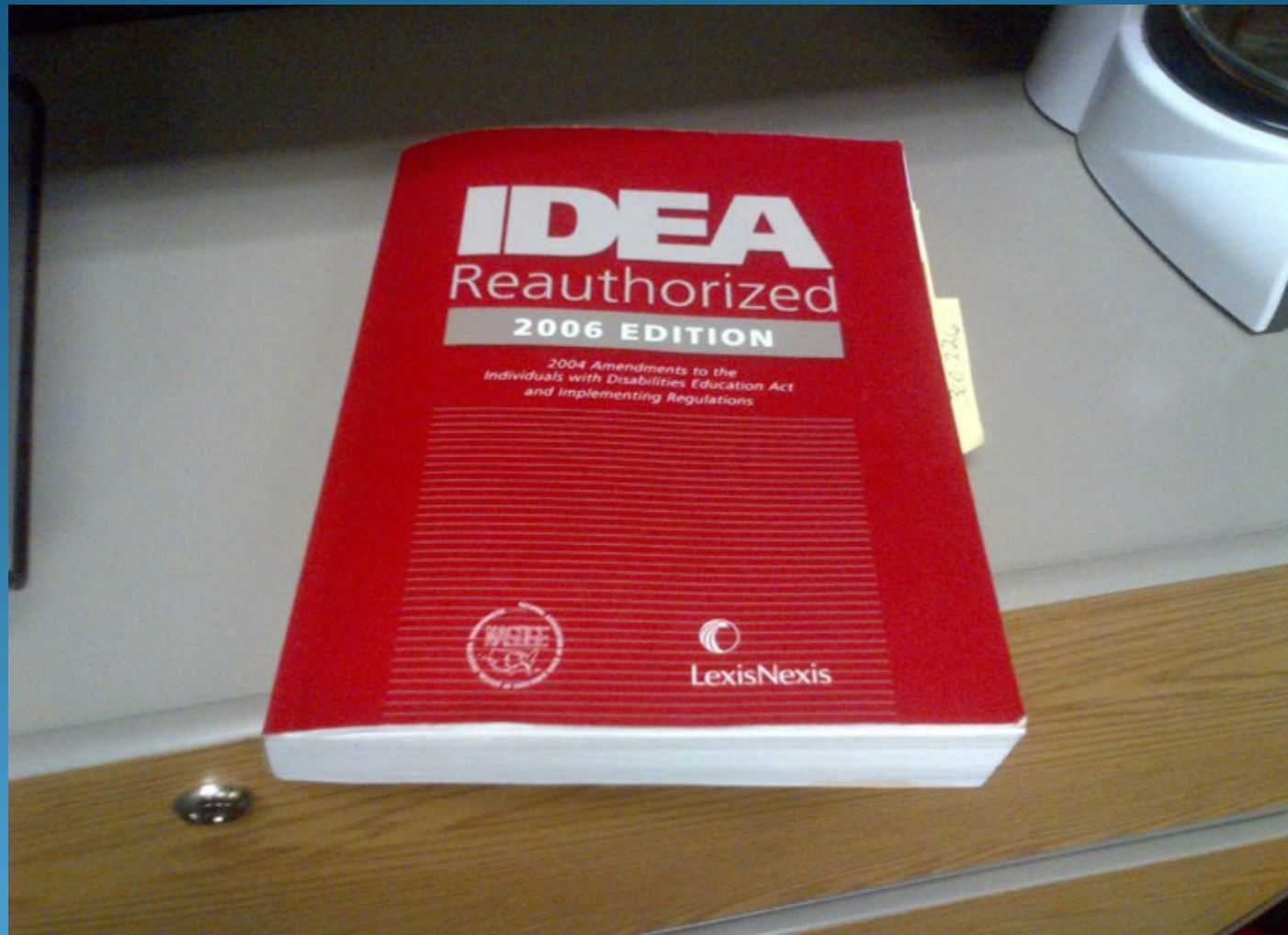




FOCUS ON EDUCATION

Grosse Pointe Public Schools
March 10, 2014



The background is a solid blue color with a gradient. At the top, there are several thin, wavy lines in shades of teal and light blue, creating a sense of movement or a horizon line. The text is centered in the middle of the image.

IDEA exists because
of historical neglect

Six Principles of IDEA

- Zero Reject
- Protection in Evaluation
- Free Appropriate Public Education
- Least Restrictive Environment
- Procedural Safeguards
- Parental Participation

Six Principles of IDEA

Principles of IDEA	Requirement
Zero Reject	Locate, identify, & provide services to all eligible students with disabilities
Protection in Evaluation	Conduct an assessment to determine if a student has an IDEA related disability and if he/she needs special education services
Free Appropriate Public Education	Develop and deliver an individualized education program of special education services that confers meaningful educational benefit.
Least Restrictive Environment	Educate students with disabilities with nondisabled students to the maximum extent appropriate.
Procedural Safeguards	Comply with the procedural requirements of the IDEA.
Parental Participation	Collaborate with parents in the development and delivery of their child's special education program.

Principle 1: Zero Reject

- ✓ Locate, identify, & serve all students with disabilities aged 3 – 21
- ✓ Child find obligations
- ✓ Two criteria for eligibility
- ✓ A student must be determined to have a disability that is covered by the IDEA
- ✓ Because of the disability, the student needs special education and related services

GPPSS: SPECIAL EDUCATION



Student Counts	State	ISD	LEA
Total K-12 Head Count	1,625,788	293,832	8,515
Special Ed Count	211,380 (13.0%)	37,526 (12.8%)	1,151 (13.5%)

Principle 2: Protection in Evaluation Principle

LEAs shall conduct a full and individual evaluation before the initial provision of special education and related services to a child with a disability

20 U.S.C. 1414(a)(1)



**Michigan Administrative Rules for
Special Education Supplemented
With IDEA Federal Regulations**



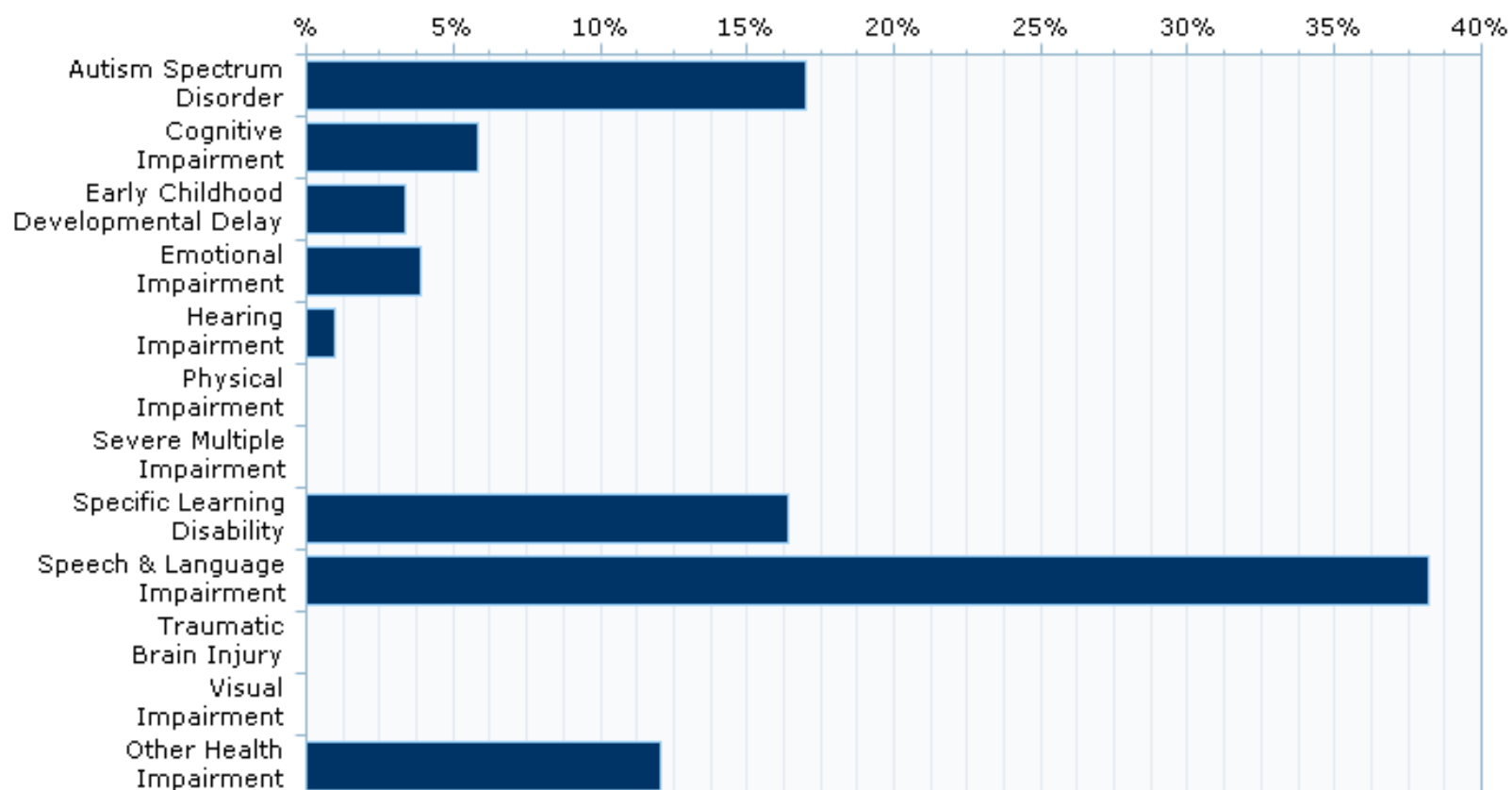
Michigan Department of Education
Office of Special Education and Early Intervention Services



2012-13 Special Education Data Portraits : Disability Snapshot

Grosse Pointe Public Schools: All Disabilities

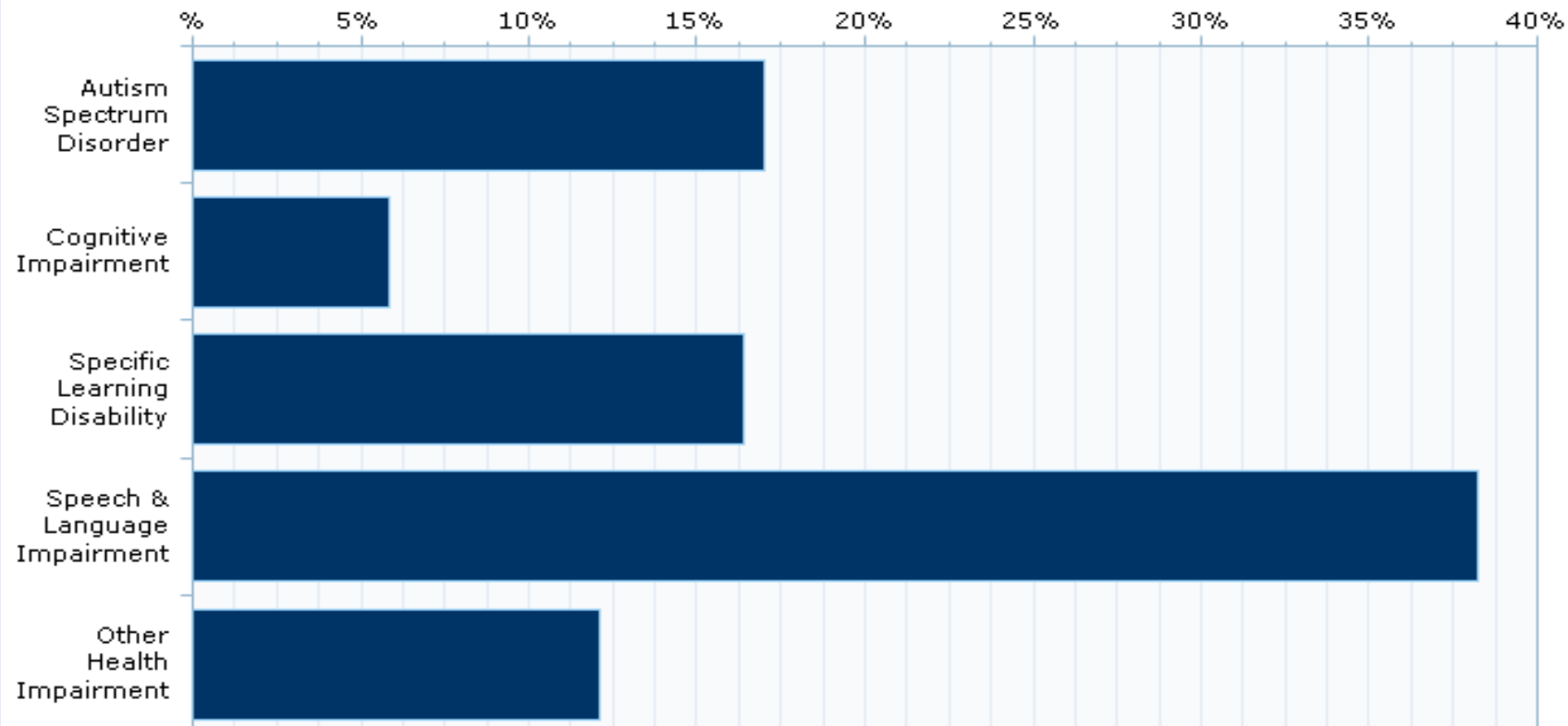
☒ Snapshot ☐ Trend



2012-13 Special Education Data Portraits : Disability Snapshot

Grosse Pointe Public Schools: Autism Spectrum Disorder, Cognitive Impairment, Specific Learning Disability, Speech & Language Impairment, Other Health Impairment

☒ Snapshot ☐ Trend





Participants in the IEP Process

- Parents
- A representative of agency
- General education teacher
- Special education teacher
- Person knowledgeable about evaluation
- Others at request of IEP participants

Principle 3: Free Appropriate Public Education (FAPE)

- ✓ Special education and related services
- ✓ Provided at public expense
- ✓ Meet state educational agency standards
- ✓ Provided in conformity with the Individualized Education Program (IEP)

Principle 4: Least Restrictive Environment (LRE)

- ✓ To the maximum extent appropriate children with disabilities are to be educated with children who are not disabled
- ✓ Removal may only occur when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

Continuum of Placements

Regular Classroom



Special Education Classroom



Special Schools



Hospital/Institution

EDUCATIONAL SETTINGS

Educational Setting Age 6-21	State %	ISD %	LEA	LEA %
In Gen Ed Classroom 80% or more	64.25%	65.97%	602	63.37%
In Gen Ed Classroom 40% - 79% of school day	17.1%	10.04%	142	14.95%
In Gen Ed Classroom less than 40% of school day	11.38%	14.9%	118	12.42%
Public or Private Special Education School at	4.95%	6.7%	<10	N/A

Student with disabilities are:

- ❑ disproportionately placed in low performing schools
- ❑ excluded from instructional settings

Principle 5: Procedural Safeguards

- ✓ Notice and consent requirements
- ✓ Surrogate parents
- ✓ Opportunity to examine records
- ✓ Resolution session
- ✓ Independent educational evaluation
- ✓ Discipline
- ✓ Mediation
- ✓ Impartial due process hearing



Principle 6: Parental Participation

Parental Notification and Consent

- To provide parents with sufficient information, in a timely manner, so that they may fully participate in educational decisions
- Written notice and consent

Michigan Part B Annual Performance Report

As required by 20 U.S.C. 1416

Sec. 616(b)(1) of the *Individuals with Disabilities Education Act* 2004

Submitted to the
United States Department of Education
Office of Special Education Programs (OSEP)
February 3, 2014



Graduation/ Dropout

Annual Performance Report 2014

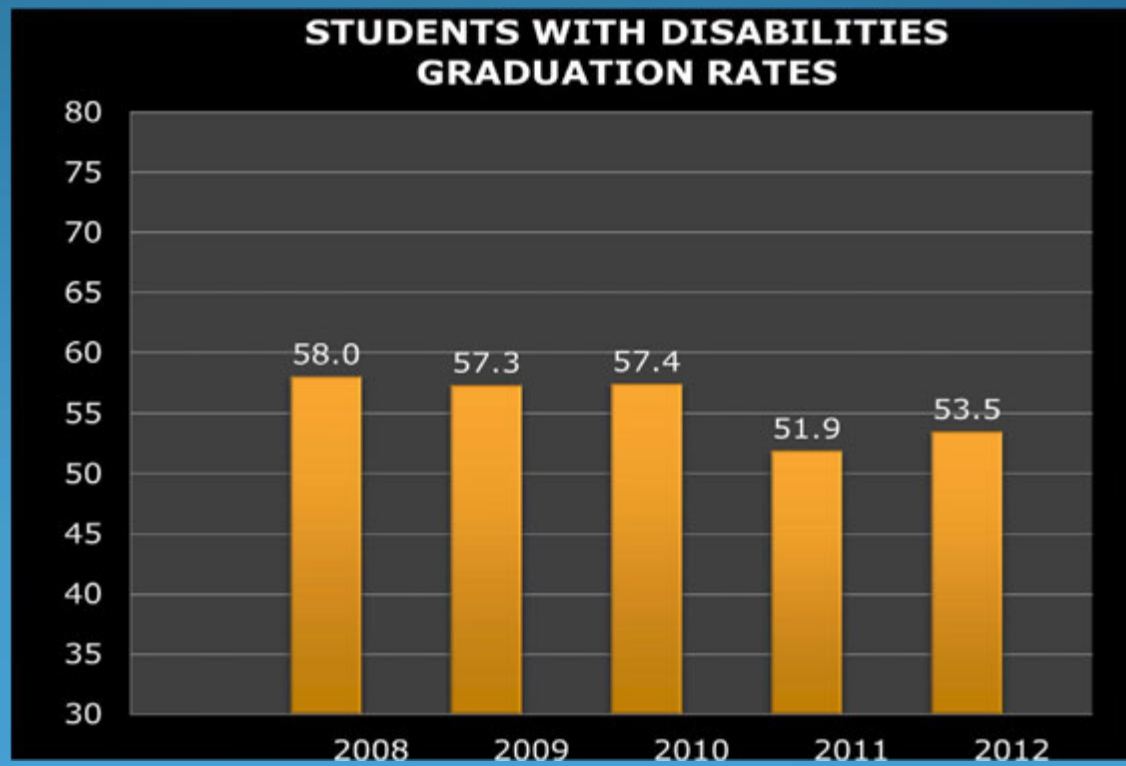
The Michigan Challenge:

Graduation

53.5%

Drop Out

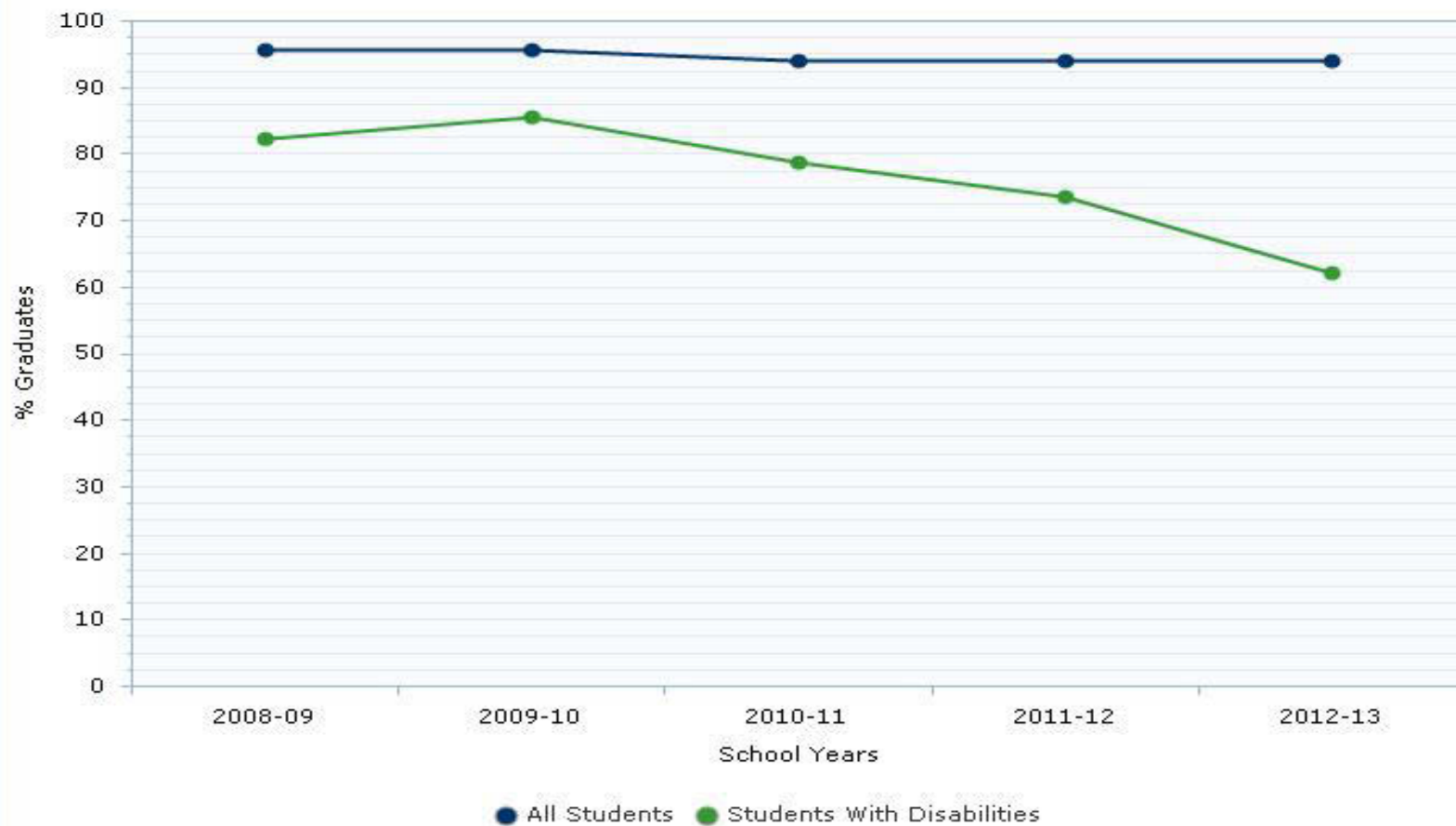
9.4%



2012-13 Graduation Dropout Trend

Grosse Pointe Public Schools: 4-Year (2013 Graduation Cohort) / All Students, Students with Disabilities

☐ Snapshot ☒ Trend



\$1,115,597

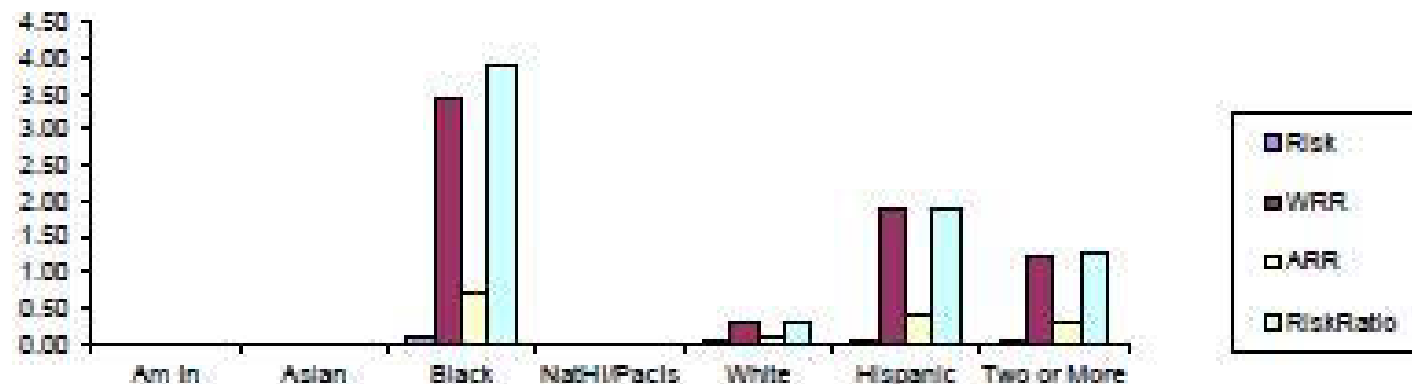


Suspension

2-10 Day Suspensions (In-School)

	Am In	Asian	Black	NatHl/PacIs	White	Hispanic	Two or More	Total
MSDS Pop	3	22	313	1	940	17	25	1321
District Comp	0.0023	0.0167	0.2369	0.0008	0.7116	0.0129	0.0189	
Incidence	0	0	23	0	17	1	1	42
Weight			1.0					
Disc Score	0.0	0.0	23.0	0.0	17.0	1.0	1.0	41.0
Risk	0.00	0.00	0.07	0.00	0.02	0.06	0.04	
WRR	0.00	0.00	3.44	0.00	0.29	1.92	1.24	
ARR	0.00	0.00	0.69	0.00	0.08	0.41	0.28	
RiskRatio	0.00	0.00	3.90	0.00	0.28	1.87	1.26	
St Risk for all others	0.1425	0.1440	0.1065	0.1426	0.2221	0.1443	0.1423	
Dist Risk of all others	0.03187	0.03233	0.01885	0.03181818	0.065617	0.031442	0.031635802	

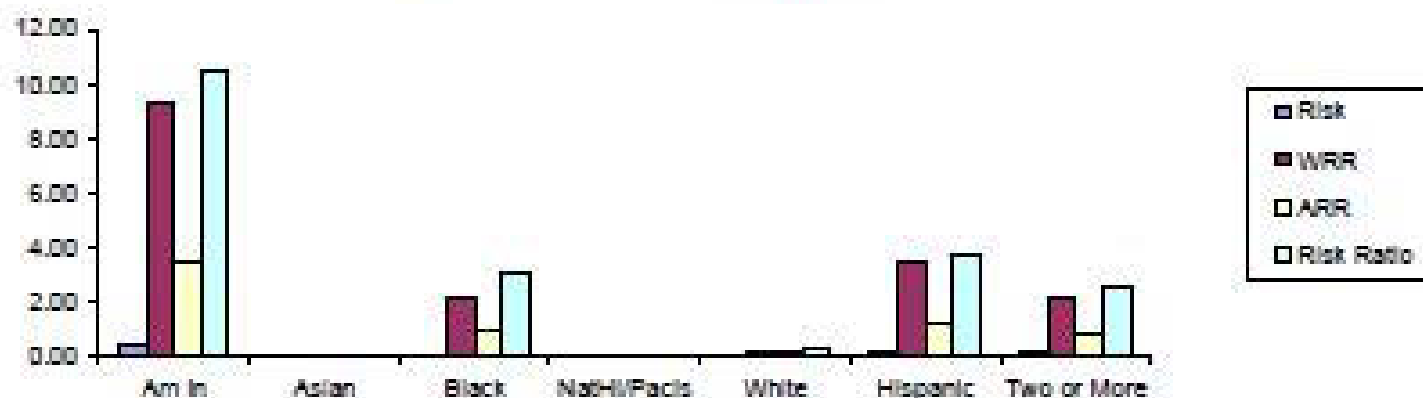
2-10 Day Suspensions (In-School) Ratios



2-10 Day Suspensions (Out-of-School)

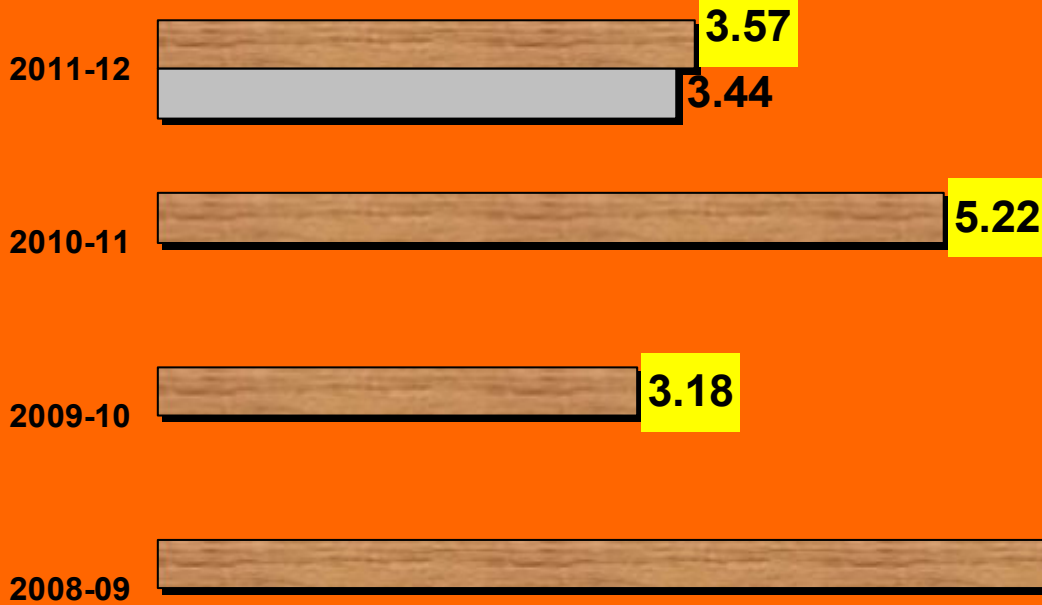
	Am In	Asian	Black	NatH/PacIs	White	Hispanic	Two or More	Total
MSDS Pop	3	22	313	1	940	17	25	1321
District Comp	0.0023	0.0167	0.2369	0.0008	0.7116	0.0129	0.0189	
Incidence	1	0	21	0	17	2	2	43
Weight				1.5				
Disc Score	1.5	0.0	31.5	0.0	25.5	3.0	3.0	64.5
Risk	0.50	0.00	0.10	0.00	0.03	0.18	0.12	
WRR	9.28	0.00	2.14	0.00	0.22	3.48	2.11	
ARR	3.51	0.00	0.95	0.00	0.12	1.22	0.84	
RiskRatio	10.46	0.00	3.07	0.00	0.27	3.74	2.53	
St Risk for all others	0.1425	0.1440	0.1065	0.1426	0.2221	0.1443	0.1423	
Dist Risk of all others	0.0478	0.04965	0.03274	0.0486636	0.1024	0.047163	0.047453704	

2-10 Day Suspensions (Out-of-School) Ratios



Grosse Pointe Public Schools (82055) Significant Disproportionality - Discipline > 3.0

2012-13



	2008-09	2009-10	2010-11	2011-12	2012-13
Black	9.28	3.18	5.22	3.57	
Two or More				3.44	



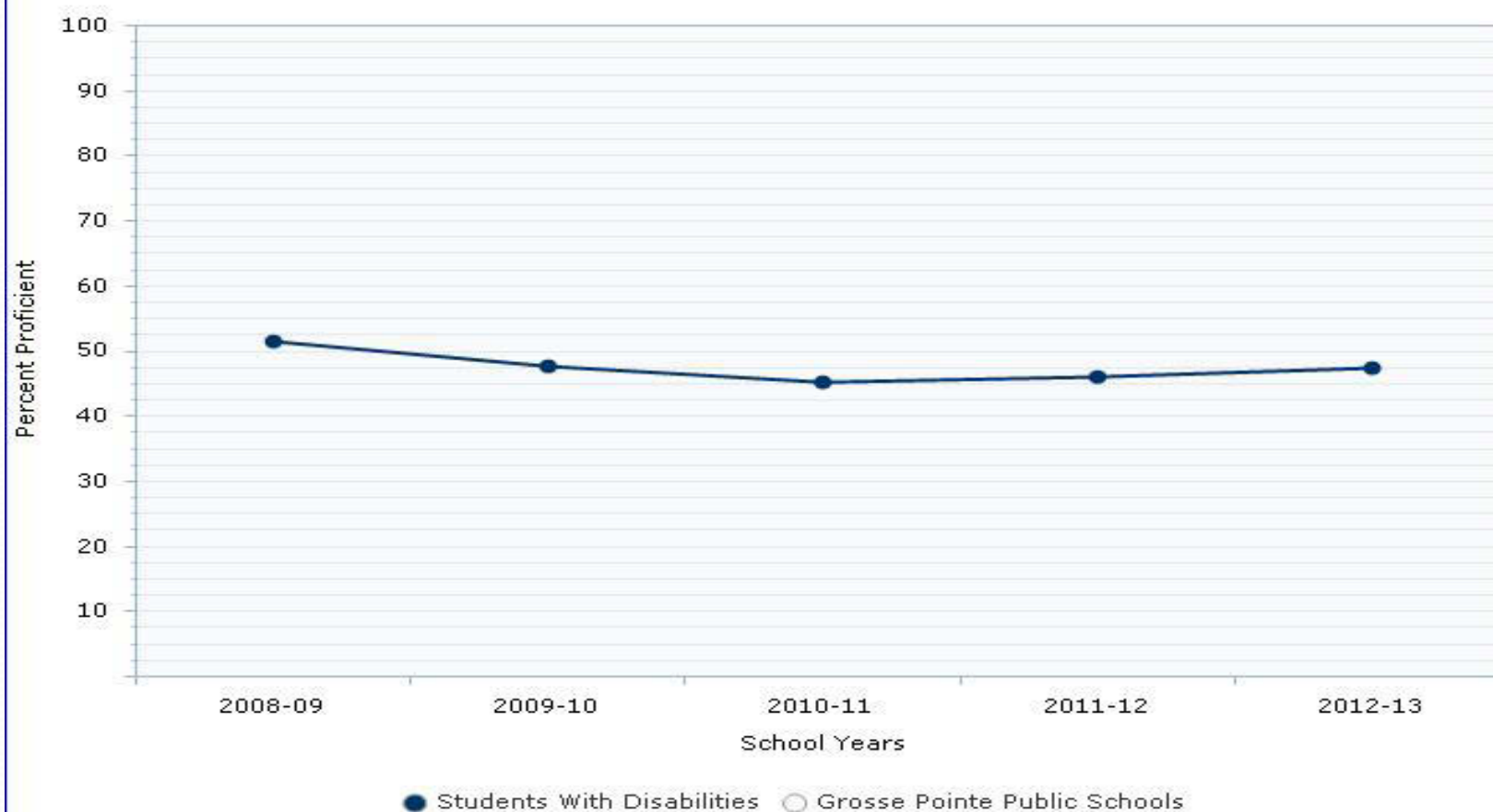
Achievement

2012-13 MEAP Trend

Grosse Pointe Public Schools: 4th Grade / Mathematics / Students with Disabilities

Performance Level | [Mean Scaled Score](#)

☐ Snapshot ☒ Trend ☐ Entity Breakdown

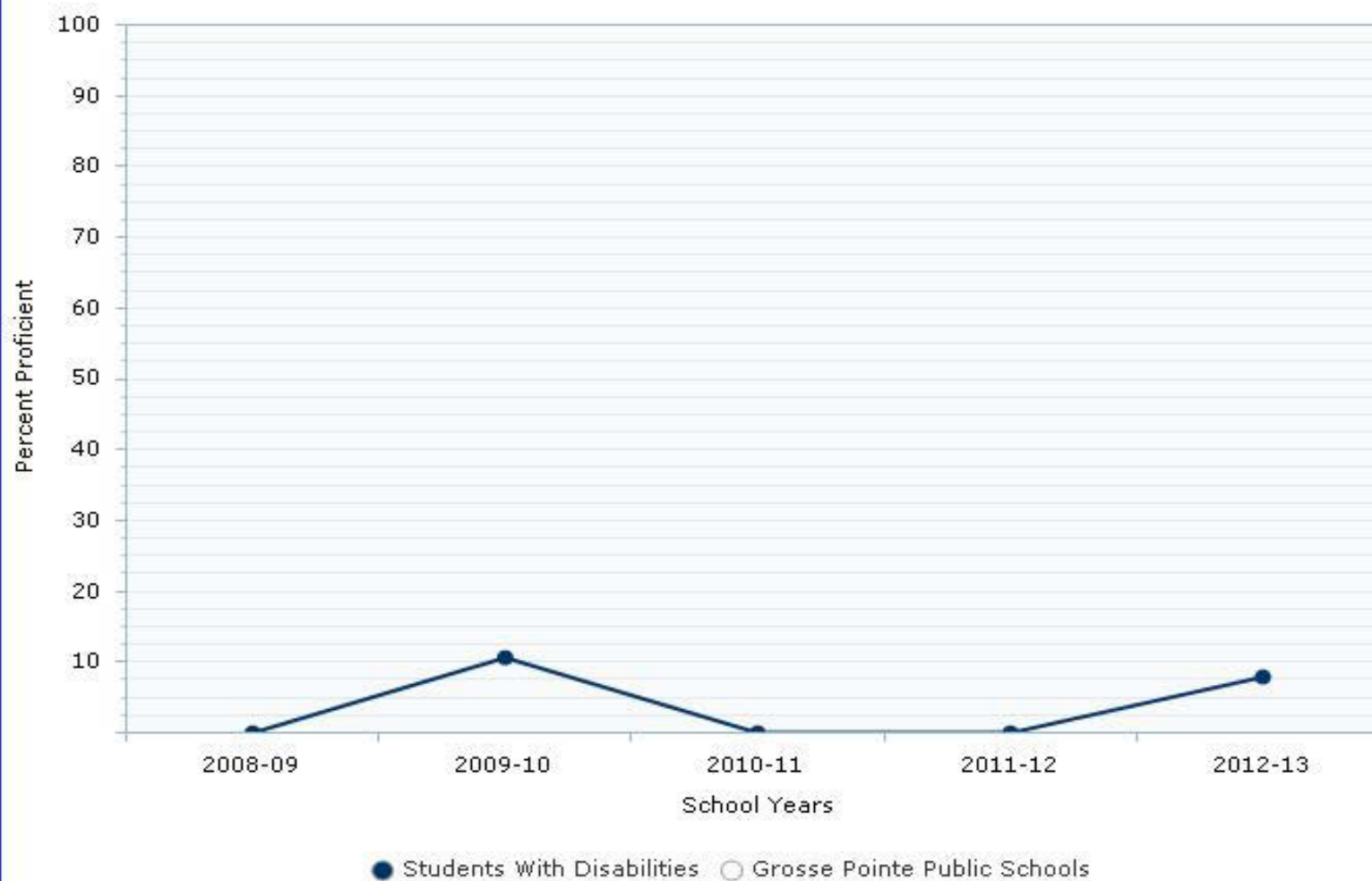


2012-13 MME Trend

Grosse Pointe Public Schools: 11th Grade / Mathematics / Students with Disabilities

Performance Level | [Mean Scaled Score](#)

☐ Snapshot ☒ Trend ☐ Entity Breakdown

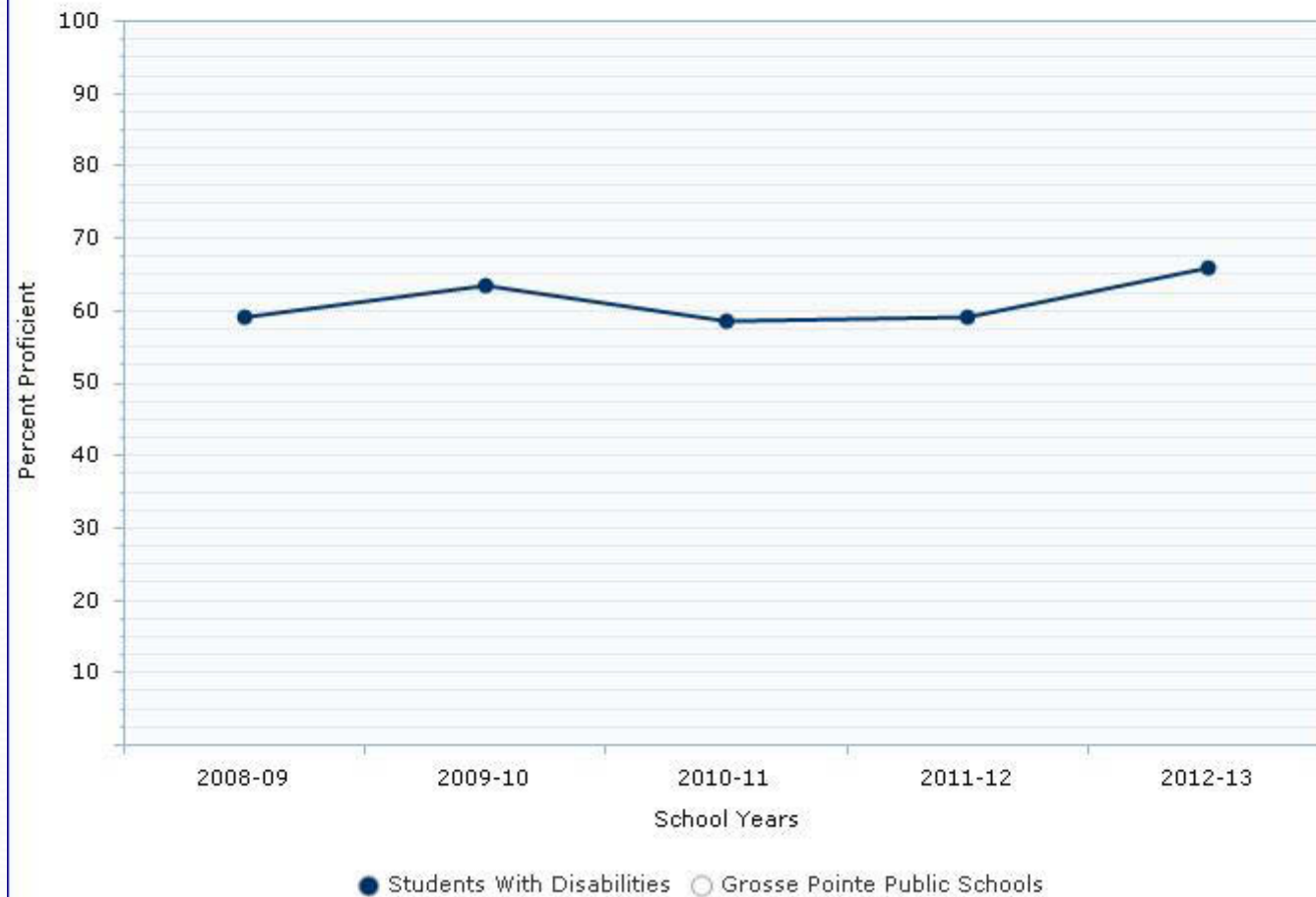


2012-13 MEAP Trend

Grosse Pointe Public Schools: 4th Grade / Reading / Students with Disabilities

Performance Level | [Mean Scaled Score](#)

☐ Snapshot ☒ Trend ☐ Entity Breakdown

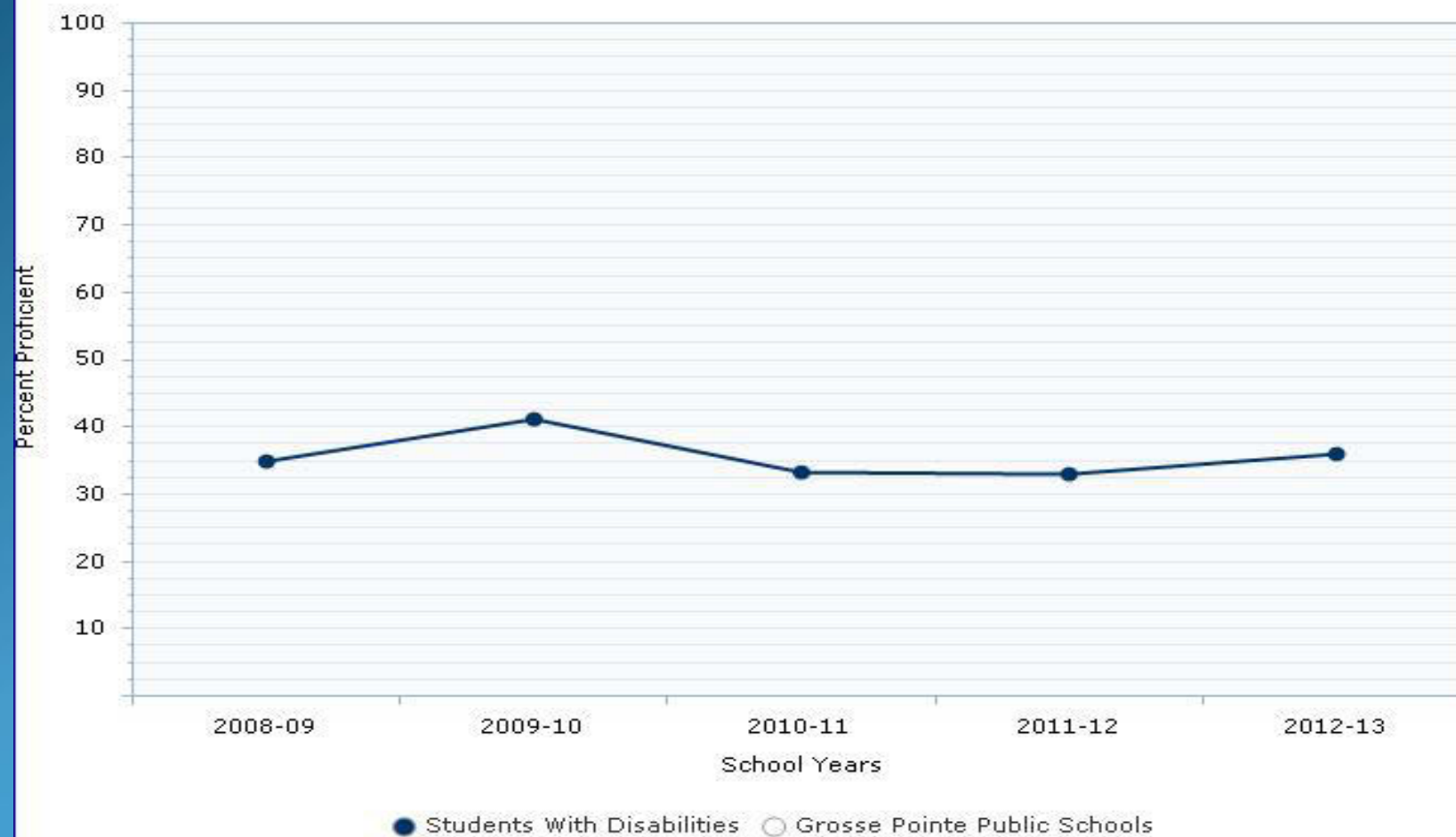


2012-13 MME Trend

Grosse Pointe Public Schools: 11th Grade / Reading / Students with Disabilities

Performance Level | [Mean Scaled Score](#)

☐ Snapshot ☒ Trend ☐ Entity Breakdown

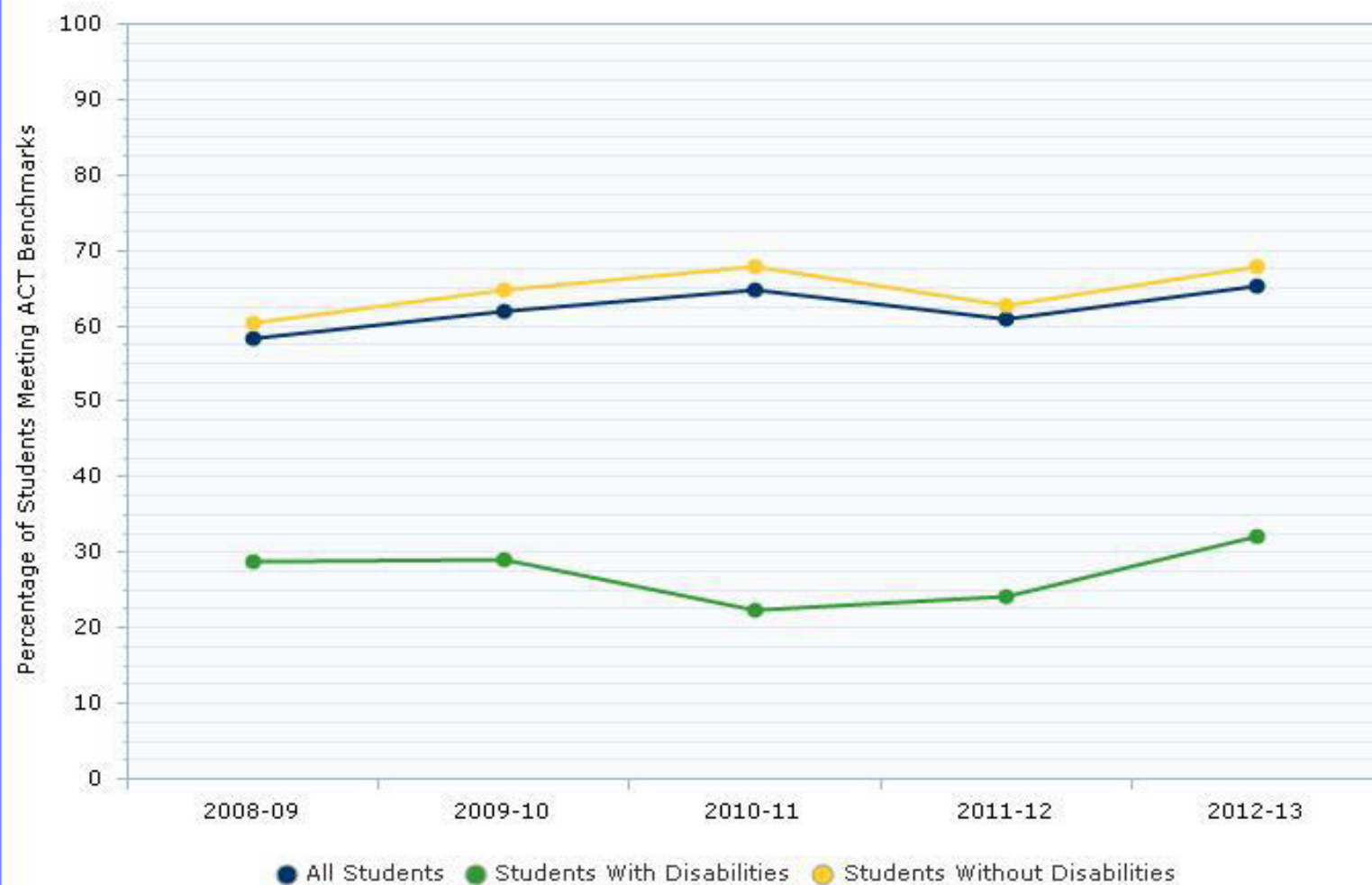


2012-13 ACT College Readiness Trend

Grosse Pointe Public Schools: Reading / Students with Disabilities / All Students

Performance Level | [Mean Scaled Score](#)

☐ Snapshot ☒ Trend ☐ Entity Breakdown

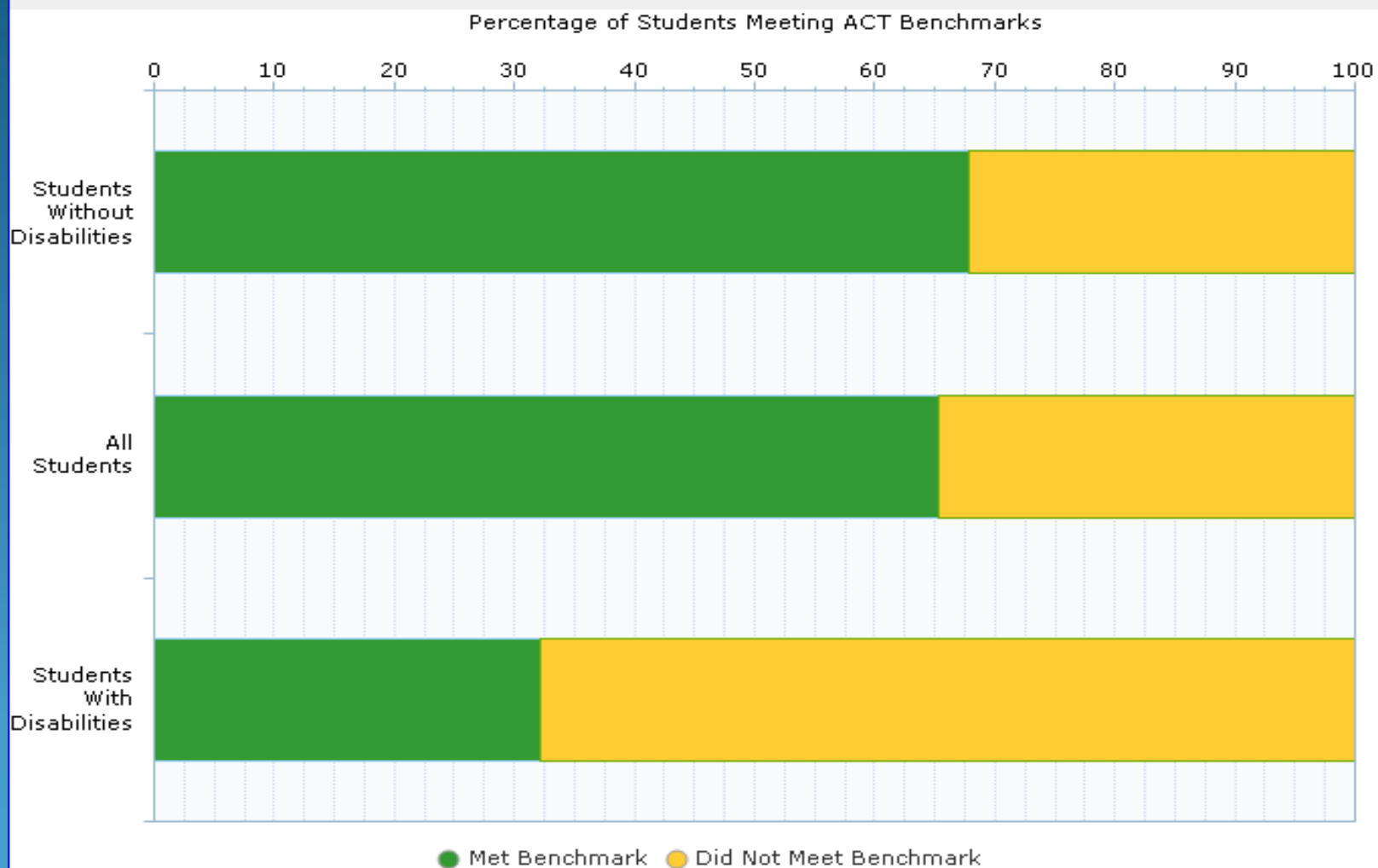


2012-13 ACT College Readiness Snapshot

Grosse Pointe Public Schools: Reading / Students with Disabilities / All Students

Performance Level | [Mean Scaled Score](#)

☒ Snapshot ☐ Trend ☐ Entity Breakdown





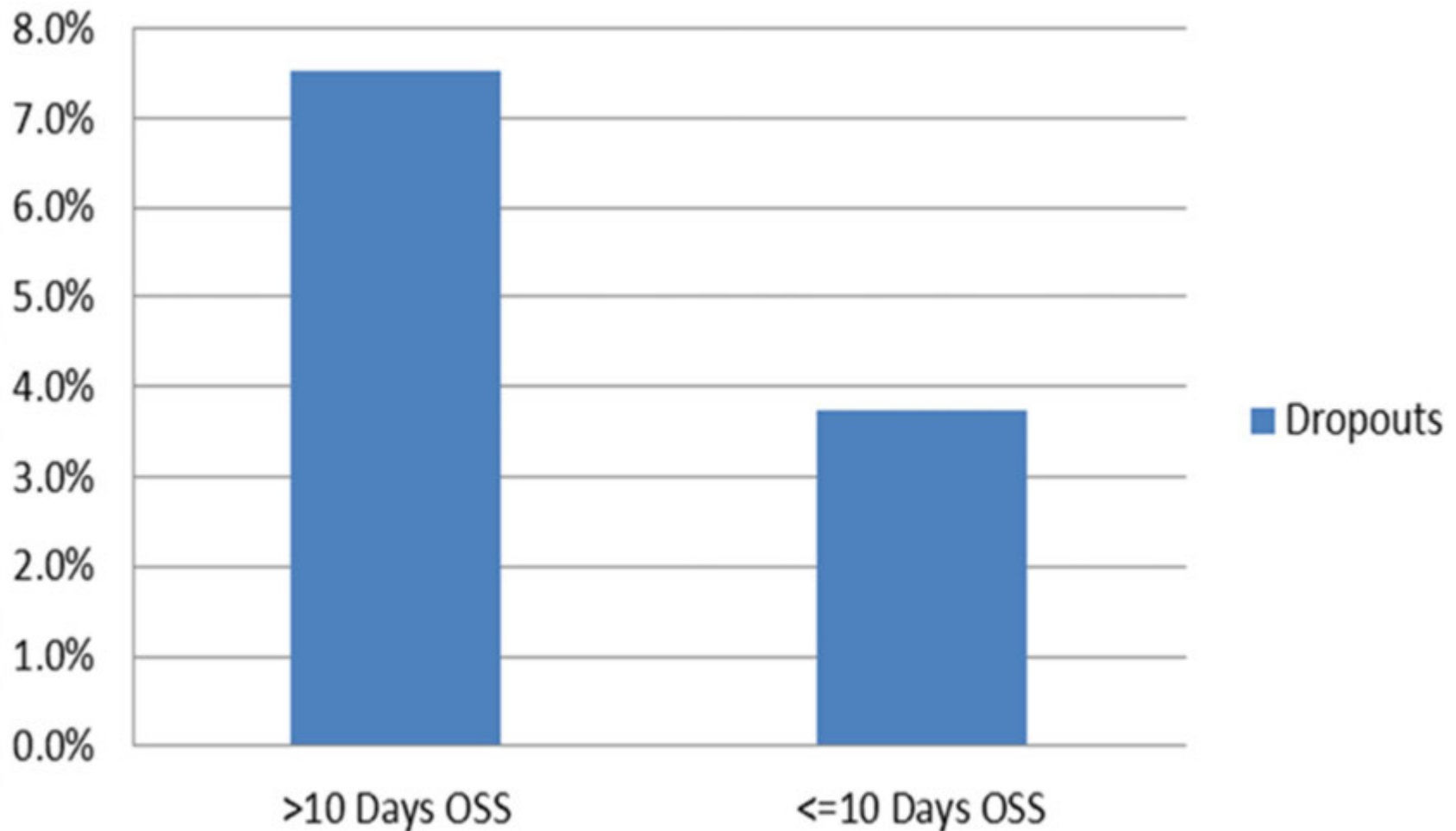
A Venn diagram with three overlapping circles on a blue background. The top-left circle is labeled 'Suspension', the top-right circle is labeled 'Achievement', and the bottom circle is labeled 'Graduation/ Dropout'. The circles overlap in various combinations, with the central area where all three overlap being the most prominent intersection.

Suspension

Achievement

**Graduation/
Dropout**

School Suspensions & Drop Out



Special Education Information Line

1-888-320-8384

Monday-Friday 8:00-5:00



Special Education

- ✓ is an entitlement
- ✓ is a service – not a place

The background is a solid blue color with a series of wavy, horizontal lines in a lighter shade of blue at the top, creating a sense of movement or a horizon line.

Eleanor E. White, Ph.D.

Director

Office of Special Education

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