


Where We Are Going

Delivering Results for Students



December 9, 2014

Michigan Department of Education, Office of Special Education

Overview


The Journey of Special Education

- A Look Back
- Federal Policy
- Student Results
- State Policy

The System: Child Find through IEP Development



- Child Find
- Initial Evaluations
- Determination of Eligibility
- Individualized Education Program (IEP)
- Parentally-Placed Nonpublic Students
- Notice

What Makes Special Education So Special?



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Where We Are and Where We Are Going: Delivering Results for Students

The Journey of Special Education



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A Look Back

"Celebrating 35 Years of IDEA"
usedgov, November 2010

<https://www.youtube.com/watch?v=DUn6luZQaXE>

Federal Policy



Federal Policy

Arne Duncan
U.S. Secretary of Education

For too long we've been a **compliance-driven bureaucracy** when it comes to educating students with disabilities.

Federal Policy

Arne Duncan
U.S. Secretary of Education

We have to expect the very best from our students—and tell the truth about **student performance**—so that we can give all students the **supports and services they need**.

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Federal Policy

Arne Duncan
U.S. Secretary of Education

The best way to do that is by **focusing on results**.

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Federal Policy

**Results
Driven
Accountability**

improving results
outcomes

families youth infants toddlers children educational functional impact student learning

IDEA
monitoring requirements

Aligned

balanced approach

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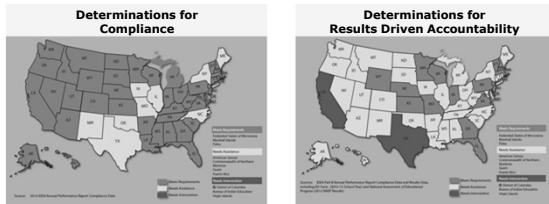
Federal Policy

Core Principles of Results Driven Accountability

1. Transparent and understandable
2. Driving improved outcomes and ensuring the protection of individual rights
3. Providing differential incentives, supports, and interventions
4. Encouraging states to direct their resources where they can have the greatest positive impact
5. Responsive to the needs and expectations of the ultimate consumers—children and youth with disabilities and their families

Federal Policy

Compliance and Results Driven Accountability Maps



Student Results



Are we achieving positive results?

Student Results

Only one in four 12th graders with an IEP will enroll in college.

Data source: MI School Data

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Student Results

Nearly half of students with an IEP who attend college will need remediation.

Data source: MI School Data

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Student Results


Reading and math proficiency for students with an IEP.

Grade	Reading (%)	Math (%)
Grade 3	45	35
Grade 4	42	32
Grade 5	40	30
Grade 6	38	28
Grade 7	35	25
Grade 8	32	22
Grade 11	25	15

Data source: Michigan Part B Annual Performance Report

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State Policy




What is MDE going to do to support positive results?


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State Policy


MDE Priorities




Close the achievement gap



Increase high quality early learning and development programs



Increase third grade reading proficiency




Increase the use of personalized teaching methods


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State Policy


MDE Priorities



Drive improvement and accountability in educator preparation institution program



Reduce health and safety barriers to learning









Promote financial health and stability for public schools

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State Policy

Status of Michigan Rules

1	2	3	4	5	6
Request for Rulemaking	Draft Rules	Public Comment	Draft Rules	Joint Committee on Administrative Rules (JCAR)	Department Adopts Rules
					

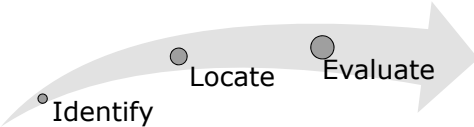
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The System: Child Find through IEP Development



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Child Find



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Table Activity

What can your district do to enhance its child find process?



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Initial Evaluations



Variety of assessment tools

➔


Assesses all areas of related disabilities

➔

Sufficiently comprehensive to determine educational needs

➔

Quality Evaluations




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Initial Evaluations

System of Initial Evaluations

	10 School Days	30 School Days	10 School Days	Immediately
➔	➔	➔	➔	➔
Written Request for an Evaluation	Provide Notice If Necessary, Request Consent for an Evaluation	Evaluation Determine Eligibility and Needs If Eligible, Request Consent for Initial Provision of Special Education Programs and Services	Develop IEP Provide Notice of Provision of a FAPE	Initiation of Services



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NEXT STEP
Parental consent
for initial provision
of services


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Table Activity

What can your district do to enhance its evaluations and determination of eligibility?

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Individualized Education Program (IEP)



Quality Evaluations → Appropriate Determination of Eligibility → Quality IEP

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Individualized Education Program (IEP)

IEP Content



Present Level of Academic Achievement and Functional Performance



Statement of Goals



Method of Measuring Progress



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Individualized Education Program (IEP)

IEP Content



Special Education, Related Services, and Supplementary Aids and Services



Time, Place, and Duration of Services



Participation in General Education Class and Activities



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Individualized Education Program (IEP)

IEP Content



Accommodations for Assessments



Transition Services



Transfer of Rights at Age of Majority



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Individualized Education Program (IEP)

"Of course all of our students have IEPs. But **how relevant** are [the IEPs] to what our teachers are doing on a day-to-day basis? **Not very.**"

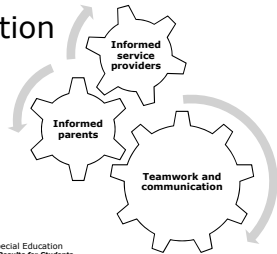
—Virginia Special Education Administrator

Table Activity

What can your district do to develop relevant IEPs that support improved student outcomes?

Individualized Education Program (IEP)

Successful IEP Implementation



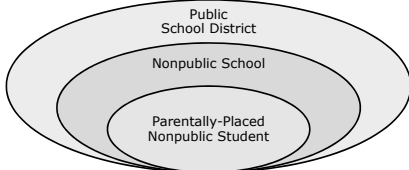
Individualized Education Program (IEP)

When to revise an IEP

Periodically, no less than annually, to address:

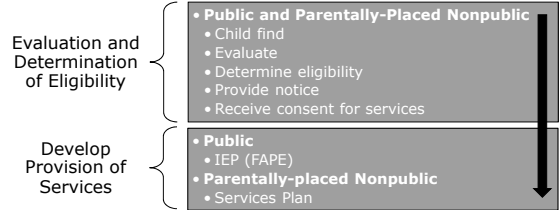
Any lack of expected progress toward the annual goals and in the general education curriculum	The results of any reevaluation	Information about the child provided to, or by, the parents	The child's anticipated needs	Other matters
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Parentally-Placed Nonpublic Students



Parentally-Placed Nonpublic Students

Public and Parentally-Placed Nonpublic



Parentally-Placed Nonpublic Students

OLD	CURRENT
R 340.1721c Scheduling and time line for an initial IEP team meeting.	R 340.1721b Time lines.
The time from receipt of parental consent for an initial evaluation to the completion of the individualized education program or the determination of ineligibility shall not be more than 30 school days.	The time from receipt of parental consent for an evaluation to the notice of an offer of a free appropriate public education or the determination of ineligibility shall not be more than 30 school days.


Notice




Table Activity


What information do you need for your district to enhance the processes for Child Find, Evaluations, Determination of Eligibility, and IEP Development?


What Makes Special Education So Special?




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THANK YOU
for your hard work
and dedication




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Questions

 **Please contact the Michigan Special Education Information Line at:**

1-888-320-8384

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