

Data

Questions	Answers																												
<p>What percent of the school-aged population in Minneapolis attend school in the charter or private sector? Of those students, how many are living below the poverty line, new to the country, and/or receiving special education support? Of those receiving special education support, how many receive special education support in a federal three setting? When you look at the whole picture of Minneapolis what do the stats look like?</p>	<p>Presently, MPS identifies 18% of the student population as needing special education programming. The state percentage is 14.9% and the state target is 12%. 17,209 MPS students, both general and special education, are served elsewhere.</p> <ul style="list-style-type: none"> • Native American 375 2% • Asian American 1551 9% • Hispanic 2708 16% • Black 9249 54% • White 3326 19% <p>Not English Speaking 6918 40%</p> <p>Here is a chart, showing our most recent data in regards to Federal Settings. We were pleased to see a decrease in students served in Federal Setting Three and a slight increase in students served in Federal Settings I and II.</p> <table border="1" data-bbox="1052 911 1997 1409"> <thead> <tr> <th data-bbox="1052 911 1381 1016">SE Child Count (12/1/2015)</th> <th data-bbox="1381 911 1514 1016">15/16</th> <th data-bbox="1514 911 1787 1016">Count Change from 14/15</th> <th data-bbox="1787 911 1997 1016">Pct Change from 14/15</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 1016 1381 1068">Setting 1</td> <td data-bbox="1381 1016 1514 1068">2472</td> <td data-bbox="1514 1016 1787 1068">34</td> <td data-bbox="1787 1016 1997 1068">1.39%</td> </tr> <tr> <td data-bbox="1052 1068 1381 1120">Setting 2</td> <td data-bbox="1381 1068 1514 1120">1377</td> <td data-bbox="1514 1068 1787 1120">4</td> <td data-bbox="1787 1068 1997 1120">0.29%</td> </tr> <tr> <td data-bbox="1052 1120 1381 1172">Setting 3</td> <td data-bbox="1381 1120 1514 1172">1318</td> <td data-bbox="1514 1120 1787 1172">-79</td> <td data-bbox="1787 1120 1997 1172">-5.65%</td> </tr> <tr> <td data-bbox="1052 1172 1381 1224">Setting 4</td> <td data-bbox="1381 1172 1514 1224">153</td> <td data-bbox="1514 1172 1787 1224">-17</td> <td data-bbox="1787 1172 1997 1224">-10.00%</td> </tr> <tr> <td data-bbox="1052 1224 1381 1276">Other Settings</td> <td data-bbox="1381 1224 1514 1276">1145</td> <td data-bbox="1514 1224 1787 1276">-46</td> <td data-bbox="1787 1224 1997 1276">-3.86%</td> </tr> <tr> <td data-bbox="1052 1276 1381 1409">Total</td> <td data-bbox="1381 1276 1514 1409">6465</td> <td data-bbox="1514 1276 1787 1409">-104</td> <td data-bbox="1787 1276 1997 1409">-1.58%</td> </tr> </tbody> </table>	SE Child Count (12/1/2015)	15/16	Count Change from 14/15	Pct Change from 14/15	Setting 1	2472	34	1.39%	Setting 2	1377	4	0.29%	Setting 3	1318	-79	-5.65%	Setting 4	153	-17	-10.00%	Other Settings	1145	-46	-3.86%	Total	6465	-104	-1.58%
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<p>Can you talk more about students of all abilities? These changes aren't just for CWAP correct? What is the percent of different unique learners, ASD, ELL, EBD, SLD, etc.</p>	<p>MPS public schools provided special education services within 14 categorical disability areas as outlined below. These percentages are of the total special education population.</p> <table border="0"> <tr><td>SNAP</td><td>22%</td></tr> <tr><td>ASD</td><td>13%</td></tr> <tr><td>DD</td><td>12%</td></tr> <tr><td>SP/L</td><td>11%</td></tr> <tr><td>EBD</td><td>11%</td></tr> <tr><td>SLD</td><td>9.8%</td></tr> <tr><td>OHD</td><td>9.3%</td></tr> <tr><td>DCD MM</td><td>3.9%</td></tr> <tr><td>DCD SP</td><td>1.6%</td></tr> <tr><td>DHH</td><td>1.5%</td></tr> <tr><td>PI</td><td>1.3%</td></tr> <tr><td>VI</td><td>.4%</td></tr> <tr><td>TBI</td><td>.2%</td></tr> <tr><td>Deaf/Blind</td><td>0%</td></tr> </table>	SNAP	22%	ASD	13%	DD	12%	SP/L	11%	EBD	11%	SLD	9.8%	OHD	9.3%	DCD MM	3.9%	DCD SP	1.6%	DHH	1.5%	PI	1.3%	VI	.4%	TBI	.2%	Deaf/Blind	0%
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<p>Do “educational” outcomes include social or just academic?</p>	<p>Educational outcomes address a variety of areas, including both academic and social outcomes.</p>																												
<p>How will you define whether it is successful or not?</p>	<p>Success is defined by a student's progress on their IEP goals and objectives. Schools can choose to define success in a variety of ways using student, staff, and family ratings and other student progress data points.</p>																												
<p>What data on educational outcomes for students with ASD, specifically, led you to determine that the service model known as Citywide Autism Program needed to be changed?</p>	<p>The special education department must ensure that all aspects of IDEA are being followed including provisions for Least Restrictive Environment. Through data analysis, the special education department learned that students with autism did not have the same access to supports and services at their community schools as students with their disabilities. As a result, they did not have access to attend their community school to the greatest extent appropriate. In addition, continuum of services were not being discussed at many IEP team meetings.</p>																												

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<p>What quantitative measures will you use to demonstrate that the educational outcomes for ASD students are improved under the changes AS COMPARED to the Citywide Autism Program?</p>	<p>The special education department will continue to monitor both academic and social outcomes for all students with disabilities using graduation rates, standardized assessments, benchmark assessments, informal assessments, and a review of goals and objectives. However, as outlined in the provisions for the Least Restrictive Environments, students must attend the school they would attend if not disabled to the greatest extent appropriate and decisions regarding the LRE will remain at IEP team meetings.</p>
<p>In the 10/06/2015 meeting the director of special education stated that 25% of the students receiving special education services are in a federal three setting. This is an increase from what was being reported last spring. To what do you attribute this increase?</p>	<p>Data collected from the special education department indicates that both last year and this year, students receiving special education services in a federal setting III are at 25%.</p>