 0.1050 |
| 407 | SPECIFIC LEARNING DISABILITY | 0.1530 | 0.3890 | 0.7460 | 0.6370 | 0.4710 | 0.4610 | 0.4550 | 0.4550 |
| 408 | EMOTIONAL OR BEHAVIORAL DISORDERS | 0.1420 | 0.4090 | 0.8780 | 0.9630 | 0.6410 | 0.5700 | 0.5140 | 0.4080 |
| 409 | DEAFBLIND | 0.2340 | 0.6270 | 0.9120 | 0.8510 | 1.0000 | 1.0000 | 1.0000 | 1.0000 |
| 410 | OTHER HEALTH DISABILITIES | 0.1670 | 0.4080 | 0.9080 | 0.9860 | 0.5440 | 0.5320 | 0.6050 | 0.2470 |
| 411 | AUTISM SPECTRUM DISORDERS | 0.1460 | 0.4730 | 0.9610 | 1.0930 | 0.5720 | 0.6940 | 0.4960 | 0.3340 |
| 412 | DEVELOPMENTALLY DELAYED | 0.2300 | 0.3800 | 0.4030 | 0.3360 | 0.0440 | 0.1700 | 0.1480 | 0.2320 |
| 414 | TRUAMATIC BRAIN INJURY | 0.1860 | 0.4430 | 0.8130 | 0.6430 | 1.0000 | 0.9760 | 0.6360 | 0.3270 |
| 416 | SEVERELY MULTIPLY IMPAIRED | 0.1860 | 0.4730 | 0.9740 | 1.0300 | 1.0000 | 0.7620 | 1.0000 | 0.1740 |

The tuition billing system uses the number of instructional days and length of a school day (based on site and grade level) and the enrollment percent reported on the MARSS School File (A File) to calculate the number of membership hours in a school year.

The formula to determine the total special education service hours using midpoints is:

Membership hours X midpoint (instructional setting and disability) = special education service hours.

Example: The MARSS record indicates that a student’s total instructional hours for the year is 1,026 (and based on the student’s grade level and school site). Their enrollment percentage is 50 percent.

A student’s membership hours in a school year is 513;

Instructional setting is 2;

Disability is 408;

(513 X 0.4090) = 209.817 special education service hours