

Michigan Part B Annual Performance Report

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

Submitted to the
U.S. Department of Education
Office of Special Education Programs

March 31, 2005

Revised FAPE Probe IV Section Submitted May 2, 2005



Cluster Area I: General Supervision

Question:

Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)?

Probe:

GS 1 Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?

State Goal:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS), will maintain an effective general supervision system that assures that families and their children with disabilities (birth-26) are receiving FAPE in the LRE and that identified children birth-3 receive Early Intervention Services (EIS) in the Natural Environment (NE).

Performance Indicator:

GS 1 The General Supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.) used by the State Education Agency (SEA), identify and correct IDEA noncompliance in a timely manner.

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Baseline/Trend Data:

The Michigan Monitoring Model (MMM) monitors at two levels for compliance. Intermediate School Districts (ISDs) annually assess the local districts and public school academies based on a stratified sample of file reviews and interviews. State monitoring of the ISDs occurs on a five year cycle. ISDs are monitored for verification of completion of the required process as well as a comprehensive and rigorous completion of sampling across districts.

A listing of all ISDs and State Agencies to be monitored within any one year is contained in the MMM manual. State contract monitors act in the capacity of Lead Monitors and interact directly with the ISD assigned to them. After contact for coordination of the activities, the first phase (validation) of the monitoring occurs. These visits to ISDs, for the purpose of validating the work of the ISD in the area of compliance monitoring, have occurred and were done in accordance with the MMM. The MDE, OSE/EIS team monitors a sample of files that the ISDs monitored within the previous two years. Inter-rater reliability must meet a 90% or better threshold.

The second part of the monitoring visit consists of comprehensive monitoring activities including: Administrative Interviews, Comprehensive Record Reviews, Review of Policies, Form Review and Staff/Provider and Parent Interviews. At the completion of the monitoring visit a comprehensive report of non-compliance findings is submitted to the MDE, OSE/EIS from the Lead Monitor. A letter of findings and directive for response on the part of the ISD is prepared and sent from the State Director.

The ISD is responsible for completion of the non-compliance actions within 30 days of receipt of the report for student level findings. All systemic findings must be corrected within 1 year from the date of the report. Proof of the corrective actions are provided to the Lead Monitor, reviewed for adequacy, accepted or rejected. An ISD is not closed-out until all issues have met the requirements for correction of all non-compliance items/issues.

For the ISDs included in the 2003-04 monitoring cycle, all ISDs have been brought to closure. One State Agency continues with its compliance activity but is yet within the one-year timeline. One ISD included within the 2002-03 cycle remains open with direct supervision and sanctions imposed due to lack of compliance with the MMM. It is anticipated that all corrections for this ISD will have been completed, and a plan for continued compliance received, by June 30, 2005.

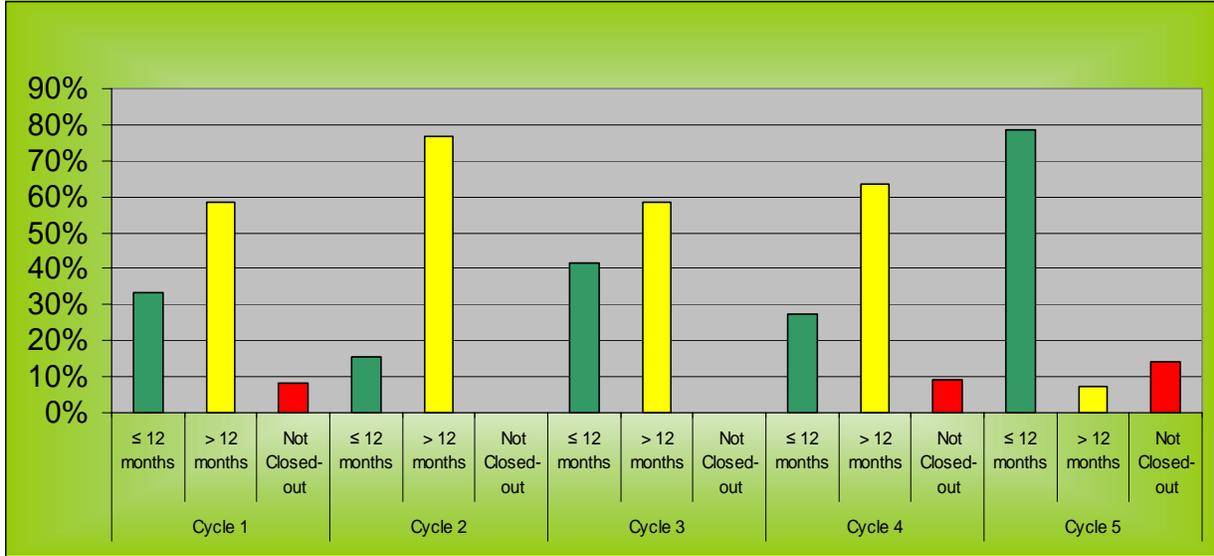
The OSEP response to Michigan's APR of 2004 includes an expectation that the State include data and analysis demonstrating progress toward compliance with timely identification and correction of non-compliance. The MDE, OSE/EIS has provided such data in the graphic and explanation below.

The process and timeliness of complaint investigation has been of concern for the OSEP and the MDE, OSE/EIS. Probe GS 3 reflects the improvements made in this area. Related is the concern for ensuring that LEAs/PSAs implement required corrective actions specified by a complaint.

Michigan has a two-tier complaint investigation system. Complaint investigation occurs first at the ISD level. Either party is then able to appeal to the State level if desired. The year of 2003-04 was one of focus on the design of a data management system to effectively track all complaints appealed to the MDE, OSE/EIS. This system is constructed to assist in the management of meeting timelines and ensuring that parties implement required actions within the specific timelines.

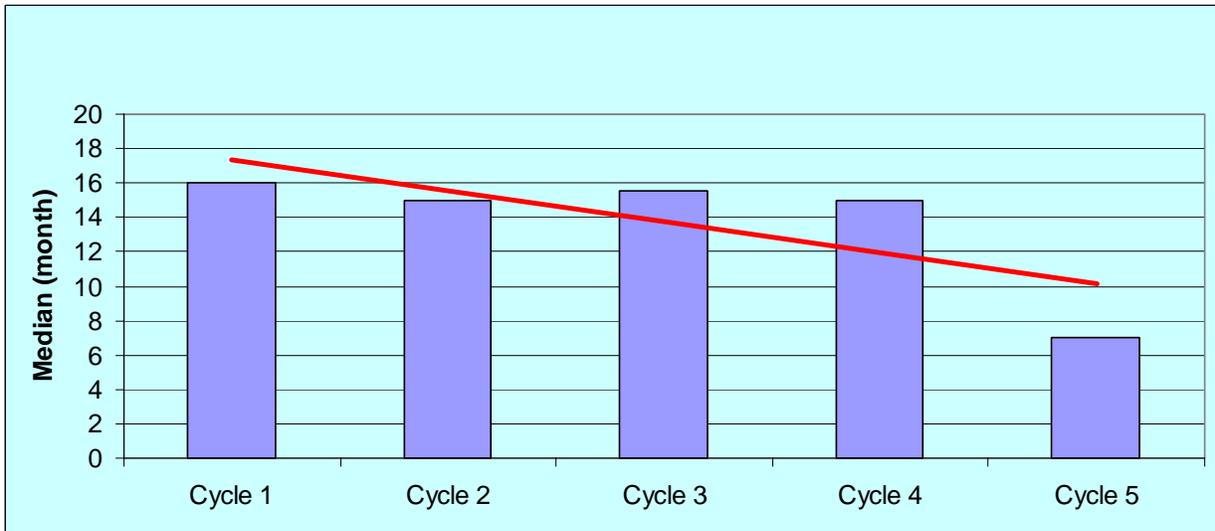
Data below illustrates the close-out timelines trend data for state monitoring over five years:

GS Chart 1.1: Twelve Month Completing Percentages Across Five Cycles



Source: MMM data

GS Chart 1.2: ISD Median Close-out Per Cycle



Source: MMM data

Over the five cycles of monitoring ISDs, the state timeline for completion of close-out equal to, or less than 12 months, significantly improved. The last cycle, 2003-04 showed 79% of all ISDs completed within this timeline.

In the last cycle, two ISDs are represented in the bar for “not closed out”. One ISD is

currently under sanctions for failure to comply. One additional ISD was not completed within the specified 12 months but is now completed.

At the beginning of the 2003-2004 cycle, Lead Monitors were each instructed to issue findings as soon as possible, and to strictly adhere to specified timelines with the MMM. This standard was not routinely followed by all contracted monitors in past years. The diligence of the Lead Monitors in meeting this standard leads to the improvement in close-out times.

Timeliness of Implementation of Complaint Finding Correct Actions:

Complaint information available for analysis indicates a total of 26 complaints were filed within the 2003-04 period with non-implementation of the IEP as the issue. Data collected for the time period did not include the monitoring of timelines for proof of compliance with implementation of specified actions. Data available to indicate if the corrective action was implemented is limited to OSE/EIS records of a related complaint for the same student alleging non-implementation of the corrective actions.

2003-2004 GS 1 Target: 100% of noncompliance identified in the current systems of monitoring, complaint and hearing resolution will be corrected within timelines as specified by the MDE, OSE/EIS.

Explanation of Progress/Slippage:

Meeting the necessary timeline of monitoring close-out has continued to improve. The trend for more timely resolution of non-compliance is in part a result of: enforced standards for the state contracted monitors to complete the work within a 12 month period; increased efficiency of state monitors due to experience; articulated expectation of LEAs/PSAs to comply within specified timelines; imposing of sanctions as deemed necessary.

Corrective Actions Implemented as Result of Complaint Investigation:

No previous baseline data is available for comparison.

GS 1.1 Projected Target:

100% of noncompliance identified in the current systems of monitoring, complaint and hearing resolution will be corrected within timelines as specified by the MDE, OSE/EIS.

GS 1.1 Future Activity to Achieve Projected Targets/Results:

- 1) Implement new Continuous Improvement and Monitoring System (CIMS) with all student level corrective actions to be completed within 60 days timeline; identified systemic issues to show improvement within 12 months.
- 2) Develop component of complaint investigation data management system to require data collection of proof of corrective action.
- 3) Adjust OSE/EIS infrastructure to more effectively monitor for compliance of specified corrective actions.

GS 1.1 Projected Timeline and Resource:

Timeline: July 2004-June 2005.

Resources: CIMS; OSE/EIS Data Team.

Cluster Area I: General Supervision

Question:

Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)?

Probe:

GS 2 Are systemic issues identified and remediated through the analysis of findings from information and data collected.

State Goal:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services(OSE/EIS), will maintain an effective general supervision system that assures that families and their children with disabilities (birth-26) are receiving FAPE in the LRE and that identified children birth-3 receive Early Intervention Services (EIS) in the Natural Environment (NE).

Performance Indicator:

GS 2 Systemic issues are identified and remediated through the analysis of findings from information and data collected.

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Baseline/Trend Data:

Systemic issues are identified through the Michigan Monitoring Model (MMM) at a state aggregate level. Data utilized is generated from total state monitoring data. This includes the 13 Intermediate School Districts monitored by the state this year, state agencies monitored each year, along with the LEA/PSA monitoring conducted by the ISDs. Systemic issues are based on a minimum of 25% non-compliance.

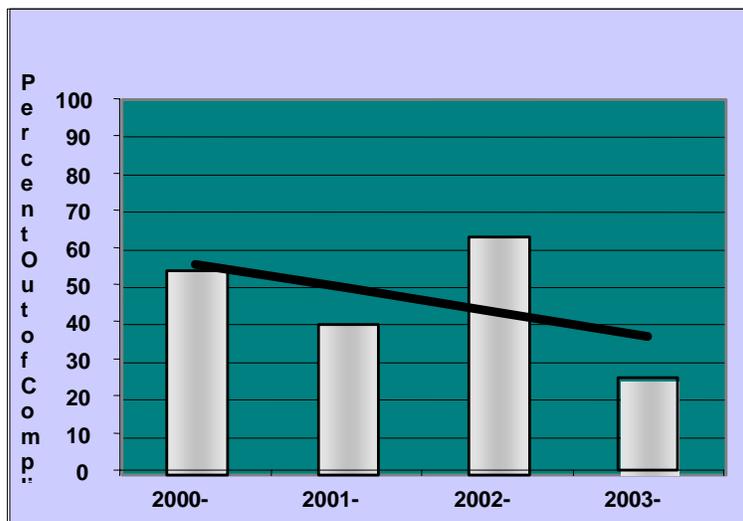
Charts 2.1 through 2.5 provide data regarding the standards found to be non-compliant across state monitoring over a four year comparison.

GS Chart 2.1: Systemic Issues Persistent Over Four Years

| Duration of Systemic Issues | | | |
|-----------------------------|---------|---------|---------|
| 1 year | 2 years | 3 years | 4 years |
| 119a 151e 143 | 127 | 112 | 106 |
| 119b 208 119c | 138 | 136 | 118a |
| 128 209 119d | 141 | 137 | 118b |
| 131 600 | 145 | 146 | 118c |
| 133 601 | 150 | 157 | 118d |
| 135 602 | 172 | 173 | 118e |
| 142 603 | 181 | | 144 |
| 147 604 | | | |
| 148 605 | | | |
| 149 606 | | | |
| 151b | | | |

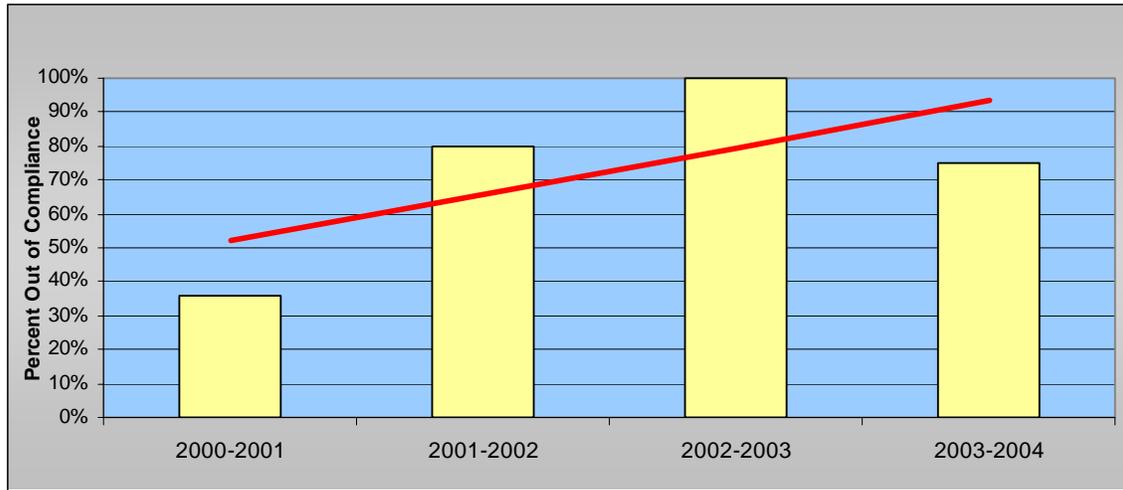
Source: MMM Data

GS Chart 2.2: Standard 106 – Receiving IEP Determined Services 2001-2004



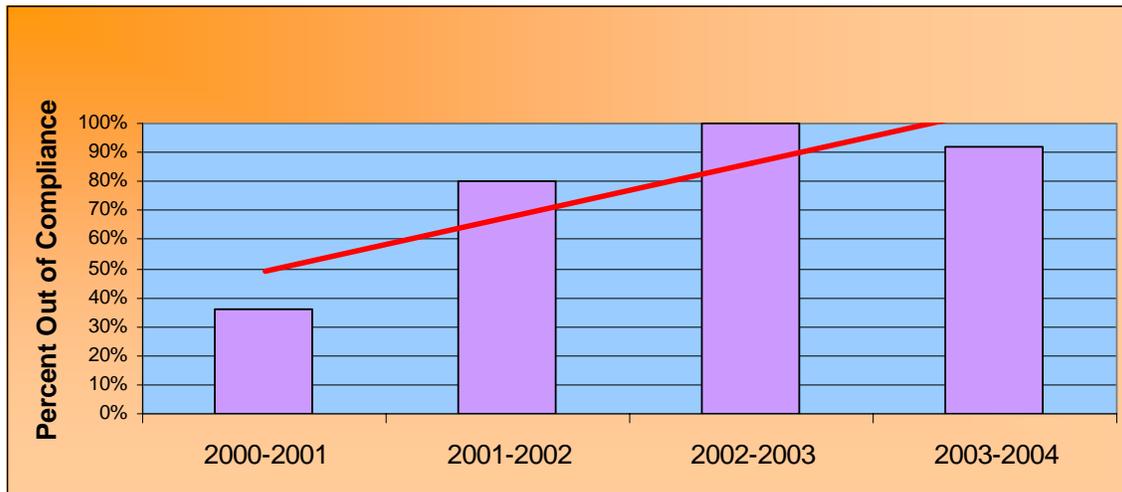
Source: MMM Data

GS Chart 2.3: Percent ISDs Out of Compliance Standard 118a: Present Level of Educational Performance (PLEP) Baseline 2001-2004



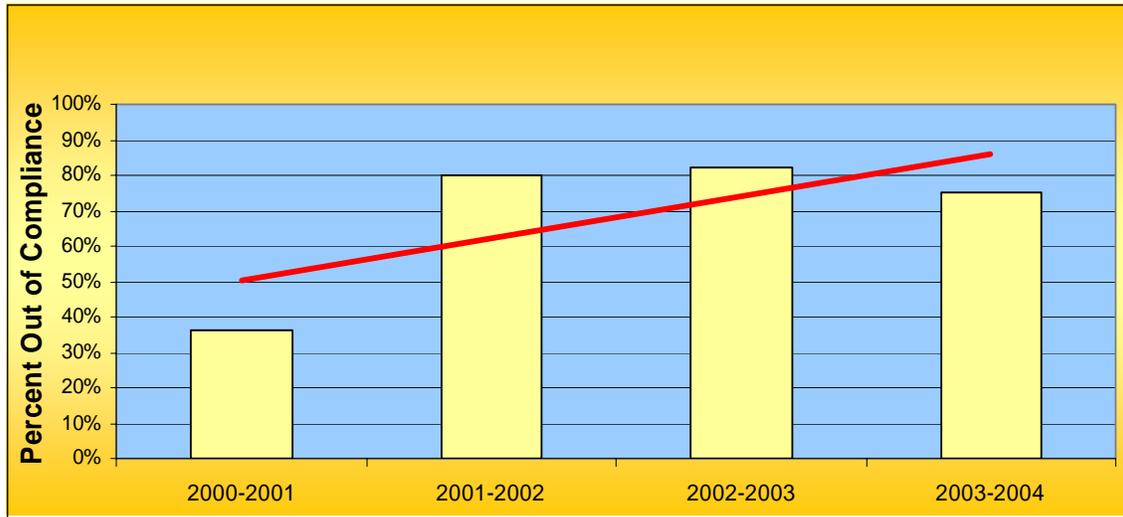
Source: MMM Data

GS Chart 2.4: Percent ISDs Out of Compliance Standard 118b: PLEP; Explanation of Assessment Data 2001-2004



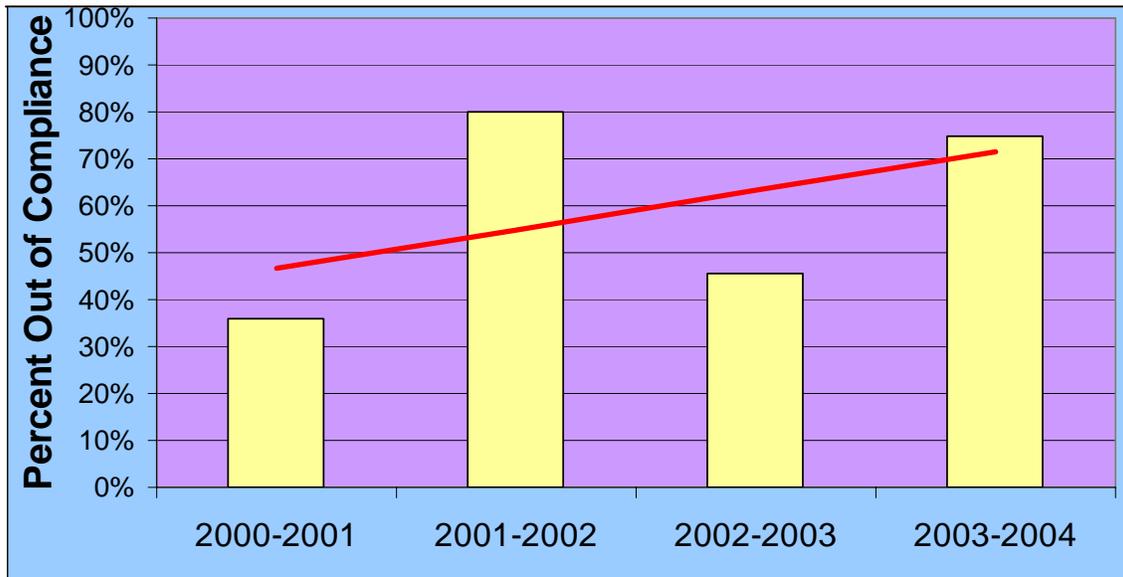
Source: MMM Data

GS Chart 2.5: Percent ISDs Out of Compliance Standard 118c: PLEP; Impact on Involvement/Progress in the General Curriculum 2001-2004



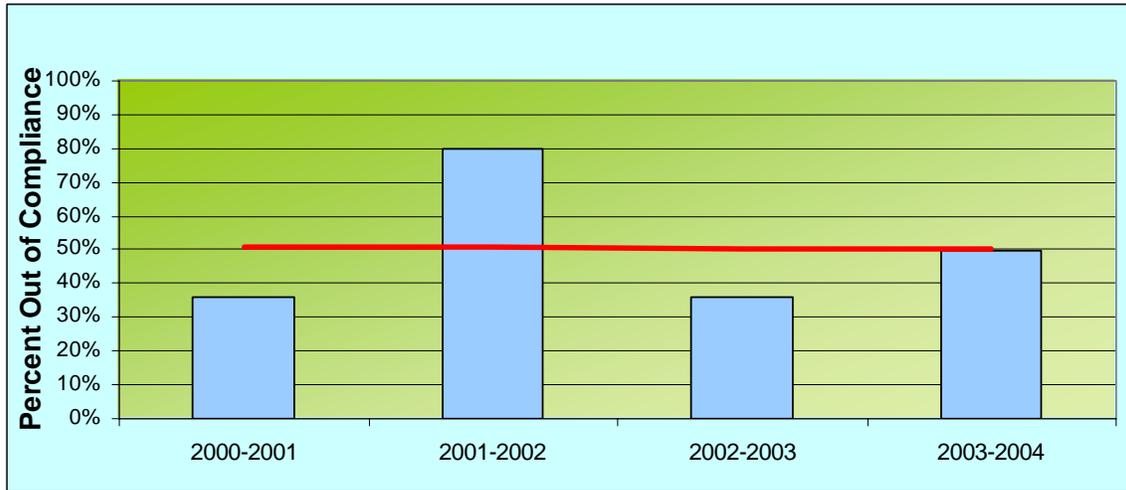
Source: MMM Data

GS Chart 2.6: Percent ISDs Out of Compliance Standard 118d: PLEP; Areas of Educational Needs 2001-2004



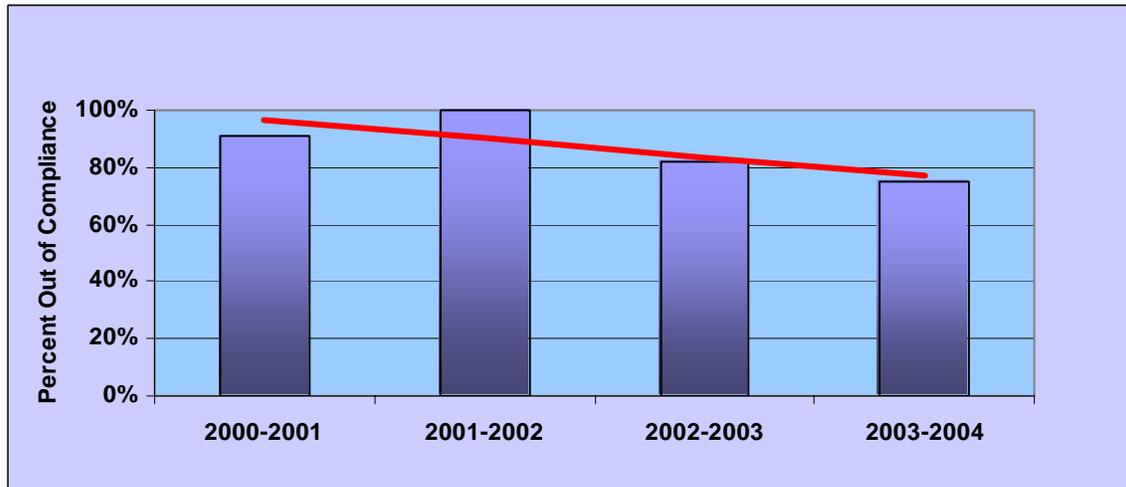
Source: MMM Data

**GS Chart 2.7: Percent ISDs Out of Compliance
Standard 118e: PLEP; All Areas of Need Addressed in the IEP 2001-2004**



Source: MMM Data

**GS Chart 2.8: Percent ISDs Out of Compliance
Standard 144: Supplementary Aids/Services and Program Modifications**



Source: MMM Data

Seven standards continued to be in non-compliance across state and ISD level monitoring. When viewing trend analysis, two standards decreased in their frequency of occurrence, one remained constant and four increased.

GS Chart 2.9: Systemic Agreement

| ISD | | State | | Agreement |
|------------|------|--------------|------|------------------|
| 118a | 119a | 118a | 119a | 118a |
| 118b | 605d | 118b | 119d | 118b |
| 118c | 605e | 118c | 181 | 118c |
| 118d | 606 | 118d | | 118d |
| 118e | | 118e | | 118e |
| 600 | | 144 | | 119a |
| 101 | | 157 | | |

Source: MMM Data

Yearly analysis is done between systemic findings of the State monitoring of ISDs and the ISD monitoring of LEAs. During the 2003-2004 cycle it was found that agreement between the two data sources indicate that the PLEP standards are the ones that are identified across both sources.

GS Chart 2.11: Inter-rater reliability across State and ISD Monitoring

| | 2000-2001 | | 2001-2002 | |
|-------------|-----------|-----|-----------|-----|
| | State | ISD | State | ISD |
| 106 | 55% | 0% | 40% | 2% |
| 118a | 36% | 0% | 80% | 2% |
| 118b | 36% | 0% | 80% | 2% |
| 118c | 36% | 0% | 80% | 2% |
| 118d | 36% | 0% | 80% | 2% |
| 118e | 36% | 0% | 80% | 2% |
| 144 | 91% | 2% | 100% | 2% |

| | 2002-2003 | | 2003-2004 | |
|-------------|-----------|-------|-----------|-------|
| | State | ISD | State | ISD |
| 106 | 64% | 5% | 25% | 5% |
| 118a | 100.0% | 65.9% | 75% | 62.5% |
| 118b | 100.0% | 51.2% | 92% | 60.0% |
| 118c | 81.8% | 36.6% | 75% | 55.0% |
| 118d | 45.5% | 29.3% | 75% | 45.0% |
| 118e | 36.4% | 22.0% | 50% | 37.5% |
| 144 | 82% | 17% | 75% | 18% |

Source: MMM Data

A comparison of state-wide systemic monitoring issues reported by ISD and State Monitors reveal that over a period of four years higher consistency in identification of non-compliance issues emerged. This is increase in the inter-rater reliability across both monitoring activities is attributed to ongoing collaborative training in interpretation, and application of the state compliance standards.

2003-2004 GS.2 Target: The system for complaint investigations and hearing resolutions is effective in identifying and remediating systemic issues. Hearing and complaint information are integrated into the state monitoring process and systemic issues (25% or more) are identified within intermediate school districts.

Explanation of Progress/Slippage:

Analysis of the findings regarding standard 106 "Receiving IEP determined service", indicates that within the state sampling, non-compliance decreased from 60 % to 20%. This is attributed to ISD Compliance Monitor training which stressed the need to enforce performance in this area.

Standards 118 a,b,c,d, measuring comprehensiveness of the four dimensions of a Present Level of Performance (PLEP) Statement show an increase in non-

compliance. Year 2003-2004 was the 2nd year in which the standard of PLEP was separated into these four dimensions. The purpose of this change was to emphasize the components of the PLEP to providers of the various required components. The rise in non-compliance is attributed to this increased emphasis.

Standard 118e requires that all areas of identified educational needs must be addressed in the related portions of the IEP. Non-compliance was slightly higher than the previous year but within an acceptable range for standard error.

Standard 144: The IEP team indicated beginning date, frequency, location and duration of the supplementary aides and services and program modification is trending toward better compliance but remains significantly out of compliance across the state. In many instances this is a result of IEP forms not prompting for such information.

GS 2.1 Projected Target:

Implement pilot activities for all components of the newly designed Continuous Improvement & Monitoring System (CIMS).

GS 2.1 Future Activity to Achieve Projected Target/Results:

During the 2004-2005 school year, ongoing training and technical assistance in CIMS will be provided for all Special Education ISD monitors and directors. This will include the process for conducting LEA/PSA self-reviews. Activities for the self-review are focused on individual student case review for Educational Benefit and IEP implementation. Activities occur at the LEA/PSA level to provide learning at that level that will have the highest opportunity for improvement.

Complete development of all components of the CIMS including Key Performance Indicators that reflect areas of systemic non-compliance.

- 1) Involve all LEAs/PSAs in self-review.
- 2) Six LEAs will participate in a voluntary pilot project to evaluate the effectiveness of the CIMS self-review and focused monitoring activities.
- 3) Public comment for the CIMS will occur.
- 4) Professional development for ISD planner/monitors will occur a minimum of four times focusing on data interpretation, data use, facilitation and leadership skills.
- 5) Construction of an independent 3rd party evaluation of the CIMS will occur.

G.S. 2.1 Projected Timeline and Resource:

Timeline: July 2004 – June 2005.

Resources: NCSEAM, CIMS Team.

Cluster Area I: General Supervision

Question:

Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)?

Probe:

GS 3 Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

State Goal(s):

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS), will maintain an effective general supervision system that assures that families and their children with disabilities (birth-26) are receiving FAPE in the LRE and that identified children birth-3 receive Early Intervention Services (EIS) in the Natural Environment (NE).

Performance Indicator:

GS 3 Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

For more information regarding this section, please contact:

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Baseline/Trend Data:

| Ia: Formal Complaints | | | | | | | | |
|--|--------------------------|--|---|--|---|--|--|--|
| (1) July 1, 2003 - June 30, 2004 (or specify other reporting period: ___/___/___ to ___/___/___) | (2) Number of Complaints | (3) Number of Complaints with Findings | (4) Number of Complaints with No Findings | (5) Number of Complaints not Investigated - Withdrawn or No Jurisdiction | (6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing | (7) Number of Complaints with Decisions Issued within 60 Calendar Days | (8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension | (9) Number of Complaints Pending as of: 08/29/04 (enter closing date for dispositions) |
| TOTALS | 249 | 161 | 57 | 27 | 12 | 182 | 17 | 4* |

*3 in Mediation, 1 in court
Source: Complaint Database

Of the 249 complaints, 10.8% were withdrawn (n=27) and 1.6% are still pending (n=4). In addition, 91.3% were decided within the 60 calendar-day timeline (n=182), or were resolved beyond the 60-day timeline with documented extensions (n=17), and 8.7% were completed after the 60 timeline (n=19).

During the first several months of the reporting year, the MDE-OSE/EIS did not have sufficient staff available to complete complaints within the required timelines. In October, 2003, two additional staff members were hired following a lengthy hiring freeze and one internal staff member was reassigned, bringing the number of internal staff assigned to complaint management from four to seven. In addition, six persons were contracted beginning February 2004 to assist with the complaint backlog. A system for assigning cases to internal staff and contracted personnel was developed to help assure compliance within the 60 calendar-day timeline.

On May 14, 2004, the MDE, OSE/EIS completed a report required by the OSEP due to noncompliance in the resolution of complaints. This report is on file with the OSEP. Please review General Supervision Probe 3 - Appendices A, B, and C for additional information.

The data shows an increase in completion of cases within the 60 calendar-day timeline, with or without documented extensions, from 78.1% in 2003 to 91.3% in 2004.

| Ib: Mediations | | | | | |
|--|-------------------------------------|---------------------------------|-------------------------------------|---------------------------------|--|
| (1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___) | Number of Mediations | | Number of Mediation Agreements | | (6) Number of Mediations Pending as of: 06/30/04 (enter closing date for dispositions) |
| | (2) Not Related to Hearing Requests | (3) Related to Hearing Requests | (4) Not Related to Hearing Requests | (5) Related to Hearing Requests | |
| TOTALS | 27 | 9 | 24 | 7 | 2 |

Source: Dispute Resolution Project

Of the 36 requests for mediation, nine were related to hearing requests and seven of

those led to an agreement. There were, in fact, 73 cases opened for mediation and 76 cases disposed (includes some of the cases pending from the previous year).

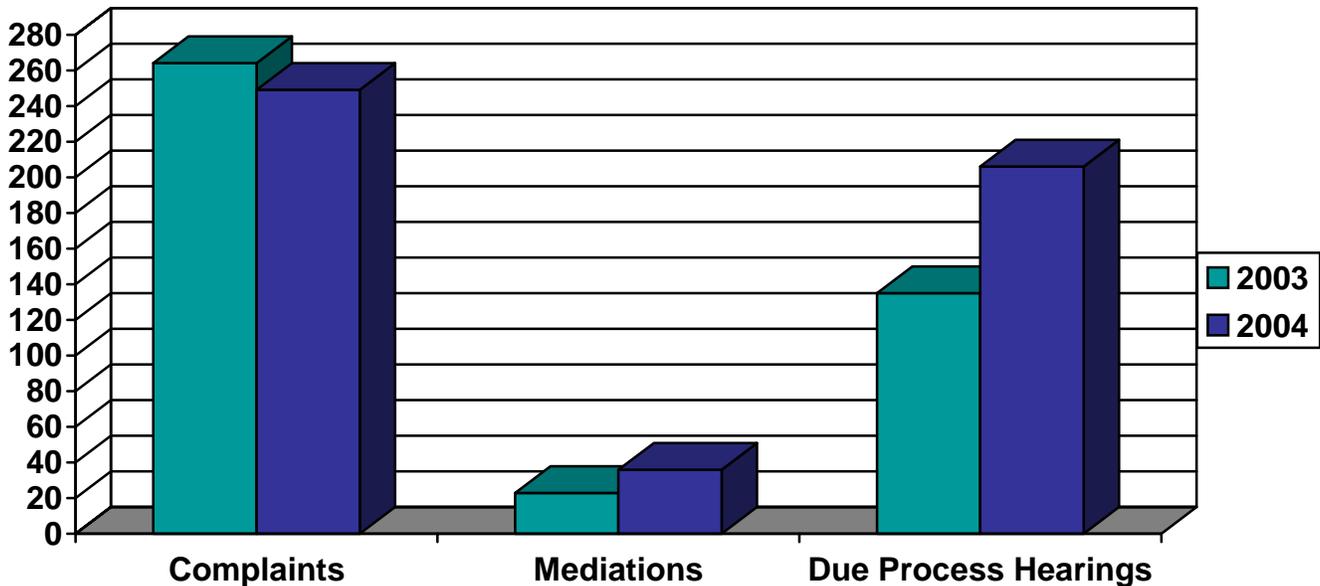
| Ic: Due Process Hearings | | | | | |
|--|--------------------------------|---|--|---|--|
| (1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___) | (2) Number of Hearing Requests | (3) Number of Hearings Held (fully adjudicated) | (4) Number of Decisions Issued within Timeline under 34 CFR §300.511 | (5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c) | (6) Number of Hearings Pending as of: 08/29/04 (enter closing date for dispositions) |
| TOTALS | 206 | 17 | 0 | 13 | 10 |

Source: Due Process Hearing Database

Of the 206 hearing requests, 179 were resolved through settlement agreement, withdrawal, or dismissal by the hearing officer. The low number of fully adjudicated hearings (17) can be attributed to alternative forms of dispute resolution.

Extensions are typically granted by the hearing officer to provide the opportunity for mediation and/or settlement agreements to be attained. Other reasons may include unavailability of witnesses, parties, or counsel. The participants often need more time to complete hearing preparations (briefs, etc.).

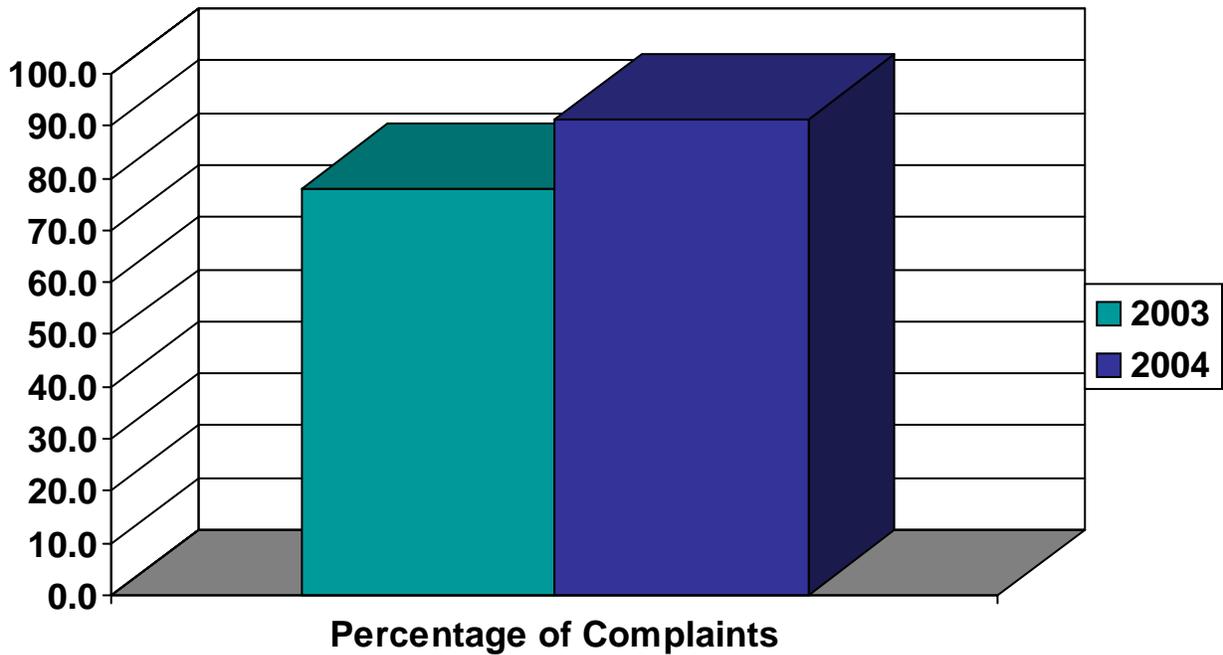
GS Chart 3.1: Number of Complaints, Mediations, and Due Process Hearings



Source: Due Process Hearing Database

The above chart reflects a decrease in the number of complaints from 264 in 2003 to 249 in 2004; an increase in the number of mediations from 23 (2003) to 36 (2004); and an increase in the number of due process hearing requests from 135 (2003) to 206 (2004).

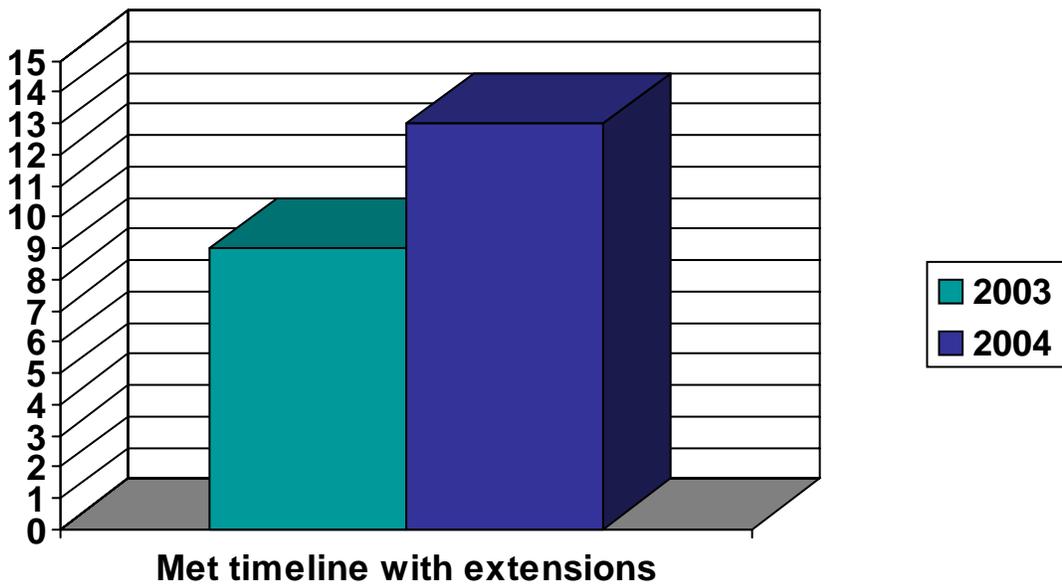
**GS Chart 3.2: Completion Rate
Within Timeline or With Documented Extensions**



Source: Complaint Database

The chart above reflects the percentage of complaints completed, 78.1% in 2003 and 91.3% in 2004, within the 60 day timeline or with documented extensions.

GS Chart 3.3: Due Process Hearings Fully Adjudicated



Source: Due Process Database

The chart above reflects the number of due process hearings that were fully adjudicated and met the timelines with extensions 9 (60%) in 2003 and 13 (76.5%) in 2004.

In response to OSEP's letter dated January 5, 2005, stating "MDE must submit to OSEP in the next APR due March 31, 2005: (1) a summary of identified problems [timelines, data collection, and other issues identified during the CIMP self-assessment and through OSEP letters] with the State's dispute resolution system with strategies, proposed evidence of change, and timelines for each problem identified; (2) specific interventions or sanctions for hearing officers; and (3) the proposed language requiring hearing officers to notify MDE concerning settlement negotiations between parties, continuances and pending court interventions justifying substantial timeline extensions." That information can be found in General Supervision Probe 3 - Appendices D.

2003-2004 GS 3.1 Target:

All due process hearings will be completed within 45 calendar days, unless the hearing officer has extended this time line in writing to a specified date.

Explanation of Progress/Slippage:

In 2003, 9 of 15 (60%) fully adjudicated hearings were completed within the 45 calendar day timeline with extensions, while in 2004, 13 of 17 (76.5%) were completed within the 45 calendar day timeline with extensions. This shows an increase of 16.5% of cases that were completed within the 45 calendar day timeline with documented extensions.

2003-2004 GS 3.2 Target:

Michigan will complete complaint investigations within 60 calendar days, except for documented exceptional circumstances.

Explanation of Progress/Slippage:

The data shows an increase in completion of cases within the 60 calendar-day timeline, with or without documented extensions, from 78.1% in 2003 to 91.3% in 2004. This is an increase of 13.2%. The staffing issues mentioned in previous APR's have been addressed. Two additional staff members were hired and one additional staff member was reassigned. Six additional contractors were hired to address the complaint backlog. As of March 2005, the backlog has been entirely addressed and complaint investigations are timely.

A plan for improvement in timeliness of due process hearing and complaint resolutions was developed pursuant to the OSEP letter dated March 16, 2004. The

plan was sent to OSEP on May 14, 2004.

GS 3.1 Projected Target: All due process hearings will be completed within 45 calendar days, unless the hearing officer has extended this time line in writing to a specified date.

GS 3.1 Future Activities to Achieve Projected Target/Results: Continue with the Rule promulgation process and work with the State Office of Administrative Hearings and Rules (SOAHR) to develop a one-tier state magistrate system to conduct due process hearings. Implement the plan according to the timelines.

GS 3.1 Projected Timelines and Resources: The one-tier magistrate system is scheduled to be in effect by July 1, 2006. The Rule promulgation process for the one-tier magistrate system is expected to be completed by September 29th, 2005.

GS 3.2 Projected Target: Michigan will complete complaint investigations within 60 calendar days, except for documented exceptional circumstances.

GS 3.2 Future Activities to Achieve Projected Target/Results: Revise internal office complaint procedures, when necessary, to achieve full compliance.

GS 3.2 Projected Timelines and Resources:

Timeline: On-going.

Resources: The MDE, OSE/EIS complaint investigators.

Cluster Area I: General Supervision

Question:

Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)?

Probe:

GS 4 Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

State Goal:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS), will maintain an effective general supervision system that assures that families and their children with disabilities (birth-26) are receiving FAPE in the LRE and that identified children birth-3 receive Early Intervention Services (EIS) in the Natural Environment (NE).

Performance Indicator:

GS 4 There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.

For more information regarding this section, please contact:

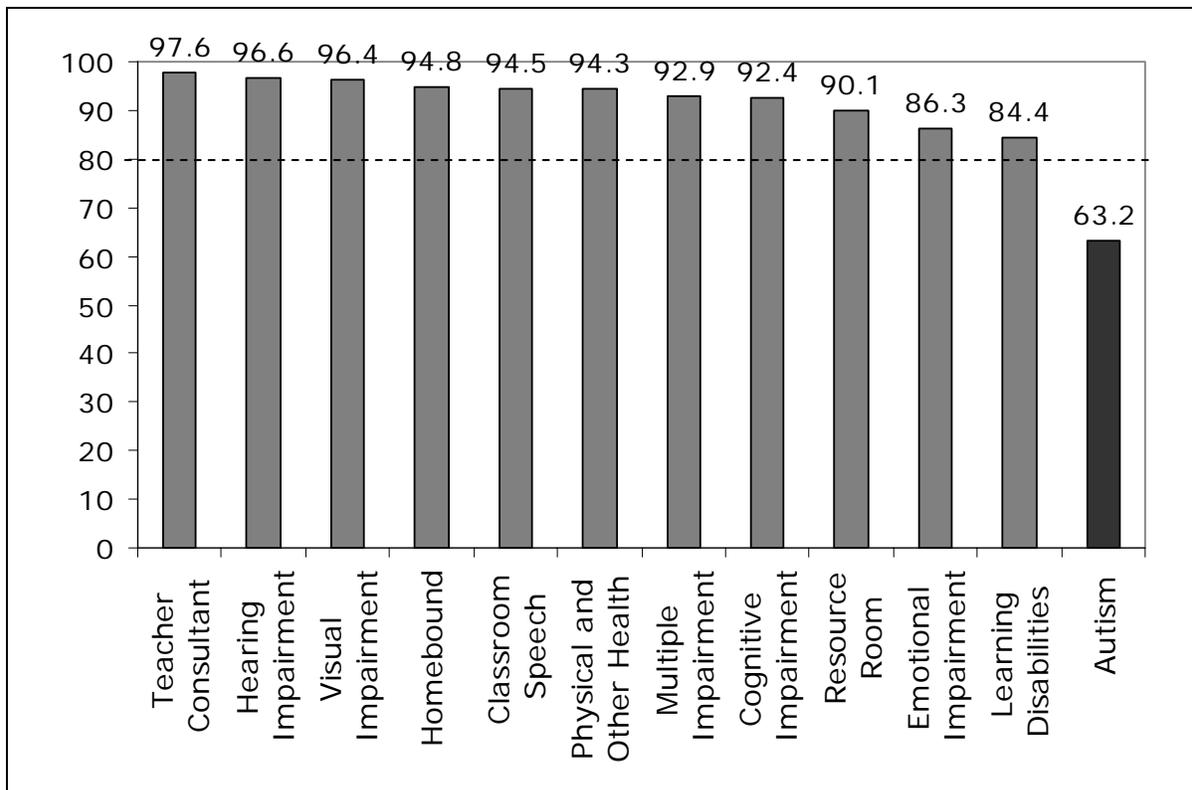
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Baseline/Trend Data:

For the purposes of this calculation, any personnel group with 80% or less members fully endorsed were identified as a high priority. It is important to note that Michigan has rigorous standards for credentialing teachers. In addition to a basic teaching certificate, all those teaching special education must have a special education endorsement. Endorsement represents a specialty in a disability area. A teaching certificate plus endorsement equals Fully Approved. According to the complaint and due process hearing databases no complaints or hearings were filed against an LEA for not providing a special education teacher. No cases were found that determined failure to find a special education teacher denied a free and appropriate public education to a student with disabilities.

In 2003, LEA Administrators met the goal of 80.3% Fully Approved.

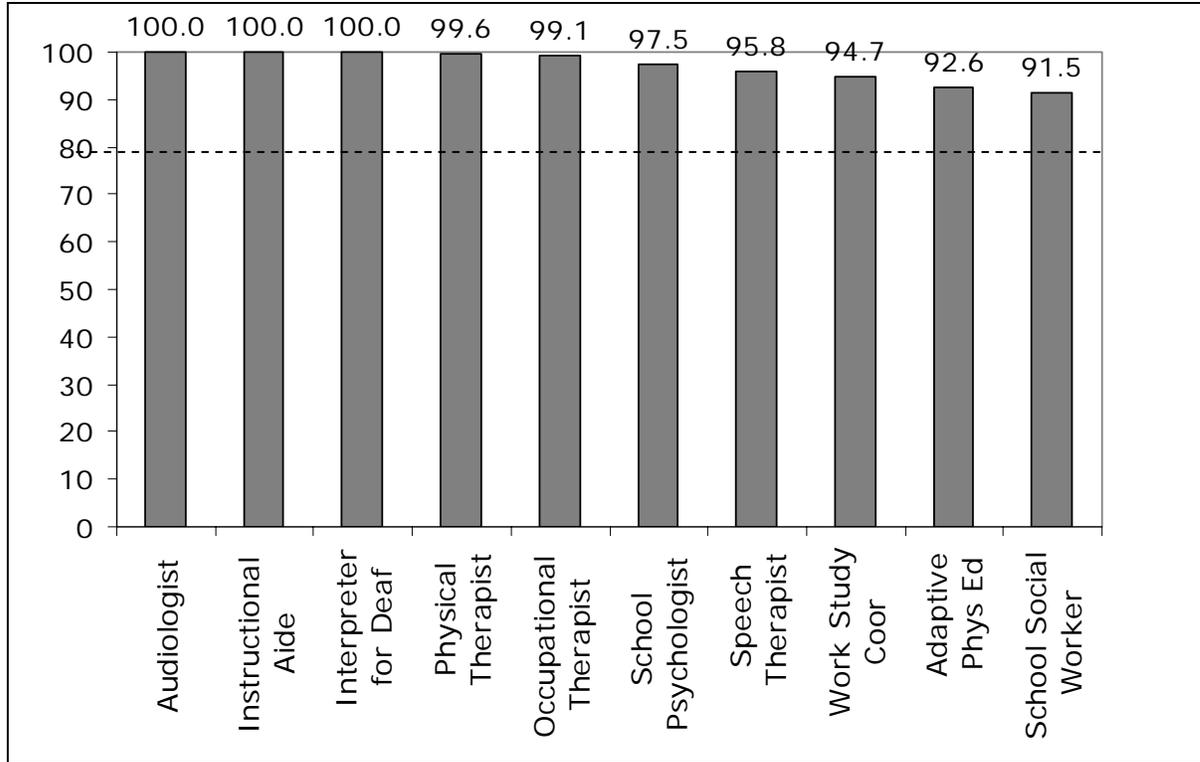
GS Chart 4.1: Special Educators, Percent Fully Approved 2003-2004



Source: MICIS

The percentage of Special Educators who are fully approved exceeds Michigan’s target of at least 80% fully approved for all disability areas with the exception of teachers for students with Autism (63.2%). The shortage of teachers with endorsement in Autism was also noted in last year’s APR.

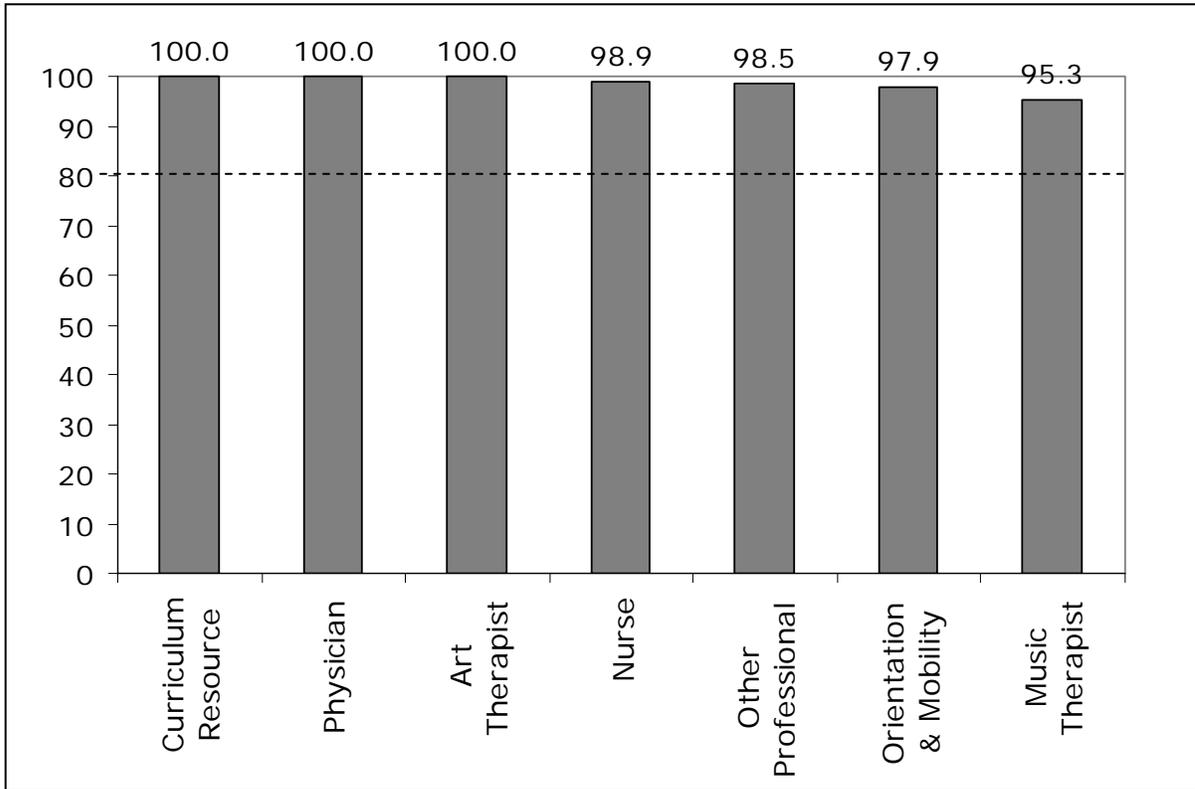
GS Chart 4.2: Related Service Providers, Percent Fully Approved 2003-2004



Source: MICIS

All related service personnel exceed Michigan's target of at least 80% fully approved.

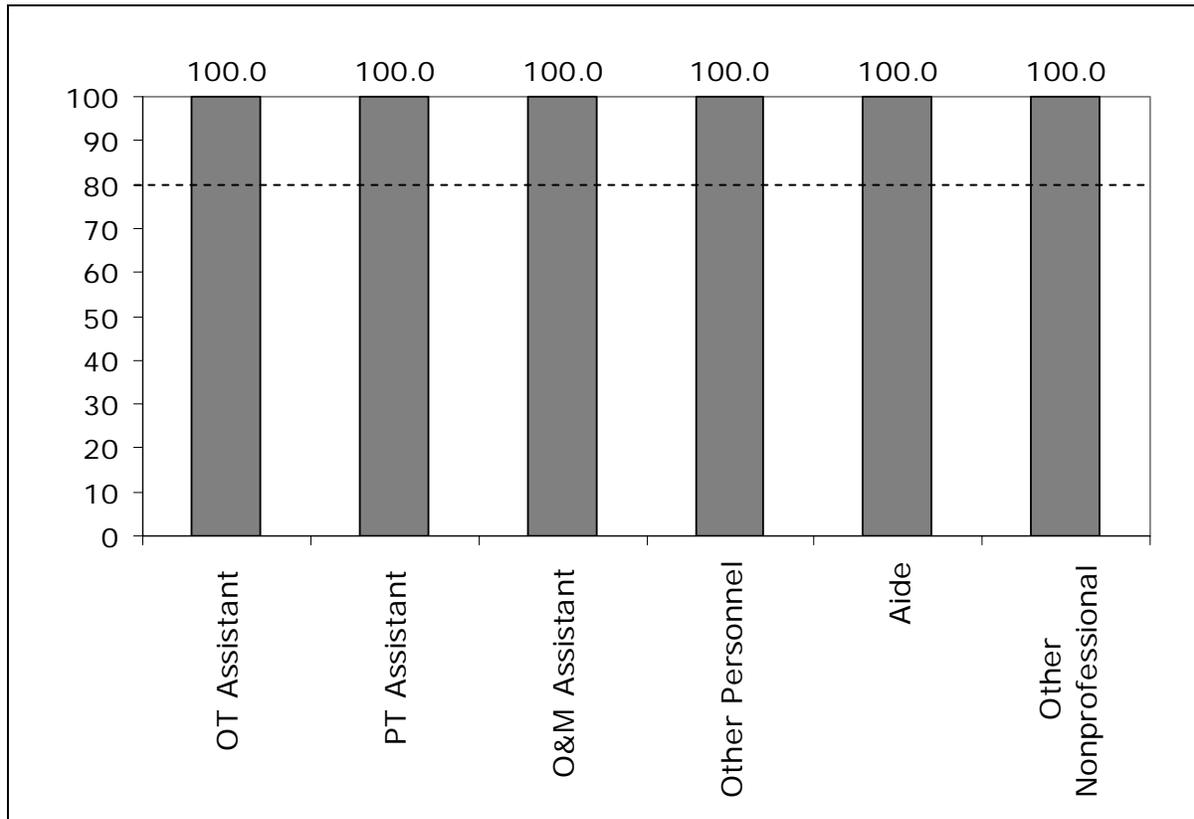
**GS Chart 4.3: Other Providers, Percent Fully Approved
2003-2004**



SOURCE: MICIS

All related other providers exceed Michigan's target of at least 80% fully approved.

**GS Chart 4.4: Paraprofessionals, Percent Fully Approved
2003-2004**



SOURCE: MICIS

All paraprofessionals exceed Michigan’s target of at least 80% fully approved.

2003-2004 GS 4 Target 1: There are sufficient numbers of fully endorsed teachers for students with autism.

Explanation of Progress/Slippage:

2001-2002 was the baseline year for identifying sufficient numbers of teachers for students with Autism Spectrum Disorder. As of December 1, 2002, there were 297 teachers of students with autism in the state. Of those teachers, 61.6% or 183 were fully approved.

Of the 114 teachers who were not fully approved, 94 of the teachers were working under an approval. Teachers working under an approval are certificated teachers enrolled in an approved institution of higher education autism endorsement program. Teachers must document satisfactory progress in completing the autism endorsement each year to be eligible for continuing employment. It must be noted that in Michigan, all teachers of students with autism were required to obtain a first endorsement in another disability area first. This rule was changed in 2002, but to

date, no institution has submitted a program modification to offer a first endorsement in autism. Therefore, at this time, all teachers of students with Autism Spectrum Disorder will be dually endorsed. One of the issues facing the institutions who wish to offer an initial autism program is that there is a dearth of faculty with expertise in autism and recruiting efforts have met limited success.

School districts may not hire a teacher under an approval until an extensive search has been completed and the school has been unable to hire a fully approved teacher. It is surmised that the other 10 teachers of students with autism were under a permit issued by the Office of Professional Preparation. Permits are only issued when a school district cannot find a certificated teacher. A full year permit authorizes a school district to employ a person who has completed a minimum of 120 semester hours of satisfactory credit, including 15 semester hours of professional education credit from an approved teacher preparation institution.

The December 1, 2003 data reported 406 teachers of students with autism. Of those, 63.8% or 259 were fully approved while 113 teachers of students with autism were under an approval. It appears that 34 teachers may have been hired under a permit. Although the percentage of fully endorsed teachers of Autism Spectrum Disorder falls below the state standard of 80% or more of teachers in each disability category shall be fully endorsed, the state added 109 teachers for students with autism.

The Autism Collaborative Endorsement (ACE) Program has issued approximately 35 endorsements in autism since January 2002. ACE is a collaborative among six universities to offer an endorsement in autism. All the courses, except for the practicum are offered on line.

Wayne State University and Detroit Public Schools were recently approved to offer a Limited License to Practice, Pathways to Teaching in Autism to a cohort of 35 people who are working on their general education teaching certificate and an autism endorsement. This program is for teachers who previously have been working on a permit to be actively seeking a permanent teaching certificate and an endorsement in autism. Detroit Public Schools has had difficulty in the past recruiting qualified teachers for programs for students with autism. This partnership with Wayne State University is an opportunity to increase the number of teachers fully approved. The MDE, OSE/EIS has a history of using discretionary funding to address personnel shortages. The MDE, OSE/EIS has funded a comprehensive statewide personnel development program to ensure that teachers of students with Autism Spectrum Disorder have the expertise needed to ensure that these children succeed.

GS 4.1 Projected Target:

80% of the teachers of students with autism will be fully endorsed.

GS 4.1 Future Activities to Achieve Projected Target/Results:

Michigan will continue to provide alternate routes to certification such as the Limited License to Practice Program, The Autism Collaborative Endorsement, and the approval process.

GS 4.1 Projected Timeline and Resource:

Timeline: July 2004-June 2005.

Resources: Autism Grant; OSE/EIS IHE Committee; OSE/EIS staff.

GS 4.2 Projected Target:

At least 80% of special educators, administrators, related service providers, and paraprofessionals will be fully endorsed.

GS 4.2 Future Activities to Achieve Projected Target/Results:

- 1) The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS), will apply for a General Supervision Enhancement Grant to conduct a more in-depth personnel study to quantify personnel shortages. To ensure the best possible analysis of the overall personnel resources, additional data clean up will need to occur.

- 2) The MDE, OSE/EIS will encourage utilization of the new "Michigan Educator Talent Bank" for recruitment. This is a web-based tool available to all Michigan schools for posting of vacancies. Job seekers are also able to post resumes.

Projected Timeline and Resource:

Timeline: July 2004-June 2005.

Resources: General Supervision Enhancement Grant and Michigan Educator Talent Bank.

Cluster Area I: General Supervision

Question:

Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)?

Probe:

GS 5 Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS), will maintain an effective general supervision system that assures that families and their children with disabilities (birth-26) are receiving FAPE in the LRE and that identified children birth-3 receive Early Intervention Services (EIS) in the Natural Environment (NE).

Performance Indicator:

GS 5 State procedures and practices ensure collection and reporting of accurate and timely data.

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Baseline/Trend Data:

The MDE, OSE/EIS state level procedures and practices are built around two key processes, which have been improved in each of the last three years. The first process is the December data collection, designed to insure accurate counts from the data that are submitted by ISDs, LEA's and PSA's. The data edits, duplicate checking algorithms, and prolific user reports insure that submitted data satisfies the stated business rules and that user-submitted counts match final reported counts. The set of student data reports has been augmented to display year to year comparisons of counts for ISD, LEA and PSA users. The ISD, LEA and PSA staff also have access to Data Portraits which match to their submitted data and rank ISD's, LEA's and PSA's across the state. The local users check these reports and verify their counts prior to certifying their accuracy.

The second process is designed to insure that the submitted data from the ISD's, LEA's and PSA's is an accurate portrayal of the actual special education student population. A manual check of 5,000 randomly selected records has been performed in past years to make sure that a student and appropriate files exists for each submitted record. For the December, 2004 collection data verification procedures will be more targeted (rather than random) and will include Exit records in the review. The Part B monitoring system also does random audits to insure that IEPs are conducted and recorded properly.

In summary, the collection process ensures that the data submitted by ISD's, LEA's and PSA's matches the data reported by the state. The audit and monitoring processes insure that the data submitted by the ISD's , LEA's and PSA's are accurate.

The MICIS system was used for the third annual collection in December, 2003. Unforeseen errors and slow submissions caused the first 618 submissions, due 02/01/04 to be late. Since that time, all submissions, including the 11/01/2004 and 02/01/05 submissions have been delivered by the deadline.

2003-2004 GS 5 Target: Submit required data reports by the due dates, assure data accuracy, and assure accuracy of suspension and expulsion data.

Explanation of Progress/Slippage; Timeliness and Accuracy:

Timeliness

Target Met.

In the APR submitted on March 31, 2004, the MDE, OSE/EIS reported that our December 1, 2003 submission of Tables 1 and 3 was not timely. Since then, each

submission (November 1 and February 1) has been on time.

The new timeline for the November, 2005 and February 2006 submissions is as follows:

| Activity | Timeline |
|---|-------------------|
| Discipline data collection completed through SRSD Software changes development begins | July 1, 2005 |
| Software changes ready for testing | October 3, 2005 |
| Tables 2, 4, and 5 for 2004-05 submitted, and tested software released for local test submissions. | November 1, 2005 |
| Training for PSA direct entry users, submission process, and report outputs from submissions completed. | November 15, 2005 |
| Submissions begin | December 1, 2005 |
| Initial Submissions end | December 20, 2005 |
| Submissions finished | January 13, 2006 |
| Tables 1 and 3 for 2005-06 submitted | February 1, 2006 |

Accuracy

There are two basic areas for assuring accuracy – the December collection process and the compliance review. The December collection process utilizes a web-based submission with many data edits requiring user input. The data edits are documented in the Technical Manual available to all users; the manual is available in October. The submitted data is reported in a variety of formats to allow submitters to review its accuracy. Reports are available showing each change made to submitted data, so that the system ensures that the final outputs exactly match the submitted data plus any adjustments. In short, the data that districts submit is exactly what is reported. The second area, compliance review, looks at the accuracy of the submitted data by checking the final reports against a selected subset of actual student records. This review examined 3,846 records at 19 ISDs and state agency with an error rate of 0.65%.

Suspension and Expulsion Data:

The new data collection methodology was initiated by the CEPI and resulted in the anticipated small volume improvement over last year's submission. The reader may wish to read BF 3 for a detailed explanation of these data.

Improvements Made 2003 to 2004:

Two new tracking reports were added in December, 2003. The first is a WESTAT-like comparison of last year's sub-count to this year's. Each code for each key variable is tracked, and the Count difference and Percent difference are given. For this year, Interagency Information Systems (IIS) staff are training and calling attention to the reports. Next year MICIS will add "flags" for large count and percent combinations.

The second new report examines how last year's active students were reported this year. MICIS expects all those students to be either Active or Exited this year, but there are some who are Not Submitted. MICIS has already discovered two reasons for students recorded as Not Submitted: (1) Some districts did not include exits for the whole year, and (2) the Unique Identifier process is not robust enough, it does not catch all name changes or birth date changes, and assigns a new unique identifier; the student is actually reported, but not linked well. For the first case, we are making targeted phone calls; for the second case, MICIS is examining the parameters of the unique identifier verification process.

The key factor in the tardiness of the February, 2003 count was the lateness of submission of Detroit data. The MDE, OSE/EIS staff worked with Detroit staff to improve submission timeliness. The result was an on-time submission for February, 2004.

The Data Portrait reports were used to assist in identification of local districts most in need of assistance. The Unique Identifier capabilities of MICIS were used to target specific unlikely occurrences for targeted review. The most successful instance was the identification of some 1,200 students who were reported as exited and dropped out in one district, but active in another district. MICIS staff were able to provide that extra information to the exit-reporting district and positively affect the drop out rates for those districts.

GS 5.1 Projected Target:

Maintain procedures, practices and supports that enable submission of data in a timely manner. Continue submitting data on time.

GS 5.1 Future Activity to Achieve Projected Target/Results:

- 1) Continue working with Detroit personnel to improve the accuracy and timeliness of reporting.
- 2) Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.
- 3) Conduct software testing well in advance of December 1 to make sure the program has integrity.
- 4) Strictly enforce submission deadlines.

GS 5.1 Projected Timeline and Resource:

Timeline: July 2004-June 2005.

Resources: Contract staff at Interagency Information Systems (IIS) will take the lead in the technical assistance arena. They have overseen regular improvements in the complex web-based MICIS application since its inception. IIS and the MDE, OSE/EIS will again assist Detroit personnel in identifying ways to respond quickly to error corrections and duplicate checking once their initial submission is completed. IIS will continue early hands-on training of PSAs and multiple conference call training sessions that combine the use of web and phone communication. The bulk of the locals' December submission work is completed well ahead of time; the key to timely completion is attention to details and to stragglers in the first two weeks of January. This is where the enforced submission deadlines are very effective.

GS 5.2 Projected Target:

Build a framework to improve data accuracy at the LEA and ISD level.

GS 5.2 Future Activity to Achieve Projected Target/Results:

- 1) Use new Active and Exited student tracking reports to target local districts that need improvement.
- 2) The submitted field definitions will be changed to differentiate "time removed from General Education", as opposed to FTE. This will bring our definitions in line with 618 Table 3. Two to three years of significant fluctuation in the state counts are expected as this change is implemented.
- 3) Continue to distribute widely, teach about, and use the Data Portraits.

GS 5.2 Projected Timeline and Resource:

Timeline: July 2004-June 2005.

Resources: IIS staff will take the lead in identifying specific targeted improvements revealed through the new reports. One known improvement will be to insure that all local sites are submitting all exited students from the last year. The technical assistance for the changed setting field definitions will be part of the overall work to bring the state IEP form in line with the reauthorized IDEA. The newly formed Data Team within OSE/EIS will work to increase the distribution and perceived significance of the Data Portraits and other well-documented reports, by sending targeted memos to local superintendents and partnering with other MDE offices and the Center for Exceptional Performance Information (CEPI).

Cluster Area II: Early Childhood Transition (ECT)

Question:

Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal:

All children with special needs birth to five, and their families meaningfully participate in activities and support services of their choice.

Performance Indicator:

By the child's third birthday, LEAs complete evaluations, determine eligibility, develop and have IEPs in effect for all Part B eligible children.

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Baseline/Trend Data:Early On System Record Review, 2003 - 2004**ECT Table 1.1: *Early On* System Review
Transition Questions for Ten Service Areas**

| <i>Early On</i> System Review Transition Questions | | N |
|---|-------|----|
| Part B transition plans with complete content. | 30.4% | 46 |
| Part C transition plans with complete content. | 22.5% | 36 |
| Part B and Part C transition plans with complete content. | 26.8% | 82 |
| Transitions (Part B only) where the local educational agency was notified that the child was turning 3 and eligible for special education services. | 47.8% | 46 |
| Transitions (Part B only) where the local educational agency participated in the transition conference. | 56.5% | 46 |
| Transitions (Part B only) where the transition conference met the timelines. | 42.7% | 82 |

Source: *Early On* System Review

During the 2003–2004 *Early On* System Review, ten Service Areas were reviewed for compliance with Part C transition requirements; 82 records were reviewed. Of those 82 records, 36 were the files of children who qualified only for Part C while the other 46 were files of children who qualified for both Part C and Part B. These data imply that, for the ten Service Areas reviewed, documentation of complete and timely transitions are not present in the child's records as they leave Part C, whether they are Part B eligible or not. All *Early On* Service Areas submitted improvement plans to the MDE, OSE/EIS as a result of the system review.

ECT Table 1.2: Transition Items in the WSU Family Survey

| Transition items in the WSU Family Survey | n=351 RR=34.7% | n=361 RR=33.9% | n=316 RR=25.7% | n=426 RR=34.8% |
|---|---------------------------|---------------------------|---------------------------|---------------------------|
| | 2001 | 2002 | 2003 | 2004 |
| The planning of my child's transition began at least 90 days before my child's third birthday. | 47.7% | 48.8% | 56.6% | 58.7% |
| My child's transition plan in the IFSP contains the steps that allowed enough time to explore service/program options for my child. | 77.9% | 69.2% | 75.0% | 74.8% |
| Someone told me about services my child may need when s/he turns three years old. | 78.3% | 76.4% | 74.2% | 83.3% |
| I have been informed about service/program options which may be appropriate for my child at age three. | 77.9% | 62.2% | 75.0% | 83.9% |
| I received enough information about options for my child such as: Head Start, Preschool, inclusion, etc. | 80.0% | 73.0% | 75.7% | 78.9 |

Source: Family Survey, Wayne State University

Family Survey, Wayne State University (WSU)

Since 1993, the Michigan Department of Education has maintained a contract with an evaluation team from Wayne State University (WSU) to evaluate the effectiveness of *Early On* implementation and its impact on families. Data is collected through questionnaires mailed to staff and families statewide. The Family Survey, which has been administered since 1993, measures the family's perspective on: family-centeredness of services, family satisfaction with the service delivery process, timeliness of service delivery, satisfaction with service coordination, and whether a family perceives that its needs are being met. Whenever possible, the questions asked in the Family Survey have been kept consistent across years. According to the *Early On* families responding to the Family Survey, there has been improvement over the last four years in the timeliness of transition planning and in the sharing of information regarding future needs and options for children that are transitioning to Part B and those who are receiving other community services.

ECT Table 1.3: Transition items from the 2004 *Early On* Self-Assessment

| Transition items from the 2004 <i>Early On</i> Self-Assessment | |
|---|-------|
| Files reviewed that contained a written transition plan. | 80.9% |
| Files with transition plans where the transition began 90 days prior to the child's 3 rd birthday. | 90.7% |

Source: *Early On* Self Assessment

Self Assessment, 2004

For the first time, in 2004 each *Early On* Coordinator was required to review 10% of the *Early On* files for compliance. A total of 1159 Part B and Part C files were reviewed, with 388 of them containing information on transition. The results from this file review show that 80% of the files had a written transition plan and of those, 90% were completed within the required timelines.

Comparison between Early Education Tracking (EETRK) and MICIS data sets, 2004

A comparison of EETRK and MICIS data bases was made in order to determine how many of the children leaving *Early On* at age three, eligible for Part B, were actually served in Special Education. Part C children are entered into the EETRK *Early On* tracking software while all Part B students are tracked with the MICIS system. The comparison between children in EETRK leaving Part C between 12/2/03 and 12/1/04 and found on the MICIS system by 12/1/04 showed a 94% match. That is of the 2,425 children who exited *Early On* due to age between 12/2/03 and 12/1/04 who were Part B eligible, 2,279 were served by Part B by 12/1/04.

2003-2004 ECT Target: Determine baseline data to establish if there is an issue with three year olds not getting service.

Explanation of Progress/Slippage:

The EETRK and MICIS data comparison is very promising. 94% of the children identified as exiting Part C who were Part B eligible, did end up counted as receiving Special Education Services. Family Survey data demonstrate improvement over time in elements of transition planning, with the exception of the timing of transition planning (90 days or more before the child's third birthday). Survey data in this area has improved over time, but remains relatively low (58.7%) Data from the *Early On* self assessment demonstrates a much higher rate of planning 90 days or more before the child's 3rd birthday (90.7%), demonstrating the difference between family perception and *Early On* Service Coordinator's self review. *Early On* System Review data (monitoring) demonstrates low levels of documentation of transition planning found during

record review, although this is a small sample compared to statewide.

ECT 1.1 Projected Target: Children exiting Part C, who are eligible for Part B, are receiving Special Education services 100% of the time.

ECT 1.1 Future Activities to Achieve Projected Targets/Results:

- 1) Continue to analyze Part C to Part B transition through the use of EETK and MICIS data.
- 2) Continue to collect and report Family Survey data regarding family's perceptions of transition planning.
- 3) Develop data validation procedures as part of the new focused monitoring model (CIMS). As part of this model, move record review from *Early On* Service Coordinator's to the CIMS monitoring team.
- 4) Focused monitoring and targeted technical assistance will be provided based on Early Childhood Transition data.

ECT 1.1 Projected Timeline and Resources:

Timeline: July 2004-June 2005.

Resources: OSE/EIS Data Team; WSU Evaluation Project; CIMS.

Cluster Area III: Parent Involvement

Question:

Is the provision of a free and appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal:

Increase parent involvement in the facilitation of the provision of a Free Appropriate Public Education for their child.

Performance Indicator:

FAPE is facilitated through parent's involvement in their child's special education services

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Baseline/Trend Data:

The Michigan Department of Education (MDE), Office of Special Education & Early Intervention Services (OSE/EIS) has been surveying parents as part of the Michigan Monitoring Model since 2001. The survey consists of nine questions:

- 1) Were you given the opportunity to participate in the planning of your son's or daughter's most recent evaluation?
- 2) Was your son's or daughter's IEP Team meeting scheduled at a mutually agreed upon time and place?
- 3) Did you understand your rights in the IEP Team meeting process?
- 4) Were your concerns listened to and addressed in the IEP Team meeting?
- 5) Did the IEP Team consider a variety of educational options such as general education classes with support, special education classes, or a separate special education school?
- 6) Have you received progress reports regarding your son's or daughter's progress toward the achievement of his or her annual goals?

For students aged at least 14 or (younger if IEP indicates "Transition Services")

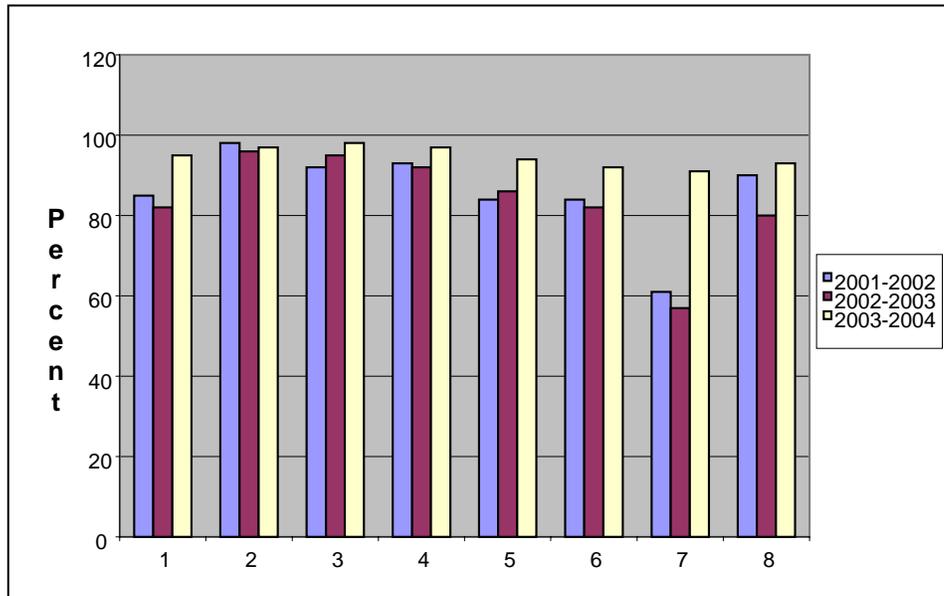
- 7) Are your son's or daughter's current transition services meeting his or her needs?
- 8) Are the educational needs of your son or daughter being met through the programs and/or services that are being provided?

All parents also respond to the following:

- 9) What letter grade would you give the special education programs and/or services your son or daughter is receiving?

Twenty-five percent of the students identified in the stratified sample are selected. If twenty-five percent of the student sample results in fewer than ten parent surveys, a minimum of ten surveys must be completed. The number of respondents to the 2003-2004 survey is 855.

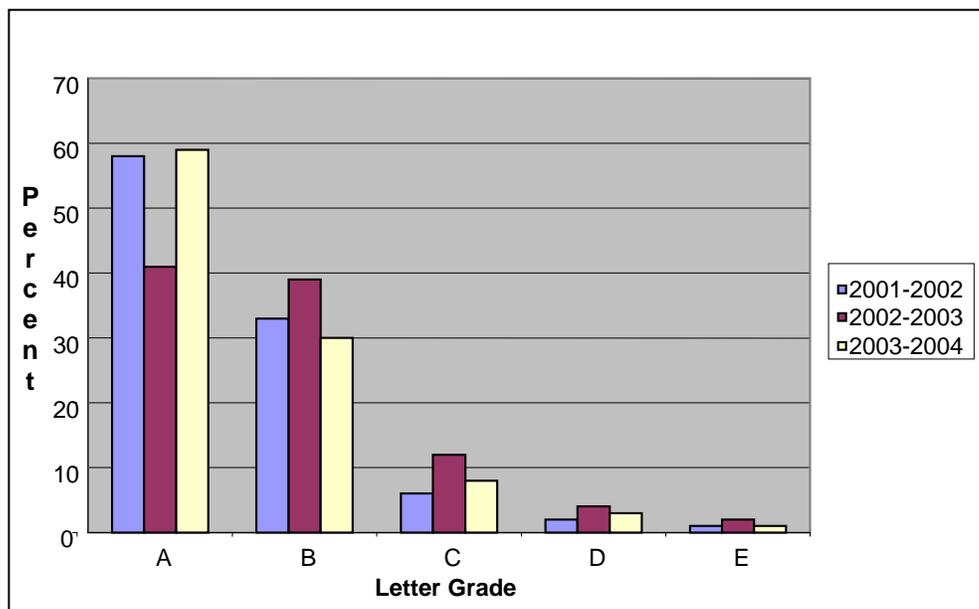
**PI Chart 3.1: Monitoring Parent Survey Results
2001-2004**



Source: OSE/EIS Monitoring

PI Chart 3.1 contains the percentage of “Yes” responses to questions 1 through 8 of the Monitoring Parent Survey. The “Yes” responses have consistently been above 80% for seven of the eight questions for three years. These questions address parent participation in planning for evaluation, scheduling at a mutually agreed upon time and place, having concerns listened to and addressed in the IEP, consideration of LRE options, and receipt of progress reports. Question 7, “Are your son’s or daughter’s current transition services meeting his or her needs?” has historically yielded a much lower “Yes” response (61% in 2001-2002 and 57% in 2002-2003). The 2003-2004 “Yes” rate on question seven is much higher (91%).

PI Chart 3.2: Monitoring Parent Survey Data 2001-2004



Source: OSE/EIS Monitoring

The parent responses to question nine, “What letter grade would you give the special education programs and/or services your son or daughter is receiving?” are contained in Chart 3.2. Over the years that this data has been collected, the vast majority of parents gave their child’s programs and services an “A” or “B” grade. This trend continues for 2003-2004. As the MDE, OSE/EIS moves from the Michigan Monitoring Model to the Continuous Improvement & Monitoring System, these data will no longer be collected. This is the last year of data related to these questions; new methodology will need to be developed.

Due to the concerns raised by the responses to question seven in 2001 and 2002, and in conjunction with systemic improvement activities in secondary transition, an extensive statewide survey of parents whose children were of transition age was conducted. The responses reported are based on 1033 parents and yield detailed information about participation in the IEP meeting, parent participation, content of the IEP, satisfaction with the IEP and transition services, and parental views on the role of parent, school, and student in preparing for transition (open-ended). The Executive Summary of the survey is located in the appendix, along with the actual survey questions and responses. The reader may also wish to refer to the Secondary Transition section of the APR for more in-depth discussion of these data and improvements in transition practices.

2003-2004 PI Target: Improve participation of parents in the planning for their son’s or daughter’s transition services.

Explanation of Progress/Slippage: Monitoring data for 2003-2004 demonstrate considerable improvement in this area. The MDE, OSE/EIS has initiated systemic improvements in Secondary Transition, described in the Secondary Transition section of the APR. At the same time, an extensive survey of parents with transition-aged children was conducted. It is felt that these activities have contributed to the improvement demonstrated.

PI 1.1 Projected Target:

Establish new baseline for parent involvement and satisfaction.

PI 1.1 Future Activity to Achieve Projected Targets/Results:

As the MDE, OSE/EIS moves into the Continuous Improvement & Monitoring System, data concerning parent involvement and satisfaction needs to be collected differently. The MDE, OSE/EIS will develop methodology for conducting and reporting a new annual parent survey and validation methods for survey results, including comparing results to due process data.

PI 1.1 Projected Timeline and Resource:

Timeline: Methodology described in Parent Involvement section of State Performance Plan submitted to the OSEP December 2005.

Resources: OSE/EIS staff.

**Cluster Area IV:
Free Appropriate Public Education in the Least Restrictive Environment**

DISPROPORTIONALITY

Question:

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probe:

BF 1: Does the state review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?

State Goal:

Students with Disabilities reach challenging educational standards.

Performance Indicator:

The percentage of children with disabilities, receiving special education, by race/ethnicity, is significantly proportionate to the percentage of children, by race/ethnicity, in the general population; and their educational environments and disability categories are significantly proportionate to national data.

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Baseline/Trend data:

The Michigan Department of Education (MDE), Office of Special Education, Early Intervention Services (OSE/EIS) analyzes disproportionality data with respect to identification, eligibility category and placement. Based on the disproportionality analysis of the 2003 Part B APR the Michigan Department of Education has started a more in-depth analysis of this issue and will review state policies, procedures and practices that may affect disproportionality. The Continuous Improvement & Monitoring System (CIMS), which is currently in a pilot phase, includes disproportionality analysis as one of the several data verification points to be considered during a site visit. To that end, monitoring staff arrive on-site with the results of a disproportionality analysis for the local district being visited, the respective Intermediate School District (ISD), and the state overall results.

The current APR 2004 analysis is a summary of the disproportionality analysis performed in Michigan since 2003 APR, and is divided according to the following sections:

Part 1: Summary of Disproportionality Analysis.

This section provides the results covered by the analysis for identification, main eligibility categories, and placement. This summary includes the data summary displayed in the OSEP/WESTAT suggested table format, Attachment 2 (BF Table 1.7); an explanation of what was considered significant disproportionality in Michigan for the period of analysis; and a map with the main data points of these most important disproportionality findings in Michigan.

Part 2: Contextual situation.

This section provides the general background information of how the various race/ethnic groups perform with respect to graduation, drop out rates, and performance on state assessments. It provides an extra layer of information that assists with the development of criteria for what constitutes significant disproportionality in Michigan.

Part 3: Race/Ethnicity Proportionality with Respect to Identification and Disability Categories.

In this analysis, the MDE, OSE/EIS analyzes individual race/ethnicity groups with respect to all students with disabilities, and with respect to the following disability categories:

- Cognitive Impairment (Mental retardation)
- Learning Disability (Specific learning disabilities)

- Emotional Impairment (Emotional disturbance)
- Physical and Other Health Impairments
- Other Health Impairments
- Speech or language impairment
- Autism

These are the OSEP/Westat recommended priority categories. The exception is the analysis of Physical and Other Health Impairment category. This group of students is analyzed because Michigan did not have an individual “Other Health Impairment” category until 2003. Therefore, to have a longitudinal analysis of this disability, the Physical and Other Health Impairment, which included “Other Health Impairment” students prior to 2003 was utilized. Additional disability categories were considered for analysis by the MDE, OSE/EIS through examination of the dispute resolution data. There were no issues related to disproportionality raised through the due process hearings or complaints data. The MDE, OSE/EIS reviewed findings from the dispute resolution system (e.g. written complaints, due process filings, etc.) to determine whether other disability categories should be included in the detailed disproportionality analysis required by the OSEP. There were no findings related to specific disability categories and disproportionality within the dispute resolution system, therefore no additional categories were analyzed.

The analysis is performed by looking at how disproportionality across race/ethnicity groups and eligibility categories may occur through time (longitudinal or trend analysis) and how it occurs geographically across the state (ranking by Intermediate School Districts (ISDs)).

Part 4: Race/ethnicity proportionality with respect to placement of students with disabilities.

This section provides a review of disproportionality by educational setting. The analysis was performed according to the following environment categories:

- < 21% of the time outside regular classroom.
- 21-60% of the time outside the regular classroom.
- > 60% of the time outside the regular classroom.
- An Aggregate of all separate facilities (private and public residential facilities, public and private separate schools, and home/hospital environments).

In the same format as the analysis performed on disability categories, this analysis is performed by looking at how disproportionality may occur through time (longitudinal or trend analysis) and how it occurs geographically across the state (ranking by Intermediate School Districts (ISDs))

Methods

In the previous APR, the MDE, OSE/EIS utilized the *Composition* method for assessing racial/ethnic proportionality. For the current APR, the MDE, OSE/EIS followed the OSEP/Westat disproportionality task force recommendation for methodology. That is:

- All data are analyzed utilizing *Risk*, *Risk Ratios*, and *Weighted Risk Ratio* methods in place of the *Composition* method.
- *Risk Ratio* is used to compare risks across race/ethnicity categories.
- For identification and eligibility categories, the main comparison group for assessing proportionality is the state enrollment data and not the population data. Exception occurs for the LRE data, where the comparison group is the special education population.
- *Weighted risk ratio* is used for comparisons across ISDs. The MDE, OSE/EIS uses state level proportion (composition) of students from racial/ethnic group as a component of the denominator so that the result is comparable for all levels of analysis. Caution should be used when drawing conclusions from the *Weighted Risk Ratio* results of smaller ISDs, especially the rural and small city ISDs. As with any analysis, smaller samples may produce less reliable results. The ideal scenario is to use these results as an indicator for further examination at each ISD to better understand potential disproportionality problems.
- The MDE, OSE/EIS considered “significant disproportionality” taking in consideration a comprehensive analysis examining various contextual variables and not only at a specific risk ratio number. Spikes on risk ratio results for specific groups of students and disability categories are considered significant as well and will be considered for reviewing state policy, procedures, and practice.

Part 1: Summary of Disproportionality Analysis

Criteria for Significant Disproportionality

The MDE, OSE/EIS considers significant disproportionality with respect to race/ethnicity, situations where disproportionality occurs systemically across the state and where it occurs in combination with other OSEP identified factors such as:

- A high risk ratio for a particular race/ethnicity and/or race/ethnicity for a particular disability or placement is geographically pervasive across the state or pervasive in certain geographic areas of the state (e.g. Of the 49 ISDs

that have African American students with cognitive impairments, 47 of them show that students of these race/ethnicity group have a risk of 1.2 or higher to be identified as a student with cognitive impairment),

- The risk ratio data indicates high disproportionality for a disability category or placement (e.g. Categorically, African Americans have higher risk than other students to be identified as a student with a cognitive impairment (Risk Ratio = 2.4)).

Consideration is also given to other factors such as:

- How the risk ratio changes over time (stable, increasing or decreasing trend).
- Performance of the race/ethnicity groups with respect to graduation and drop out rates, performance on statewide assessments (MEAP) and how they correlate with the risk ratios for the respective race/ethnicity groups.
- The examination of a risk ratio for an indicator with respect to other indicators such as disability category, placement, and race/ethnicity indicates potential correlation, cause/effect situations, or simply adds to a condition, indicating the problem as being pervasive for a specific race/ethnicity (e.g. African American students in Michigan have the highest risk for a race/ethnic group for being identified with a cognitive impairment and have the highest risk for receiving services in a separate classroom than other comparison groups).

Main Findings

A preliminary analysis of the Risk Ratio results across disability categories and LRE indicators was the starting point used by the MDE, OSE/EIS to develop the criteria for what constitutes significant disproportionality for race/ethnicity in Michigan. Tables 1.3, 1.4, 1.5 and 1.6 display the most extreme cases of disproportionate representation (over and under-representation) using the risk ratio methodology. Charts 1.3 through 1.9 graphically display all risk ratios calculated. Examining these results, the MDE, OSE/EIS understands that, overall, several disability/race-ethnicity and LRE/race-ethnicity combinations display high risk ratios, constituting above the average risk when compared to other combinations. For example, on the aggregate of state data, the highest risk ratio result (Table 1.3) indicates that White students are 2.75 times more likely than the comparison groups to be identified as students with “Other Health Impairments”. The MDE, OSE/EIS applied the significant disproportionality criteria to all of the extreme cases of disproportionality as pointed out by the risk ratio data. As a result, the complex and comprehensive situation portrayed by the results on African American students with disabilities composed the concept of “significant disproportionality” in Michigan.

The MDE, OSE/EIS analyzed eleven risk ratio factors, such as eligibility categories and LRE. The MDE, OSE/EIS also analyzed the demographics of the regions in the state where disproportionality occurred and how pervasive the problem was across the ISDs. The MDE, OSE/EIS also included the analysis of students' performance on assessment, graduation rates, and drop out rates. Table 1.1 summarizes these results and Figure 1.1 provides a map (read from bottom to top) that tells the story of the application of the criteria for significant disproportionality in Michigan. The map illustrates the complexity within the system of factors as faced by African American students with disabilities served in Michigan. The data in Table 1.1 and the map in Figure 1.1 clearly indicate where the MDE, OSE/EIS should primarily target their resources in addressing issues of disproportionality.

An examination of the data indicates that other race/ethnicity groups have issues with disproportionality. Examples include the over-representation of White students categorized as students with "Other Health Impairments", or the under-representation of Asian students overall as students with disabilities. However, when looking at the combination of factors together, it is clear that African American students, overall, are a group of students who consistently have been served outside the regular classroom, have the lowest performance level when compared to all other race-ethnicities, and are the largest minority group in Michigan, composing about 19.59% of the student enrollment.

Therefore, we will consider this group as the overall target for in-depth studies of disproportionality in Michigan. The MDE, OSE/EIS is not ignoring the other groups where risk ratios indicate potential problems of disproportionality, but will consider African American students as a starting point for further examination of disproportionality, overall. The MDE, OSE/EIS believes that an effort invested in addressing the issues related to this group should produce a positive spillover effect on disproportionality issues related to all other ethnic groups, especially other minority groups, and should provide the largest impact on the provision of better services and performance results not only for Michigan's students with disabilities, but for all students.

The following sections provide more detailed data related to the summary of findings for disproportionality in Michigan. This section culminates with the Attachment 2 table (Table 1.7) which summarizes all main findings in one page, and a summary of the geographic analysis, displaying the disproportionality results across ISDs (Table 1.8).

BF Table 1.1: Summary of Selected Indicators and Factors for Significant Disproportionality

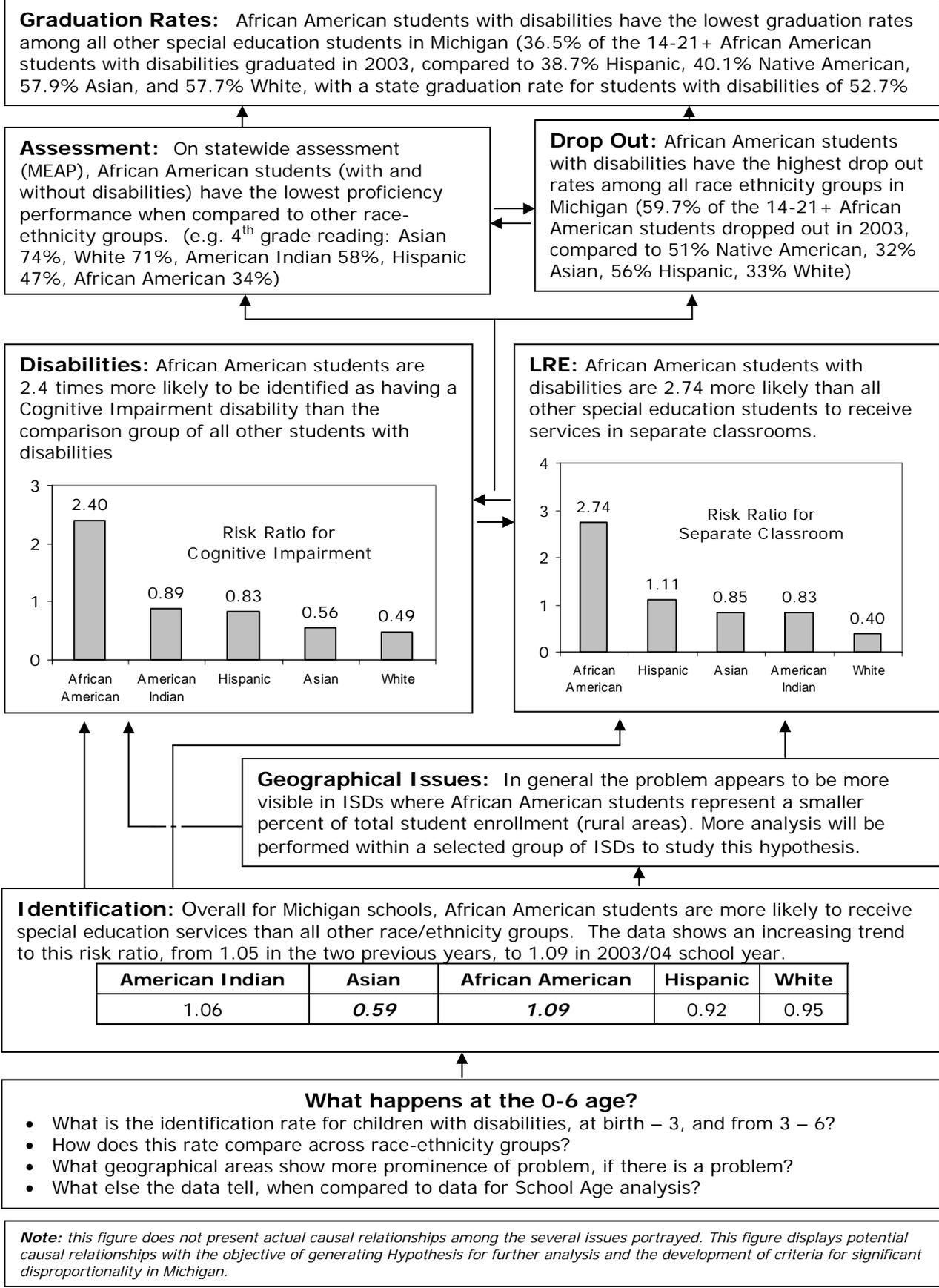
| | American Indian | Asian | African American | Hispanic | White |
|--|-----------------|-------|------------------|----------|--------|
| Composition | 0.99% | 2.07% | 19.59% | 3.58% | 73.77% |
| Risk for Identification | 13.95% | 7.83% | 14.06% | 12.05% | 13.06% |
| Risk Ratio for Identification | 1.06 | 0.59 | 1.09 | 0.92 | 0.95 |
| Risk Ratio for Cognitive I. | 0.89 | 0.56 | 2.40 | 0.83 | 0.49 |
| Risk Ratio for Emotional I. | 1.23 | 0.30 | 1.10 | 0.53 | 1.07 |
| Risk Ratio for Learning D. | 1.13 | 0.47 | 1.09 | 1.12 | 0.96 |
| Risk Ratio for O.H.I. | 1.06 | 0.38 | 0.34 | 0.52 | 2.75 |
| Risk Ratio for LRE >60% | 0.83 | 0.85 | 2.74 | 1.11 | 0.40 |
| Risk Ratio for Separate Facilities | 0.86 | 1.31 | 0.85 | 0.77 | 1.18 |
| Graduation Rate | 40.1% | 57.9% | 36.5% | 38.7% | 57.7% |
| Drop Out Rate | 51.3% | 32.4% | 59.7% | 56.3% | 32.6% |
| Proficient in Math (4 th Grade) | 70% | 86% | 55% | 62% | 82% |
| Prof. in Reading & Writing (4 th Grade) | 59% | 73% | 45% | 50% | 70% |

Note: Highlighted areas indicate lowest performance across race/ethnicity groups.

Source: MICIS

This table represents a summary of indicators and factors used to define significant disproportionality in Michigan.

BF Figure 1.1 - Disproportionality Analysis: Focus on African American Students



Identification of Children with Disabilities

African-American students are 1.09 times more likely to be identified in need of special education student when compared to the aggregate of all other race-ethnicities (see Table 1.2). On the other hand, Michigan schools have a tendency to significantly under-identify Asian students as students with disabilities. An Asian student is 0.59 times ($1 / 0.59 = 1.69$) or, using the inverse of the ratio, 1.69 times more likely not to be identified as a special education student as compared to all other students.

BF Table 1.2: Composition (proportion), Risk, and Risk Ratio for all Race/Ethnicity Groups in Michigan

| 2003/04 | American Indian | Asian | African American | Hispanic | White | Total |
|--------------------|-----------------|-------------|------------------|-------------|-------------|-------------|
| Enrollment | 16,137 | 33,933 | 320,761 | 58,624 | 1,208,095 | 1,637,550 |
| Composition | 0.99% | 2.07% | 19.59% | 3.58% | 73.77% | 100.00% |
| IDEA | 2,251 | 2,657 | 45,105 | 7,067 | 157,747 | 214,827 |
| Composition | 1.05% | 1.24% | 21.00% | 3.29% | 73.43% | 100.00% |
| Risk | 13.95% | 7.83% | 14.06% | 12.05% | 13.06% | 13.12% |
| Risk Ratio | 1.06 | 0.59 | 1.09 | 0.92 | 0.95 | N.A. |

Source: MICIS

Over time, there has been a slight increase in the risk of identification of African American students (from a risk ratio of 1.05 on the two previous years to 1.09 on current year), and a decrease in the under-identification of the Asian group of students (from a risk ratio of 0.45 in 2001 to 0.49 in 2002 and to 0.59 in 2003).

Disability Categories

The highest over- or under-representation situations in Michigan, for combinations of disability categories and race ethnicity groups, are displayed on Tables 1.3 and 1.4 respectively. White students are over-represented in the following eligibility categories: Other Health Impairments, Physical and Other Health Impairments, Autism, and Speech. African American students are over-represented in the Cognitive Impairment category. Native American students are over-represented in the Emotionally Impaired category.

BF Table 1.3: Disability Categories and Race-Ethnicity Groups with Highest Over-Representation

| Disability Category | Race/Ethnicity | Risk Ratio |
|--------------------------------------|-----------------------|-------------------|
| Other Health Impairment | White | 2.75 |
| Cognitive impairment | African American | 2.40 |
| Physical and Other Health Impairment | White | 1.91 |
| Autism | White | 1.44 |
| Speech | White | 1.23 |
| Emotionally Impaired | Native American | 1.23 |

Source: MICIS

BF Table 1.4: Disability Categories and Race-Ethnicity Groups with Highest Under-Representation

| Disability Category | Race/ Ethnicity | Risk Ratio | Inverse Risk Ratio |
|--------------------------------------|----------------------------|-----------------------|-------------------------------|
| Physical and Other Health Impairment | Hispanic | 0.62 | 1.62 |
| <i>All disabilities</i> | <i>Asian</i> | <i>0.59</i> | <i>1.69</i> |
| Physical and Other Health Impairment | Asian | 0.58 | 1.72 |
| Cognitive impairment | Asian | 0.56 | 1.79 |
| Emotionally Impaired | Hispanic | 0.53 | 1.89 |
| Other Health Impairment | Hispanic | 0.52 | 1.93 |
| Physical and Other Health Impairment | African American | 0.52 | 1.93 |
| Cognitive impairment | White | 0.49 | 2.03 |
| Learning Disabled | Asian | 0.47 | 2.14 |
| Autism | Hispanic | 0.46 | 2.18 |
| Other Health Impairment | Asian | 0.38 | 2.63 |
| Other Health Impairment | African American | 0.34 | 2.94 |
| Emotionally Impaired | Asian | 0.30 | 3.39 |

Source: MICIS

Educational Settings

The highest over- or under-representation situations in Michigan are displayed in Tables 1.5 and 1.6 respectively. The combination of African American students over-represented in the separate classroom with their over-representation in the

Cognitive Impairment eligibility category are issues of concern in Michigan and reflect the continuation of a trend identified on last year’s APR.

BF Table 1.5: Educational Settings and Race-Ethnicity Groups with Highest Over-Representation

| Environment Categories | Race/Ethnicity | Risk Ratio |
|-------------------------------|-----------------------|-------------------|
| > 60% Outside Regular Class | African American | 2.74 |
| < 21% Outside Regular Class | White | 1.46 |
| 21-60% Outside Regular Class | White | 1.34 |
| Combined Separate Facilities | Asian | 1.31 |

Source: MICIS

BF Table 1.6: Educational Settings and Race-Ethnicity Groups with Highest Under-Representation

| Environment Categories | Race/Ethnicity | Risk Ratio | Inverse Risk Ratio |
|-------------------------------|-----------------------|-------------------|---------------------------|
| > 60% Outside Regular Class | Native American | 0.83 | 1.21 |
| Combined Separate Facilities | Hispanic | 0.77 | 1.29 |
| 21-60% Outside Regular Class | African American | 0.68 | 1.46 |
| < 21% Outside Regular Class | African American | 0.64 | 1.57 |
| > 60% Outside Regular Class | White | 0.40 | 2.52 |

Source: MICIS

Tables Summarizing All Results

Table 1.7 displays the main risk ratio results of the study (OSEP Attachment 2 Table). It includes the total number of students, students with disabilities, and their composition and risk by race ethnicity. It also includes the analysis of race/ethnicity proportionality by eligibility category and settings.

Table 1.8 displays a summary of the ranking of ISDs with respect to scores of disproportionality for specific priority areas. The main findings of this analysis are that rural and small-city ISDs have the highest rates of disproportionality for certain minority groups, specifically African American students.

BF Table 1.7: ATTACHMENT 2, State Level Disproportionality Data for 2003/04

| | All Columns | American Indian | % of Total | Asian | % of Total | African American | % of Total | Hispanic | % of Total | White | % of Total |
|--------------------------------|------------------|-----------------|------------|---------------|------------|------------------|------------|---------------|------------|------------------|------------|
| ENROLLMENT (6-21) | 1,637,550 | 16,137 | 0.99% | 33,933 | 2.07% | 320,761 | 19.59% | 58,624 | 3.58% | 1,208,095 | 73.77% |
| All Disabilities (6-21) | 214,827 | 2,251 | 1.05% | 2,657 | 1.24% | 45,105 | 21.00% | 7,067 | 3.29% | 157,747 | 73.43% |
| Risk (%) | 13.12% | 13.95% | | 7.83% | | 14.06% | | 12.05% | | 13.06% | |

| Risk Ratios for All Children with Disabilities, Ages 6-21 | American Indian | Asian | African American | Hispanic | White |
|--|------------------------|--------------|-------------------------|-----------------|--------------|
| All Disabilities | 1.06 | 0.59 | 1.09 | 0.92 | 0.95 |

| Risk Ratios for Disability Categories, Ages 6-21 | American Indian | Asian | African American | Hispanic | White |
|---|------------------------|--------------|-------------------------|-----------------|--------------|
| Cognitive Impairment | 0.89 | 0.56 | 2.40 | 0.83 | 0.49 |
| Learning Disability | 1.13 | 0.47 | 1.09 | 1.12 | 0.96 |
| Emotional Impairment | 1.23 | 0.30 | 1.10 | 0.53 | 1.07 |
| Speech or Language Impairments | 0.98 | 0.87 | 0.81 | 0.85 | 1.23 |
| Physical and Other Health Impairments | 1.09 | 0.58 | 0.52 | 0.62 | 1.91 |
| Other Health Impairments | 1.06 | 0.38 | 0.34 | 0.52 | 2.75 |
| Autism | 0.93 | 0.98 | 0.73 | 0.46 | 1.44 |

| Risk Ratios for Educational Environment Categories, Ages 6-21 | American Indian | Asian | African American | Hispanic | White |
|--|------------------------|--------------|-------------------------|-----------------|--------------|
| Outside Regular Class <21% | 1.04 | 1.14 | 0.64 | 0.88 | 1.46 |
| Outside Regular Class 21-60% | 1.09 | 0.85 | 0.68 | 1.14 | 1.34 |
| Outside Regular Class >60% | 0.83 | 0.85 | 2.74 | 1.11 | 0.40 |
| Separate Facilities | 0.86 | 1.31 | 0.85 | 0.77 | 1.18 |

Source: MICIS

BF Table 1.8: Composite Analysis of ISD Scores (ISDs ranked 1st to 5th by largest weighted risk ratios = 2; ISDs ranked 6th-10th largest weighted risk ratios = 1) for Race/Ethnicity Disproportionality by Disability Categories and LRE

| Rank | ISD | Peer Group (MICIS Categories) | MR (African American) | POHI (White) | ED (Native American) | All Disabilities (African Am) | >60% (African American) | >60% (Hispanic) | Separate Facilities (Asian) | <21% (White) | Total Points |
|------|-----|-------------------------------|-----------------------|--------------|----------------------|-------------------------------|-------------------------|-----------------|-----------------------------|--------------|--------------|
| 1 | A | Rural | 2 | | | 2 | | | 1 | 2 | 7 |
| 2 | B | Rural | 2 | | | 2 | 2 | | | | 6 |
| 3 | C | Rural | | | 1 | 2 | | | 2 | | 5 |
| 3 | D | Rural | 2 | 2 | | 1 | | | | | 5 |
| 4 | E | Small-Size City | 2 | | | 2 | | | | | 4 |
| 4 | F | Small-Size City | | | | 1 | | 1 | 2 | | 4 |
| 4 | G | Medium-Size City | 1 | | 2 | 1 | | | | | 4 |
| 4 | H | Medium-Size City | 2 | | | | 1 | | 1 | | 4 |
| 4 | I | Medium-Size City | 1 | 1 | | | 2 | | | | 4 |
| 4 | J | Rural | | | 2 | | | 2 | | | 4 |
| 4 | K | Small-Size City | | 1 | 2 | | | | 1 | | 4 |
| 4 | L | Small-Size City | | 2 | | | 1 | | | 1 | 4 |
| 4 | M | Rural | | 2 | | | | 2 | | | 4 |
| 4 | N | Small-Size City | | | | | 2 | | | 2 | 4 |
| 4 | O | Urban | | | | | 2 | | | 2 | 4 |
| 5 | P | Small-Size City | | | | 2 | 1 | | | | 3 |
| 5 | Q | Small-Size City | | 2 | | 1 | | | | | 3 |
| 5 | R | Rural | 1 | | | | | 2 | | | 3 |
| 5 | S | Rural | 1 | 2 | | | | | | | 3 |
| 5 | T | Rural | | | 2 | | | 1 | | | 3 |
| 5 | U | Small-Size City | | | 1 | | | | | 2 | 3 |
| 6 | V | Metro | 1 | | | | | 1 | | | 2 |
| 6 | X | Small-Size City | | | 2 | | | | | | 2 |
| 6 | Y | Rural | | | 1 | | | 1 | | | 2 |
| 6 | Z | Urban | | 1 | | | 1 | | | | 2 |
| 6 | AA | Metro | | 1 | | | | | | 1 | 2 |
| 6 | BB | Medium-Size City | | | | | 2 | | | | 2 |
| 6 | CC | Small-Size City | | | | | 1 | | | 1 | 2 |
| 6 | DD | Small-Size City | | | | | | 2 | | | 2 |
| 6 | EE | N.A. | | | | | | 2 | | | 2 |
| 6 | FF | Rural | | | | | | | 2 | | 2 |
| 6 | GG | Rural | | | | | | | 2 | | 2 |
| 6 | HH | Small-Size City | | | | | | | 2 | | 2 |
| 6 | II | Small-Size City | | | | | | | | 2 | 2 |

Note: Only ISDs with a score of 2 or higher are displayed.

Source: MICIS

Part 2 – Contextual Situation

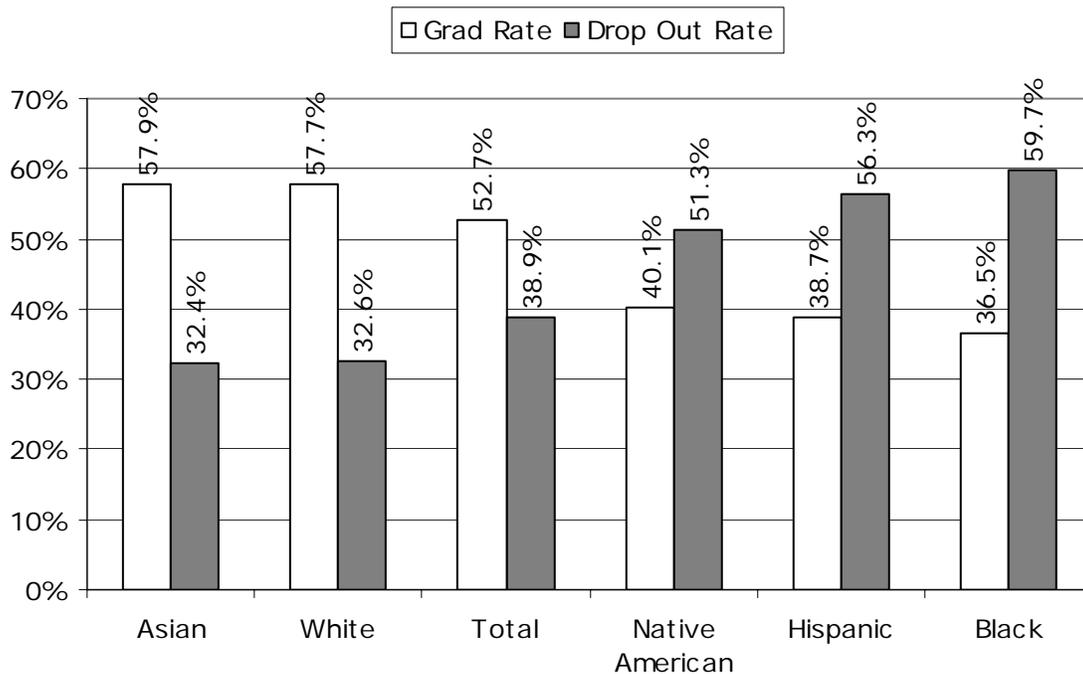
In Michigan, White students with disabilities have the highest graduation rate. African American and Hispanic students have the highest drop out rates. BF Table 1.9 and BF Chart 1.1 depict these results.

Table 1.9: State-Level Graduation and Dropout Rates of Students with Disabilities by Race-Ethnicity, School Year 2003/04

| | American Indian | Asian | African American | Hispanic | White | State Total |
|------------------------|-----------------|-------|------------------|----------|-------|-------------|
| Graduation Rate | 40.1% | 57.9% | 36.5% | 38.7% | 57.7% | 52.7% |
| Dropout Rate | 51.3% | 32.4% | 59.7% | 56.3% | 32.6% | 38.9% |

Source: MICIS

BF Chart 1.1: State-Level Graduation and Dropout Rates by Race-Ethnicity, School Year 2003/04



Source: MICIS

As a group, Asian and White students with disabilities demonstrate higher levels of proficiency on statewide assessments. African American students were the least proficient group, both in English Language and Arts (ELA), which is a composite of reading and writing scores, and Math, 4th and 7th/8th grades tests. Table 1.10 and Chart 1.2 depict these results.

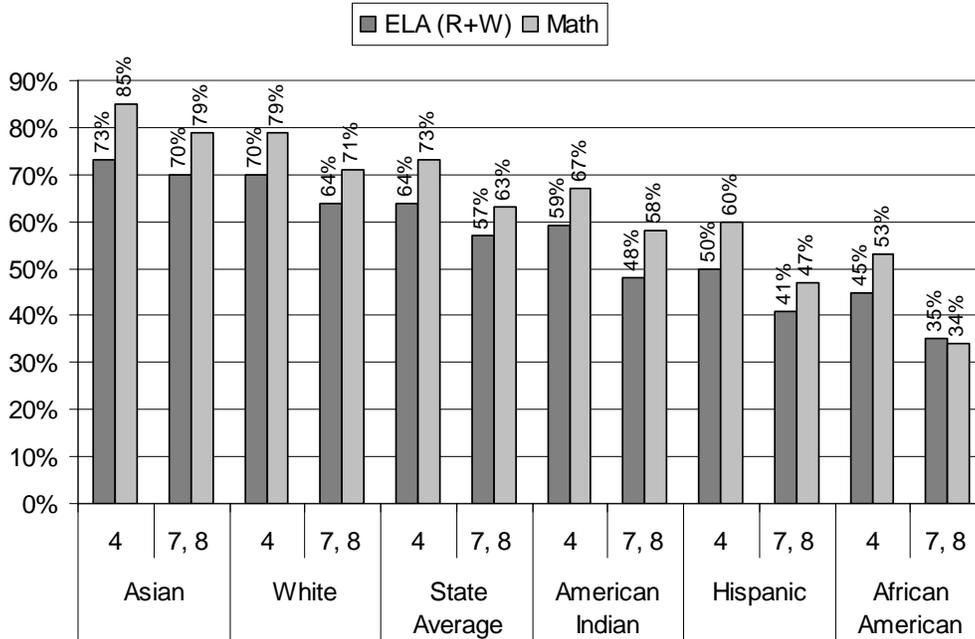
BF Table 1.10: Percent of All Enrolled Students Proficient in ELA and Mathematics by Race/Ethnicity on the MEAP

| Grade | American Indian | | Asian | | African American | | Hispanic | | White | | State Average | |
|-----------|-----------------|------|-------|------|------------------|------|----------|------|-------|------|---------------|------|
| | 4 | 7, 8 | 4 | 7, 8 | 4 | 7, 8 | 4 | 7, 8 | 4 | 7, 8 | 4 | 7, 8 |
| ELA (R+W) | 59% | 48% | 73% | 70% | 45% | 35% | 50% | 41% | 70% | 64% | 64% | 57% |
| Math | 70% | 34% | 86% | 79% | 55% | 34% | 62% | 47% | 82% | 71% | 73% | 63% |

Note: Math results are for grades 4th and 8th, ELA for Grades 4th and 7th.

Source: MEAP

BF Chart 1.2: Percent of All Enrolled Students Who are Proficient (Meeting or Exceeding Standards) in ELA (grades 4th and 7th) and Mathematics (grades 4th and 8th) by Race/Ethnicity



Source: MEAP

Part 3 – Disproportionality analysis with respect to disability categories**BF Table 1.11: State Level Risk Ratios for Disability Categories, Sorted from Highest to Lowest, and the Relative Size Rankings**

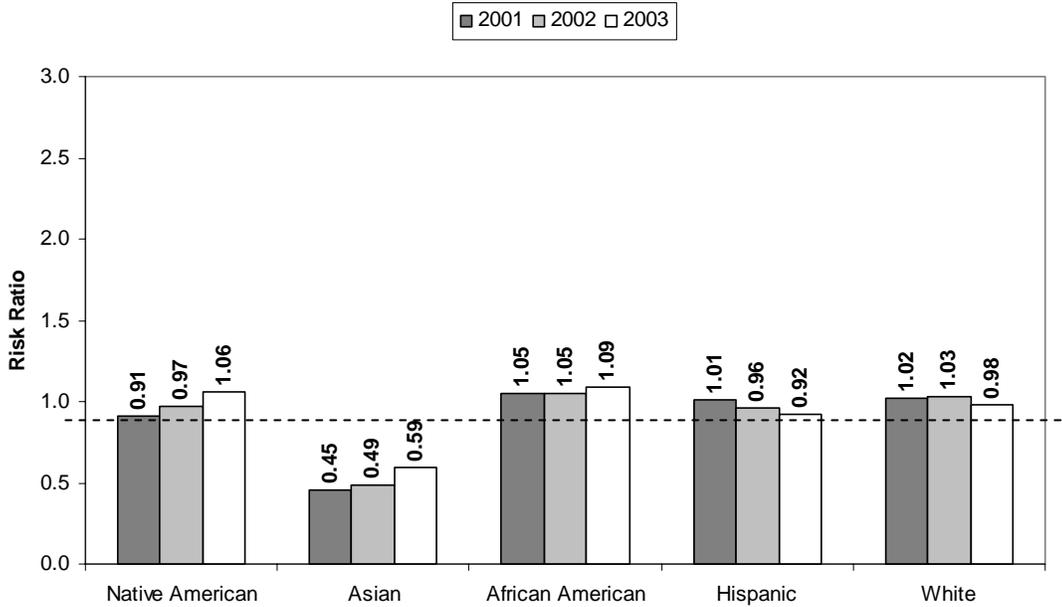
| Rank¹ | Disability | Race/Ethnicity | Risk Ratio | Relative Size |
|-------------------------|------------------------------------|-------------------------|-------------------|----------------------|
| 3 | Other Health Impairment | White | 2.75 | |
| 5 | Cognitive Impairment | African American | 2.40 | |
| 11 | Physical & Other Health Impairment | White | 1.91 | |
| 17 | Autism | White | 1.44 | |
| 19 | Speech | White | 1.23 | |
| 20 | Emotionally Impaired | Native American | 1.23 | |
| 25 | Learning Disabled | Native American | 1.13 | |
| 26 | Learning Disabled | Hispanic | 1.12 | |
| 28 | Emotionally Impaired | African American | 1.10 | |
| 29 | Physical & Other Health Impairment | Native American | 1.09 | |
| 30 | <i>All disabilities</i> | <i>African American</i> | <i>1.09</i> | |
| 31 | Learning Disabled | African American | 1.09 | |
| 34 | Emotionally Impaired | White | 1.07 | |
| 35 | Other Health Impairment | Native American | 1.06 | |
| 36 | <i>All disabilities</i> | <i>Native American</i> | <i>1.06</i> | |
| 38 | <i>All disabilities</i> | <i>White</i> | <i>0.98</i> | 1.02 |
| 39 | Autism | Asian | 0.98 | 1.02 |
| 40 | Speech | Native American | 0.98 | 1.02 |
| 37 | Learning Disabled | White | 0.96 | 1.04 |
| 33 | Autism | Native American | 0.93 | 1.08 |
| 32 | <i>All disabilities</i> | <i>Hispanic</i> | <i>0.92</i> | 1.09 |
| 27 | Cognitive impairment | Native American | 0.89 | 1.12 |
| 24 | Speech | Asian | 0.87 | 1.14 |
| 23 | Speech | Hispanic | 0.85 | 1.18 |
| 22 | Cognitive impairment | Hispanic | 0.83 | 1.20 |
| 21 | Speech | African American | 0.81 | 1.23 |
| 18 | Autism | African American | 0.73 | 1.37 |
| 16 | Physical & Other Health Impairment | Hispanic | 0.62 | 1.62 |
| 15 | <i>All disabilities</i> | <i>Asian</i> | <i>0.59</i> | 1.69 |
| 14 | Physical & Other Health Impairment | Asian | 0.58 | 1.72 |
| 13 | Cognitive impairment | Asian | 0.56 | 1.79 |
| 12 | Emotionally Impaired | Hispanic | 0.53 | 1.89 |
| 9 | Physical & Other Health Impairment | African American | 0.52 | 1.93 |
| 10 | Other Health Impairment | Hispanic | 0.52 | 1.93 |
| 8 | Cognitive impairment | White | 0.49 | 2.03 |
| 7 | Learning Disabled | Asian | 0.47 | 2.14 |
| 6 | Autism | Hispanic | 0.46 | 2.18 |
| 4 | Other Health Impairment | Asian | 0.38 | 2.63 |
| 2 | Other Health Impairment | African American | 0.34 | 2.94 |
| 1 | Emotionally Impaired | Asian | 0.30 | 3.39 |

¹ Rankings were made based on the relative size of the risk ratio. Because risk ratios below 1.00 are scaled differently from risk ratios above 1.00, we transformed risk ratios below 1.00 by taking the inverse of the risk ratio (relative size column).

Source: MICIS

Part 3 Longitudinal Analysis of Disproportionality by Disability Category

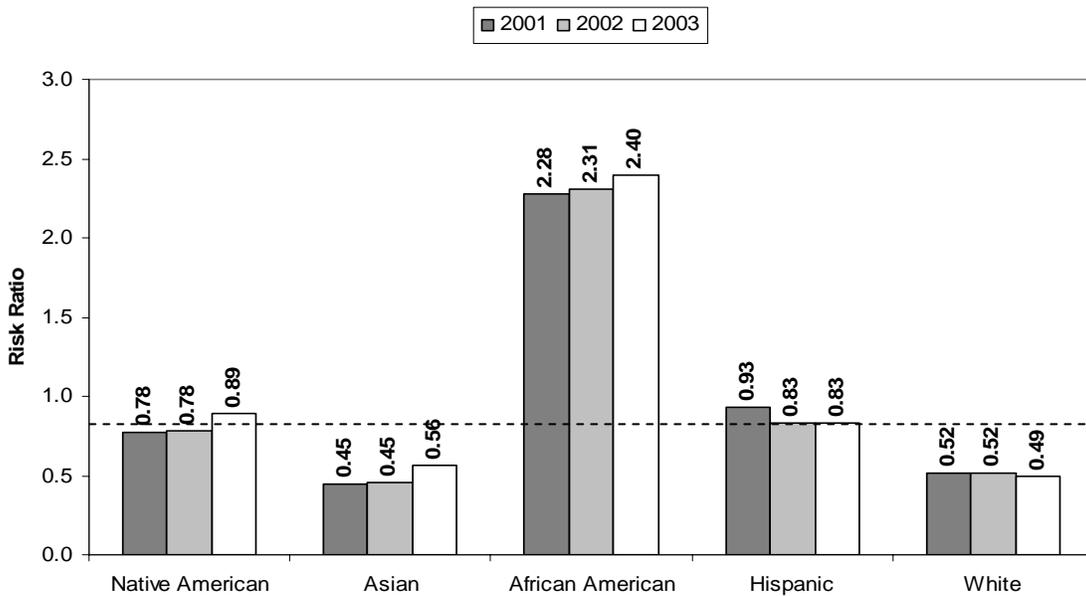
BF Chart 1.3: 2001, 2002, and 2003 Risk Ratios for All Disabilities



Source: MICIS

Chart 1.3 shows the trend of risk ratios for all students with disabilities.

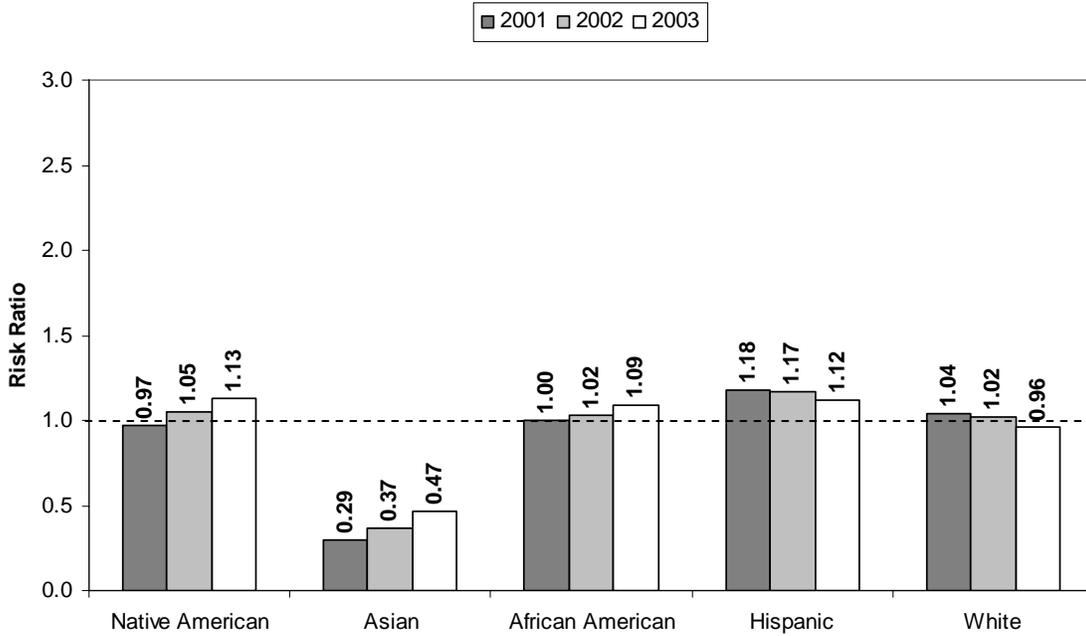
BF Chart 1.4: 2001, 2002, and 2003 Risk Ratios for Cognitive Impairment



Source: MICIS

Chart 1.4 shows the trend of risk ratios for students identified as cognitively impaired.

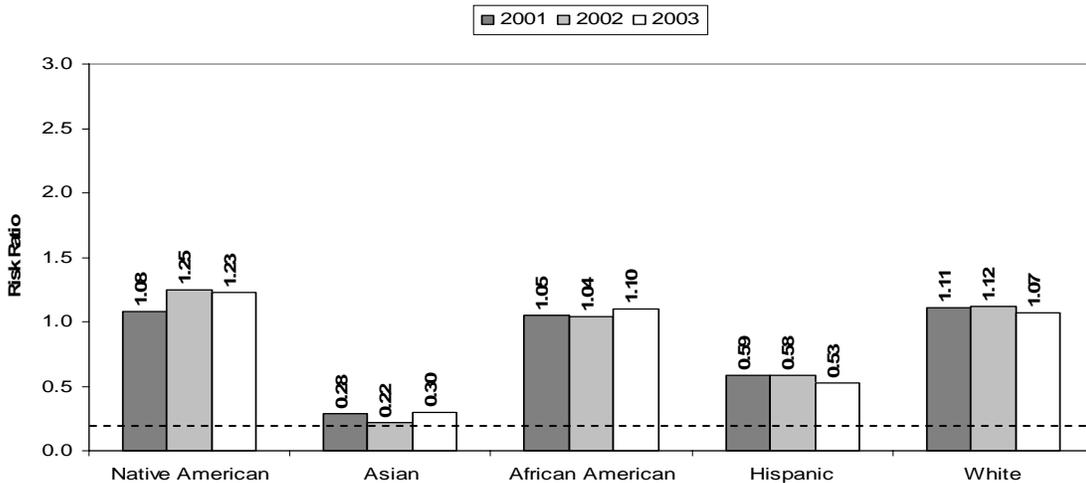
BF Chart 1.5: 2001, 2002, and 2003 Risk Ratios for Learning Disabled



Source: MICIS

Chart 1.5 shows the trend of risk ratios for students identified as learning disabled.

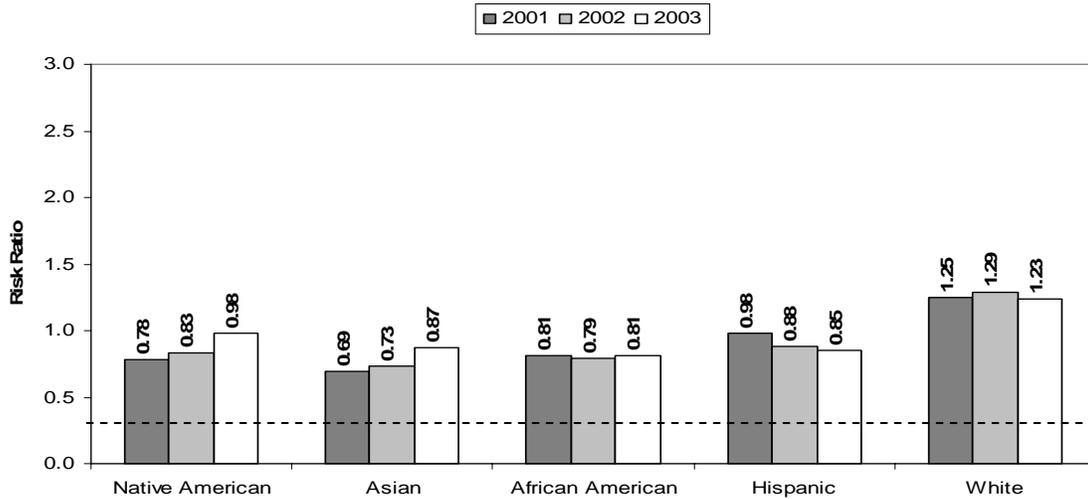
BF Chart 1.6: 2001, 2002, and 2003 Risk Ratios for Emotionally Impaired



Source: MICIS

Chart 1.6 shows the trend of risk ratios for students identified as emotionally impaired.

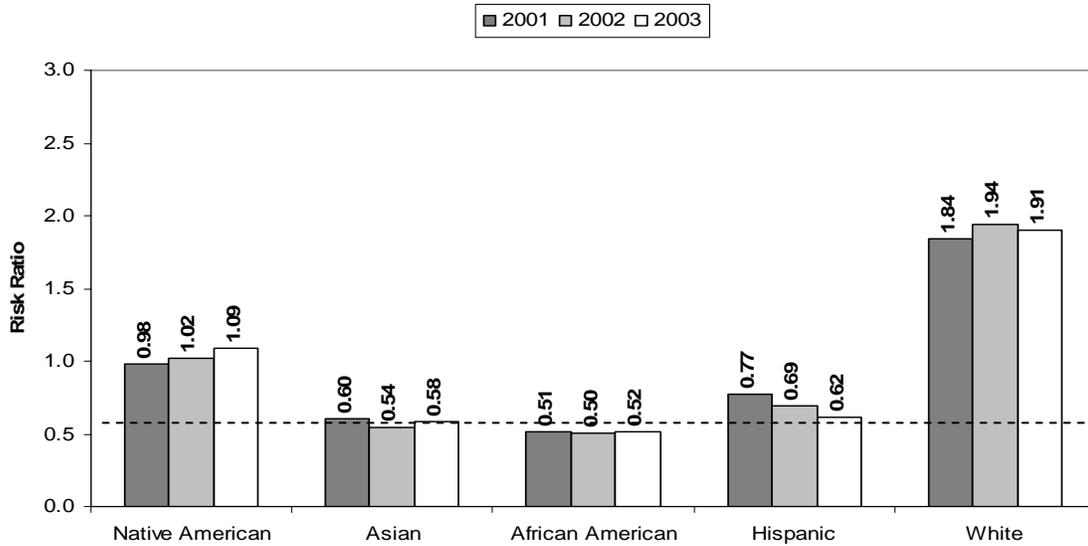
BF Chart 1.7: 2001, 2002, and 2003 Risk Ratios for Speech Impaired



Source: MICIS

Chart 1.7 shows the trend of risk ratios for students identified as speech impaired.

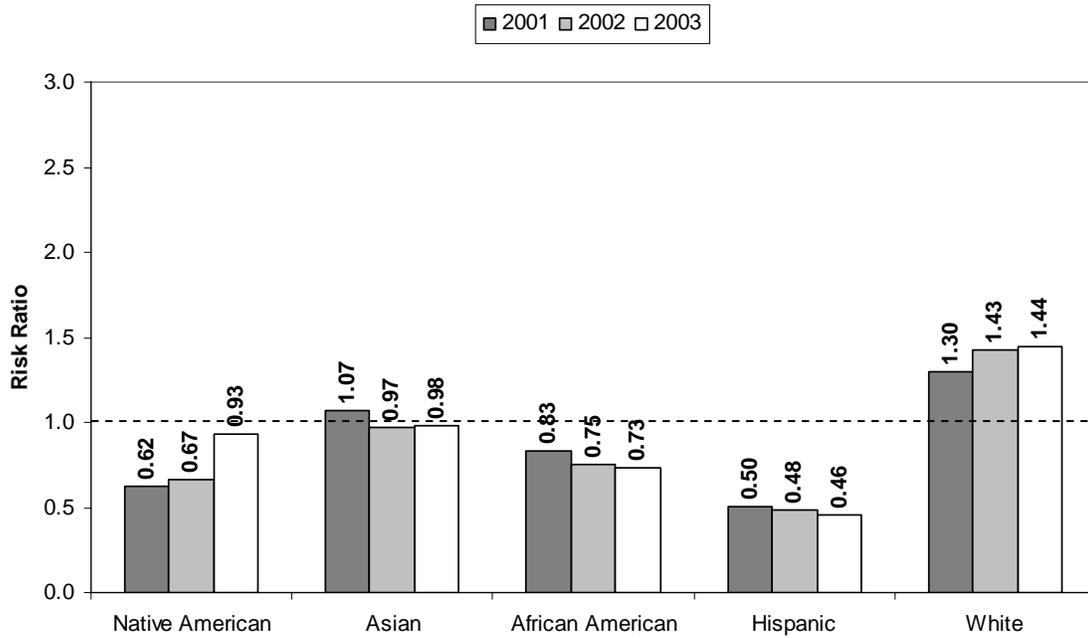
BF Chart 1.8: 2001, 2002, and 2003 Risk Ratios for Physical and Other Health Impaired



Source: MICIS

Chart 1.8 shows the trend of risk ratios for students identified as other health impaired.

BF Chart 1.9: 2001, 2002, and 2003 Risk Ratios for Autism



Source: MICIS

Chart 1.9 shows the trend of risk ratios for students identified as autistic.

Part 3.2. ISDs ranked by Weighted Risk Ratios per disability categories

**BF Table 1.11: Intermediate School District
Weighted Risk Ratios for All Students with Disabilities, Sorted
from Largest to Smallest Risk Ratios for African American Students**

| Intermediate District | Native | | African | | |
|--------------------------|----------|-------|----------|----------|-------|
| | American | Asian | American | Hispanic | White |
| 30 Hillsdale ISD | 1.15 | 0.11 | 3.68 | 0.50 | 0.35 |
| 44 Lapeer ISD | 1.11 | 0.68 | 2.97 | 0.90 | 0.39 |
| 31 Copper Country ISD | 1.47 | 0.19 | 2.64 | 0.38 | 0.48 |
| 18 Clare-Gladwin ISD | 0.18 | 1.39 | 2.23 | 0.35 | 0.54 |
| 21 Delta-Schoolcraft ISD | 1.42 | 1.94 | 2.15 | 1.24 | 0.45 |
| 34 Ionia ISD | 0.67 | 0.27 | 2.07 | 0.95 | 0.58 |
| 52 Marquette-Alger ISD | 0.95 | 0.94 | 1.87 | 0.86 | 0.60 |
| 27 Gogebic-Ontonagon ISD | 1.86 | 0.29 | 1.70 | 0.00 | 0.76 |
| 70 Ottawa ISD | 1.22 | 0.90 | 1.69 | 1.04 | 0.63 |
| 28 Traverse Bay Area ISD | 1.63 | 0.64 | 1.68 | 1.46 | 0.60 |
| 72 C-O-O-R | 0.27 | 0.37 | 1.65 | 0.29 | 0.80 |
| 56 Midland County ISD | 1.01 | 0.39 | 1.64 | 0.82 | 0.71 |
| 61 Muskegon Area ISD | 0.63 | 0.40 | 1.59 | 0.87 | 0.74 |
| 81 Washtenaw ISD | 0.67 | 0.30 | 1.58 | 0.64 | 0.78 |
| 79 Tuscola ISD | 1.91 | 0.44 | 1.57 | 1.08 | 0.68 |
| 47 Livingston ESA | 1.93 | 0.31 | 1.56 | 0.28 | 0.79 |
| 41 Kent County ISD | 0.97 | 1.06 | 1.55 | 0.86 | 0.70 |
| 80 Van Buren ISD | 0.20 | 0.37 | 1.47 | 0.97 | 0.80 |
| 17 Eastern U P ISD | 0.76 | 0.98 | 1.42 | 1.03 | 0.75 |
| 62 Newaygo ISD | 1.82 | 0.77 | 1.41 | 1.10 | 0.73 |
| 74 St. Clair ISD | 0.73 | 1.54 | 1.39 | 0.62 | 0.78 |
| 3 Allegan ISD | 0.99 | 0.41 | 1.38 | 0.58 | 0.87 |
| 50 Macomb ISD | 1.54 | 0.75 | 1.37 | 0.61 | 0.82 |
| 39 Kalamazoo Valley ISD | 1.19 | 0.36 | 1.34 | 1.06 | 0.82 |
| 13 Calhoun ISD | 1.39 | 0.21 | 1.33 | 0.81 | 0.86 |
| 54 Mecosta-Osceola ISD | 0.59 | 0.49 | 1.31 | 0.69 | 0.90 |
| 73 Saginaw ISD | 0.54 | 0.54 | 1.31 | 1.00 | 0.85 |
| 55 Menominee ISD | 0.59 | 0.31 | 1.24 | 0.56 | 0.99 |
| 4 A-M-A ESD | 1.37 | 0.00 | 1.22 | 0.00 | 1.11 |
| 58 Monroe ISD | 0.30 | 0.30 | 1.21 | 1.05 | 0.94 |
| 19 Clinton County RESA | 0.13 | 1.19 | 1.19 | 0.41 | 0.99 |
| 53 Mason-Lake ISD | 0.51 | 0.51 | 1.19 | 1.93 | 0.80 |
| 23 Eaton ISD | 1.41 | 0.82 | 1.16 | 0.75 | 0.92 |
| 14 Lewis Cass ISD | 0.77 | 0.62 | 1.11 | 0.79 | 1.00 |
| 33 Ingham ISD | 0.92 | 0.46 | 1.10 | 0.97 | 0.98 |
| 83 Wexford-Missaukee ISD | 0.15 | 1.11 | 1.09 | 0.07 | 1.15 |
| 46 Lenawee ISD | 0.67 | 0.21 | 1.06 | 1.18 | 1.02 |
| 63 Oakland ISD | 1.49 | 0.43 | 1.06 | 1.10 | 0.97 |
| 11 Berrien ISD | 0.78 | 0.35 | 1.05 | 0.94 | 1.06 |
| 38 Jackson ISD | 0.12 | 1.00 | 1.05 | 0.47 | 1.11 |
| 82 Wayne County RESA | 1.10 | 0.63 | 1.02 | 0.75 | 1.06 |
| 9 Bay-Arenac ISD | 1.15 | 0.56 | 0.99 | 0.95 | 1.06 |
| 15 Charlevoix-Emmet ISD | 1.16 | 1.64 | 0.95 | 0.16 | 1.13 |
| 32 Huron ISD | 1.08 | 0.69 | 0.94 | 0.76 | 1.14 |
| 25 Genesee ISD | 0.65 | 1.01 | 0.92 | 0.84 | 1.12 |
| 75 St. Joseph ISD | 2.94 | 0.24 | 0.88 | 0.80 | 1.13 |
| 16 C-O-P ISD | 0.81 | 0.26 | 0.85 | 1.14 | 1.22 |
| 29 Gratiot-Isabella RESD | 1.41 | 0.33 | 0.81 | 1.05 | 1.24 |
| 76 Sanilac ISD | 0.00 | 0.95 | 0.74 | 1.25 | 1.29 |
| 22 Dickinson-Iron ISD | 0.36 | 0.82 | 0.69 | 0.24 | 1.70 |
| 35 Iosco ISD | 0.77 | 3.04 | 0.68 | 0.78 | 1.13 |
| 51 Manistee ISD | 0.50 | 0.28 | 0.67 | 0.92 | 1.57 |
| 59 Montcalm Area ISD | 0.13 | 0.41 | 0.62 | 1.01 | 1.64 |
| 78 Shiawassee RESD | 0.15 | 1.74 | 0.41 | 0.12 | 2.32 |
| 64 Oceana ISD | 0.64 | 0.00 | 0.32 | 1.63 | 2.27 |
| 12 Branch ISD | 0.35 | 0.47 | 0.20 | 0.43 | 4.40 |
| 8 Barry ISD | 0.32 | 0.00 | 0.00 | 0.35 | 21.61 |

Source: MICIS

**BF Table 1.12: Intermediate School District
Weighted Risk Ratios for Students with Cognitive Impairment,
Sorted from Largest to Smallest Risk Ratios for African American Students**

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 30 Hillsdale ISD | 0.00 | 0.38 | 10.10 | 0.41 | 0.13 |
| 27 Gogebic-Ontonagon ISD | 1.10 | 0.00 | 8.73 | 0.00 | 0.16 |
| 31 Copper Country ISD | 1.50 | 0.00 | 6.62 | 0.00 | 0.21 |
| 47 Livingston ESA | 0.88 | 0.31 | 5.66 | 0.26 | 0.23 |
| 18 Clare-Gladwin ISD | 0.00 | 1.39 | 5.61 | 1.08 | 0.20 |
| 55 Menominee ISD | 0.00 | 0.00 | 5.13 | 0.00 | 0.28 |
| 28 Traverse Bay Area ISD | 0.60 | 0.29 | 4.43 | 1.39 | 0.26 |
| 11 Berrien ISD | 0.54 | 0.00 | 4.12 | 0.87 | 0.31 |
| 64 Oceana ISD | 0.00 | 0.00 | 3.54 | 0.61 | 0.38 |
| 81 Washtenaw ISD | 0.53 | 0.20 | 3.35 | 0.59 | 0.38 |
| 74 St. Clair ISD | 0.75 | 0.50 | 3.20 | 0.44 | 0.40 |
| 61 Muskegon Area ISD | 1.21 | 0.89 | 3.11 | 0.57 | 0.38 |
| 34 Ionia ISD | 2.91 | 0.00 | 2.81 | 1.60 | 0.37 |
| 41 Kent County ISD | 0.58 | 1.46 | 2.77 | 0.83 | 0.40 |
| 50 Macomb ISD | 1.50 | 0.70 | 2.72 | 0.61 | 0.43 |
| 25 Genesee ISD | 0.46 | 0.67 | 2.63 | 0.62 | 0.47 |
| 19 Clinton County RESA | 0.00 | 1.03 | 2.61 | 0.00 | 0.51 |
| 82 Wayne County RESA | 1.06 | 0.63 | 2.58 | 0.69 | 0.46 |
| 13 Calhoun ISD | 1.59 | 0.33 | 2.41 | 0.27 | 0.53 |
| 58 Monroe ISD | 0.83 | 0.40 | 2.40 | 1.20 | 0.48 |
| 39 Kalamazoo Valley ISD | 0.93 | 0.09 | 2.35 | 1.14 | 0.50 |
| 80 Van Buren ISD | 0.00 | 0.44 | 2.35 | 1.38 | 0.49 |
| 54 Mecosta-Osceola ISD | 0.63 | 0.76 | 2.24 | 0.45 | 0.55 |
| 52 Marquette-Alger ISD | 1.48 | 1.45 | 2.22 | 0.00 | 0.54 |
| 16 C-O-P ISD | 0.86 | 0.00 | 2.17 | 1.31 | 0.53 |
| 59 Montcalm Area ISD | 0.00 | 0.00 | 2.16 | 1.07 | 0.57 |
| 63 Oakland ISD | 1.28 | 0.61 | 2.16 | 1.02 | 0.52 |
| 70 Ottawa ISD | 1.84 | 0.85 | 2.12 | 1.53 | 0.47 |
| 29 Gratiot-Isabella RESD | 0.86 | 0.36 | 2.11 | 0.36 | 0.61 |
| 32 Huron ISD | 0.00 | 0.00 | 2.06 | 2.96 | 0.47 |
| 53 Mason-Lake ISD | 0.00 | 1.14 | 1.97 | 1.72 | 0.52 |
| 78 Shiawassee RESD | 0.00 | 3.33 | 1.93 | 0.00 | 0.57 |
| 4 A-M-A ESD | 0.00 | 0.00 | 1.88 | 0.00 | 0.78 |
| 72 C-O-O-R | 1.05 | 0.96 | 1.87 | 0.75 | 0.60 |
| 38 Jackson ISD | 0.00 | 0.89 | 1.85 | 0.64 | 0.65 |
| 83 Wexford-Missaukee ISD | 0.91 | 0.81 | 1.84 | 0.00 | 0.70 |
| 33 Ingham ISD | 0.90 | 0.46 | 1.78 | 1.09 | 0.63 |
| 73 Saginaw ISD | 1.00 | 0.53 | 1.74 | 0.73 | 0.67 |
| 75 St. Joseph ISD | 2.55 | 0.41 | 1.72 | 1.08 | 0.61 |
| 3 Allegan ISD | 1.87 | 0.00 | 1.71 | 1.09 | 0.66 |
| 14 Lewis Cass ISD | 0.83 | 0.00 | 1.48 | 1.76 | 0.71 |
| 23 Eaton ISD | 0.00 | 0.86 | 1.47 | 0.21 | 0.87 |
| 46 Lenawee ISD | 0.00 | 0.00 | 1.44 | 1.23 | 0.82 |
| 76 Sanilac ISD | 0.00 | 0.00 | 1.42 | 1.73 | 0.76 |
| 62 Newaygo ISD | 6.93 | 0.00 | 1.38 | 0.42 | 0.72 |
| 56 Midland County ISD | 2.04 | 0.97 | 1.35 | 0.40 | 0.82 |
| 9 Bay-Arenac ISD | 0.40 | 0.65 | 1.21 | 1.41 | 0.85 |
| 79 Tuscola ISD | 6.04 | 0.00 | 0.89 | 0.89 | 0.97 |
| 15 Charlevoix-Emmet ISD | 0.60 | 0.91 | 0.77 | 0.00 | 1.59 |
| 8 Barry ISD | 0.00 | 0.00 | 0.00 | 0.64 | 14.93 |
| 12 Branch ISD | 2.41 | 3.35 | 0.00 | 0.45 | 2.99 |
| 17 Eastern U P ISD | 1.15 | 0.00 | 0.00 | 0.00 | 30.95 |
| 21 Delta-Schoolcraft ISD | 2.19 | 20.76 | 0.00 | 0.00 | 0.73 |
| 35 Iosco ISD | 0.00 | 0.00 | 0.00 | 5.75 | 1.66 |
| 44 Lapeer ISD | 2.25 | 1.64 | 0.00 | 3.06 | 1.90 |
| 51 Manistee ISD | 0.00 | 0.00 | 0.00 | 0.99 | 9.66 |
| 22 Dickinson-Iron ISD | | | | | * |

**All students with cognitive impairments in this ISD are white students*

Source: MICIS

**BF Table 1.13: Intermediate School District
Weighted Risk Ratios for Students with Physical and Other Health
Impairments, Sorted from Largest to Smallest Risk Ratios for White Students**

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 64 Oceana ISD | 0.00 | 0.00 | 0.00 | 0.61 | 15.71 |
| 27 Gogebic-Ontonagon ISD | 3.03 | 0.00 | 0.00 | 0.00 | 11.78 |
| 59 Montcalm Area ISD | 0.00 | 1.50 | 0.00 | 0.69 | 6.02 |
| 52 Marquette-Alger ISD | 2.28 | 0.00 | 0.00 | 1.55 | 4.29 |
| 51 Manistee ISD | 0.00 | 4.59 | 0.00 | 0.00 | 3.66 |
| 79 Tuscola ISD | 0.00 | 1.12 | 0.19 | 0.82 | 3.32 |
| 23 Eaton ISD | 0.00 | 0.46 | 0.25 | 0.93 | 3.19 |
| 82 Wayne County RESA | 1.06 | 0.80 | 0.40 | 0.35 | 2.42 |
| 11 Berrien ISD | 0.00 | 0.37 | 0.46 | 0.78 | 2.26 |
| 73 Saginaw ISD | 0.00 | 0.25 | 0.51 | 0.59 | 2.22 |
| 3 Allegan ISD | 1.83 | 0.00 | 0.53 | 0.28 | 2.12 |
| 25 Genesee ISD | 0.50 | 0.70 | 0.44 | 0.97 | 2.00 |
| 75 St. Joseph ISD | 0.00 | 1.45 | 0.52 | 0.52 | 1.84 |
| 9 Bay-Arenac ISD | 1.67 | 0.00 | 0.68 | 0.16 | 1.81 |
| 61 Muskegon Area ISD | 0.75 | 0.55 | 0.68 | 0.31 | 1.71 |
| 41 Kent County ISD | 1.21 | 0.95 | 0.62 | 0.36 | 1.67 |
| 54 Mecosta-Osceola ISD | 0.00 | 1.01 | 0.67 | 0.60 | 1.59 |
| 38 Jackson ISD | 0.00 | 1.23 | 0.70 | 0.35 | 1.57 |
| 63 Oakland ISD | 1.10 | 0.39 | 0.66 | 0.97 | 1.50 |
| 16 C-O-P ISD | 0.00 | 0.00 | 0.00 | 6.55 | 1.46 |
| 46 Lenawee ISD | 1.14 | 0.00 | 0.74 | 1.08 | 1.40 |
| 39 Kalamazoo Valley ISD | 0.58 | 0.66 | 0.80 | 0.63 | 1.38 |
| 33 Ingham ISD | 0.32 | 0.30 | 0.89 | 0.65 | 1.33 |
| 53 Mason-Lake ISD | 2.80 | 0.00 | 0.78 | 1.08 | 1.22 |
| 83 Wexford-Missaukee ISD | 0.00 | 0.00 | 1.21 | 0.00 | 1.20 |
| 81 Washtenaw ISD | 0.60 | 0.25 | 1.02 | 0.72 | 1.15 |
| 58 Monroe ISD | 0.00 | 0.59 | 1.06 | 0.67 | 1.11 |
| 80 Van Buren ISD | 0.79 | 0.89 | 1.08 | 0.25 | 1.11 |
| 13 Calhoun ISD | 2.99 | 1.14 | 0.69 | 1.41 | 1.09 |
| 74 St. Clair ISD | 1.25 | 1.26 | 0.94 | 0.90 | 1.03 |
| 14 Lewis Cass ISD | 0.00 | 0.00 | 1.45 | 0.00 | 1.01 |
| 50 Macomb ISD | 1.15 | 0.48 | 1.10 | 0.76 | 1.01 |
| 29 Gratiot-Isabella RESD | 0.71 | 0.70 | 1.15 | 0.70 | 0.98 |
| 15 Charlevoix-Emmet ISD | 0.71 | 2.20 | 0.94 | 0.82 | 0.97 |
| 78 Shiawassee RESD | 0.00 | 1.26 | 1.38 | 0.00 | 0.93 |
| 19 Clinton County RESA | 0.00 | 0.70 | 1.48 | 0.45 | 0.84 |
| 72 C-O-O-R | 0.00 | 0.00 | 1.76 | 0.00 | 0.83 |
| 4 A-M-A ESD | 2.89 | 0.00 | 1.64 | 0.00 | 0.78 |
| 18 Clare-Gladwin ISD | 1.16 | 0.00 | 1.85 | 0.00 | 0.75 |
| 17 Eastern U P ISD | 0.70 | 0.00 | 1.91 | 0.00 | 0.74 |
| 70 Ottawa ISD | 1.29 | 0.60 | 1.66 | 0.68 | 0.70 |
| 21 Delta-Schoolcraft ISD | 1.77 | 6.09 | 0.00 | 7.64 | 0.65 |
| 47 Livingston ESA | 1.30 | 0.69 | 2.55 | 0.58 | 0.47 |
| 35 Iosco ISD | 0.00 | 7.02 | 1.81 | 0.00 | 0.46 |
| 28 Traverse Bay Area ISD | 0.65 | 0.68 | 2.71 | 0.72 | 0.44 |
| 34 Ionia ISD | 0.00 | 0.00 | 3.32 | 0.00 | 0.44 |
| 62 Newaygo ISD | 2.54 | 2.63 | 3.13 | 0.24 | 0.33 |
| 56 Midland County ISD | 0.00 | 0.27 | 4.13 | 0.52 | 0.32 |
| 31 Copper Country ISD | 1.17 | 0.63 | 4.54 | 0.00 | 0.29 |
| 44 Lapeer ISD | 0.00 | 0.00 | 5.74 | 0.80 | 0.23 |
| 55 Menominee ISD | 0.00 | 0.00 | 6.97 | 0.00 | 0.21 |
| 8 Barry ISD | | | | | * |
| 12 Branch ISD | | | | | * |
| 22 Dickinson-Iron ISD | | | | | * |
| 30 Hillsdale ISD | | | | | * |
| 32 Huron ISD | | | | | * |
| 76 Sanilac ISD | | | | | * |

*All students who are POHI in these ISDs are white students

Source: MICIS

**BF Table 1.14: Intermediate School District
Weighted Risk Ratios for Students with Emotional Impairments,
Sorted from Largest to Smallest Risk Ratios for Native American Students**

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 62 Newaygo ISD | 5.26 | 0.00 | 0.00 | 0.33 | 5.40 |
| 32 Huron ISD | 5.08 | 2.14 | 3.00 | 0.00 | 0.34 |
| 14 Lewis Cass ISD | 5.01 | 0.00 | 1.77 | 0.49 | 0.61 |
| 23 Eaton ISD | 3.11 | 0.00 | 2.12 | 0.19 | 0.59 |
| 28 Traverse Bay Area ISD | 2.96 | 0.59 | 1.43 | 0.84 | 0.72 |
| 72 C-O-O-R | 2.68 | 0.00 | 2.67 | 0.00 | 0.49 |
| 63 Oakland ISD | 2.65 | 0.22 | 1.10 | 0.68 | 0.98 |
| 35 Iosco ISD | 2.58 | 7.79 | 0.00 | 2.24 | 1.11 |
| 21 Delta-Schoolcraft ISD | 2.06 | 0.00 | 0.00 | 0.00 | 17.32 |
| 39 Kalamazoo Valley ISD | 1.94 | 0.27 | 1.76 | 0.60 | 0.67 |
| 15 Charlevoix-Emmet ISD | 1.72 | 0.94 | 0.80 | 0.71 | 1.22 |
| 78 Shiawassee RESD | 1.62 | 1.26 | 0.00 | 0.45 | 5.73 |
| 56 Midland County ISD | 1.61 | 0.00 | 1.73 | 1.32 | 0.64 |
| 50 Macomb ISD | 1.49 | 0.30 | 1.43 | 0.36 | 0.86 |
| 52 Marquette-Alger ISD | 1.48 | 0.95 | 3.59 | 1.22 | 0.30 |
| 47 Livingston ESA | 1.46 | 0.00 | 0.69 | 0.65 | 1.60 |
| 73 Saginaw ISD | 1.41 | 0.21 | 1.76 | 0.70 | 0.68 |
| 16 C-O-P ISD | 1.39 | 0.00 | 0.93 | 1.41 | 1.08 |
| 41 Kent County ISD | 1.36 | 0.55 | 2.16 | 0.40 | 0.57 |
| 33 Ingham ISD | 1.29 | 0.15 | 1.10 | 0.26 | 1.15 |
| 82 Wayne County RESA | 1.19 | 0.28 | 0.71 | 0.31 | 1.66 |
| 30 Hillsdale ISD | 1.02 | 0.00 | 16.59 | 0.00 | 0.08 |
| 25 Genesee ISD | 1.00 | 0.36 | 0.79 | 0.77 | 1.36 |
| 13 Calhoun ISD | 0.92 | 0.00 | 1.31 | 0.50 | 0.96 |
| 44 Lapeer ISD | 0.85 | 0.00 | 8.07 | 0.36 | 0.16 |
| 9 Bay-Arenac ISD | 0.78 | 0.00 | 1.17 | 0.96 | 0.99 |
| 17 Eastern U P ISD | 0.69 | 0.00 | 2.68 | 3.77 | 0.32 |
| 74 St. Clair ISD | 0.68 | 0.69 | 1.62 | 0.24 | 0.78 |
| 31 Copper Country ISD | 0.66 | 0.00 | 6.09 | 3.21 | 0.14 |
| 29 Gratiot-Isabella RESD | 0.54 | 0.00 | 2.97 | 0.36 | 0.46 |
| 11 Berrien ISD | 0.52 | 0.32 | 1.11 | 0.55 | 1.09 |
| 58 Monroe ISD | 0.50 | 0.00 | 1.90 | 1.45 | 0.60 |
| 46 Lenawee ISD | 0.46 | 0.39 | 2.73 | 0.49 | 0.47 |
| 70 Ottawa ISD | 0.42 | 0.45 | 2.33 | 0.58 | 0.54 |
| 81 Washtenaw ISD | 0.39 | 0.15 | 1.58 | 0.21 | 0.86 |
| 61 Muskegon Area ISD | 0.38 | 0.14 | 2.41 | 0.56 | 0.54 |
| 54 Mecosta-Osceola ISD | 0.18 | 0.00 | 3.49 | 0.39 | 0.39 |
| 19 Clinton County RESA | 0.00 | 1.18 | 1.17 | 0.00 | 1.09 |
| 79 Tuscola ISD | 0.00 | 0.58 | 7.71 | 0.43 | 0.17 |
| 75 St. Joseph ISD | 0.00 | 0.00 | 0.00 | 0.28 | 33.83 |
| 59 Montcalm Area ISD | 0.00 | 0.00 | 0.00 | 1.28 | 7.50 |
| 55 Menominee ISD | 0.00 | 0.00 | 0.00 | 4.16 | 2.30 |
| 3 Allegan ISD | 0.00 | 0.00 | 1.44 | 0.43 | 0.94 |
| 53 Mason-Lake ISD | 0.00 | 0.00 | 1.68 | 0.64 | 0.78 |
| 80 Van Buren ISD | 0.00 | 0.00 | 2.17 | 0.05 | 0.67 |
| 34 Ionia ISD | 0.00 | 0.00 | 2.15 | 0.47 | 0.63 |
| 18 Clare-Gladwin ISD | 0.00 | 0.00 | 2.61 | 0.00 | 0.56 |
| 22 Dickinson-Iron ISD | 0.00 | 0.00 | 3.99 | 0.00 | 0.37 |
| 76 Sanilac ISD | 0.00 | 0.00 | 4.45 | 0.33 | 0.31 |
| 38 Jackson ISD | 0.00 | 0.81 | 1.09 | 0.34 | 1.13 |
| 4 A-M-A ESD | | | | | * |
| 8 Barry ISD | | | | | * |
| 12 Branch ISD | | | | | * |
| 27 Gogebic-Ontonagon ISD | | | | | * |
| 51 Manistee ISD | | | | | * |
| 64 Oceana ISD | | | | | * |
| 83 Wexford-Missaukee ISD | | | | | * |

* All students with Emotional Impairment in these ISDs are white students

Source: MICIS

BF Table 1.15: Intermediate School District Weighted Risk Ratios for Students with Autism, Sorted from Largest to Smallest Risk Ratios for Hispanic Students

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 51 Manistee ISD | 0.00 | 0.00 | 0.00 | 3.30 | 2.90 |
| 53 Mason-Lake ISD | 0.00 | 0.00 | 0.00 | 1.58 | 6.04 |
| 76 Sanilac ISD | 0.00 | 14.91 | 0.00 | 1.49 | 0.86 |
| 23 Eaton ISD | 5.68 | 0.71 | 2.18 | 1.44 | 0.41 |
| 56 Midland County ISD | 3.11 | 0.98 | 2.46 | 1.25 | 0.40 |
| 74 St. Clair ISD | 0.00 | 0.00 | 0.86 | 1.12 | 1.31 |
| 33 Ingham ISD | 0.53 | 0.72 | 0.72 | 0.55 | 1.52 |
| 11 Berrien ISD | 0.00 | 0.00 | 0.99 | 0.51 | 1.32 |
| 41 Kent County ISD | 0.85 | 0.33 | 0.74 | 0.41 | 1.59 |
| 82 Wayne County RESA | 1.06 | 1.11 | 0.61 | 0.40 | 1.66 |
| 80 Van Buren ISD | 0.00 | 2.97 | 1.59 | 0.40 | 0.65 |
| 46 Lenawee ISD | 0.00 | 0.00 | 0.00 | 0.37 | 25.88 |
| 25 Genesee ISD | 0.00 | 2.52 | 0.73 | 0.33 | 1.31 |
| 63 Oakland ISD | 0.55 | 0.98 | 0.91 | 0.33 | 1.26 |
| 38 Jackson ISD | 0.65 | 2.32 | 0.61 | 0.32 | 1.47 |
| 47 Livingston ESA | 2.17 | 0.77 | 1.62 | 0.32 | 0.72 |
| 70 Ottawa ISD | 4.27 | 0.89 | 1.06 | 0.31 | 0.93 |
| 62 Newaygo ISD | 0.00 | 3.27 | 1.48 | 0.30 | 0.69 |
| 50 Macomb ISD | 3.94 | 0.52 | 0.83 | 0.29 | 1.21 |
| 73 Saginaw ISD | 1.40 | 0.64 | 1.07 | 0.28 | 1.10 |
| 17 Eastern U P ISD | 1.43 | 0.00 | 0.00 | 0.00 | 24.96 |
| 31 Copper Country ISD | 1.71 | 0.00 | 0.00 | 0.00 | 20.87 |
| 15 Charlevoix-Emmet ISD | 0.50 | 3.18 | 0.00 | 0.00 | 4.86 |
| 78 Shiawassee RESD | 0.00 | 6.33 | 0.00 | 0.00 | 2.65 |
| 52 Marquette-Alger ISD | 0.00 | 7.55 | 0.00 | 0.00 | 2.22 |
| 75 St. Joseph ISD | 0.00 | 0.00 | 1.03 | 0.00 | 1.41 |
| 13 Calhoun ISD | 2.32 | 0.00 | 0.97 | 0.00 | 1.30 |
| 21 Delta-Schoolcraft ISD | 0.00 | 15.51 | 0.00 | 0.00 | 1.08 |
| 3 Allegan ISD | 0.00 | 6.83 | 0.75 | 0.00 | 0.91 |
| 79 Tuscola ISD | 0.00 | 5.04 | 0.93 | 0.00 | 0.91 |
| 14 Lewis Cass ISD | 0.00 | 0.00 | 3.16 | 0.00 | 0.46 |
| 16 C-O-P ISD | 0.00 | 2.49 | 2.64 | 0.00 | 0.45 |
| 59 Montcalm Area ISD | 0.00 | 0.00 | 3.40 | 0.00 | 0.43 |
| 44 Lapeer ISD | 0.00 | 1.70 | 6.08 | 0.00 | 0.21 |
| 27 Gogebic-Ontonagon ISD | 0.47 | 0.00 | 31.43 | 0.00 | 0.04 |
| 9 Bay-Arenac ISD | 2.94 | 0.00 | 0.80 | 1.82 | 1.04 |
| 28 Traverse Bay Area ISD | 0.77 | 0.89 | 0.99 | 1.62 | 0.92 |
| 34 Ionia ISD | 0.00 | 0.00 | 0.00 | 0.66 | 14.55 |
| 58 Monroe ISD | 0.00 | 0.00 | 0.70 | 0.65 | 1.75 |
| 61 Muskegon Area ISD | 0.00 | 0.00 | 0.75 | 0.70 | 1.61 |
| 39 Kalamazoo Valley ISD | 0.00 | 0.32 | 0.71 | 0.82 | 1.58 |
| 81 Washtenaw ISD | 0.77 | 0.65 | 0.66 | 0.85 | 1.51 |
| 29 Gratiot-Isabella RESD | 0.00 | 0.00 | 2.28 | 0.77 | 0.57 |
| 4 A-M-A ESD | | | | | * |
| 8 Barry ISD | | | | | * |
| 12 Branch ISD | | | | | * |
| 18 Clare-Gladwin ISD | | | | | * |
| 19 Clinton County RESA | | | | | * |
| 22 Dickinson-Iron ISD | | | | | * |
| 30 Hillsdale ISD | | | | | * |
| 32 Huron ISD | | | | | * |
| 35 Iosco ISD | | | | | * |
| 54 Mecosta-Osceola ISD | | | | | * |
| 55 Menominee ISD | | | | | * |
| 64 Oceana ISD | | | | | * |
| 72 C-O-O-R | | | | | * |
| 83 Wexford-Missaukee ISD | | | | | * |

* All students with Autism in these ISDs are white students Source: MICIS

Tables 1.11 – 1.15 show the risk ratio for ISD’s where analysis and exploration may be warranted.

Part 4. Disproportionality analysis with respect to educational settings**BF Table 1.16: State Level Risk Ratios for Educational Settings, Sorted from Highest to Lowest, and the Relative Size Rankings**

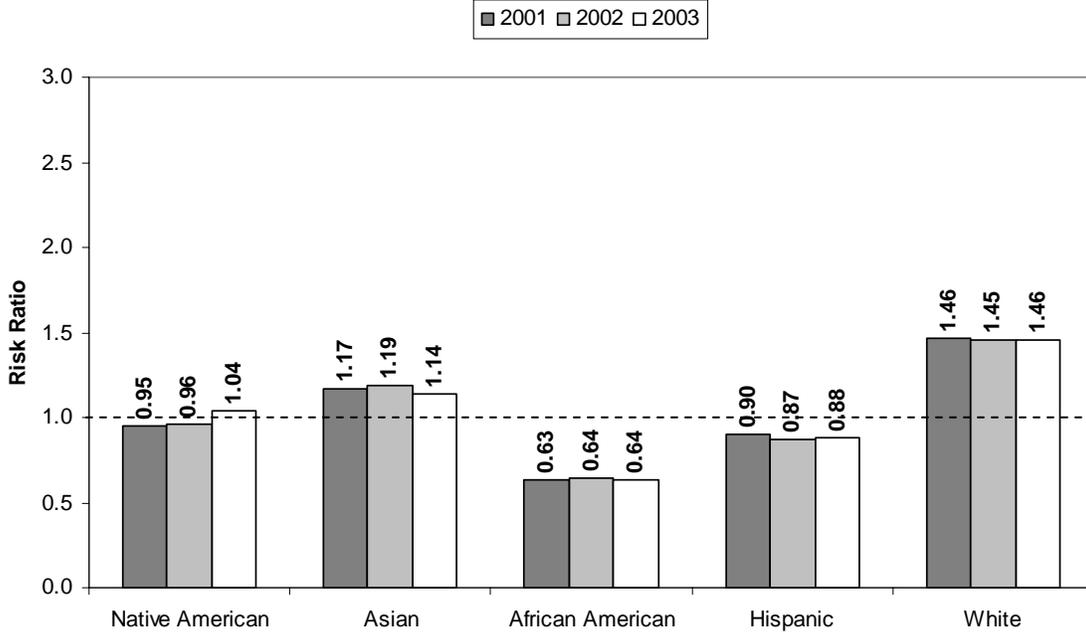
| Rank¹ | Environment Categories | Race/Ethnicity | Risk Ratio | Relative Size |
|-------------------------|-------------------------------|-----------------------|-------------------|----------------------|
| 1 | > 60% Outside Regular Class | African American | 2.74 | |
| 5 | < 21% Outside Regular Class | White | 1.46 | |
| 6 | 21-60% Outside Regular Class | White | 1.34 | |
| 7 | Combined Separate Facilities | Asian | 1.31 | |
| 10 | Combined Separate Facilities | White | 1.18 | |
| 15 | < 21% Outside Regular Class | Asian | 1.14 | |
| 17 | 21-60% Outside Regular Class | Hispanic | 1.14 | |
| 18 | > 60% Outside Regular Class | Hispanic | 1.11 | |
| 19 | 21-60% Outside Regular Class | Native American | 1.09 | |
| 20 | < 21% Outside Regular Class | Native American | 1.04 | |
| 16 | < 21% Outside Regular Class | Hispanic | 0.88 | 1.14 |
| 14 | Combined Separate Facilities | Native American | 0.86 | 1.17 |
| 13 | > 60% Outside Regular Class | Asian | 0.85 | 1.17 |
| 12 | 21-60% Outside Regular Class | Asian | 0.85 | 1.17 |
| 11 | Combined Separate Facilities | African American | 0.85 | 1.18 |
| 9 | > 60% Outside Regular Class | Native American | 0.83 | 1.21 |
| 8 | Combined Separate Facilities | Hispanic | 0.77 | 1.29 |
| 4 | 21-60% Outside Regular Class | African American | 0.68 | 1.46 |
| 3 | < 21% Outside Regular Class | African American | 0.64 | 1.57 |
| 2 | > 60% Outside Regular Class | White | 0.40 | 2.52 |

¹ Rankings were made based on the relative size of the risk ratio. Because risk ratios below 1.00 are scaled differently from risk ratios above 1.00, we transformed risk ratios below 1.00 by taking the inverse of the risk ratio (relative size column).

Source: MICIS

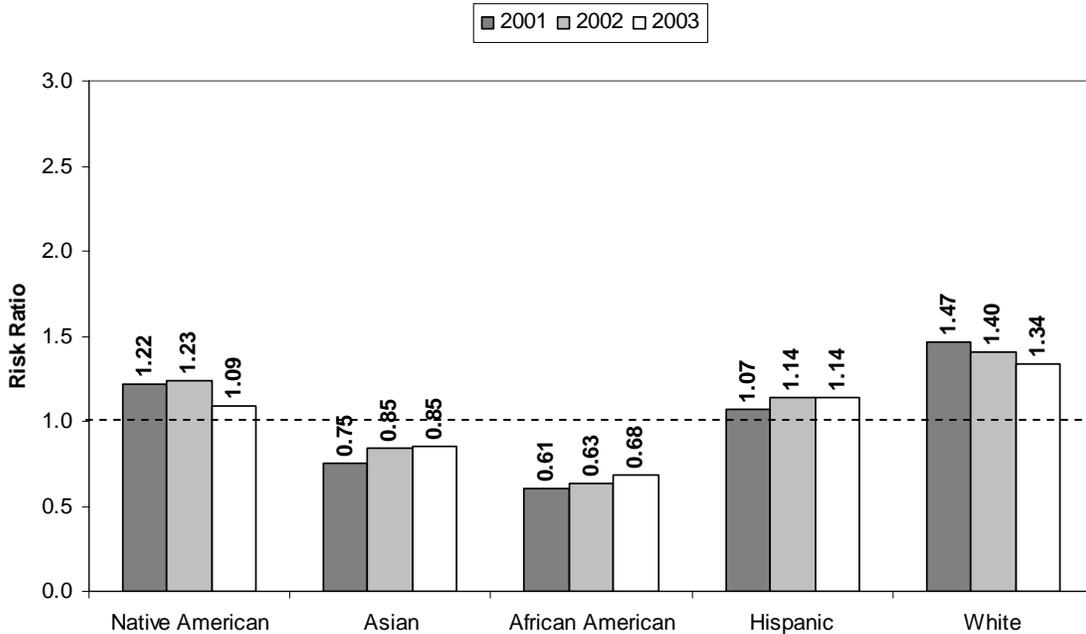
Part 4.1 – Longitudinal analysis of disproportionality by LRE categories

**BF Chart 1.10: 2001, 2002, and 2003
Risk Ratios for Regular Classroom <21%**



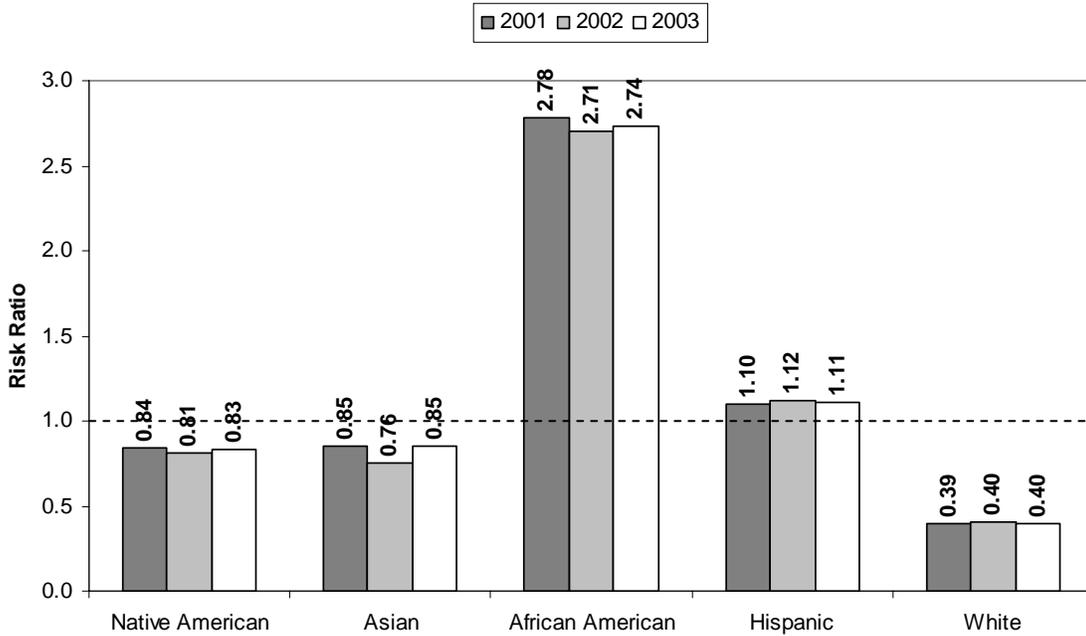
Source: MICIS

**BF Chart 1.11: 2001, 2002, and 2003
Risk Ratios for 21 - 60%**



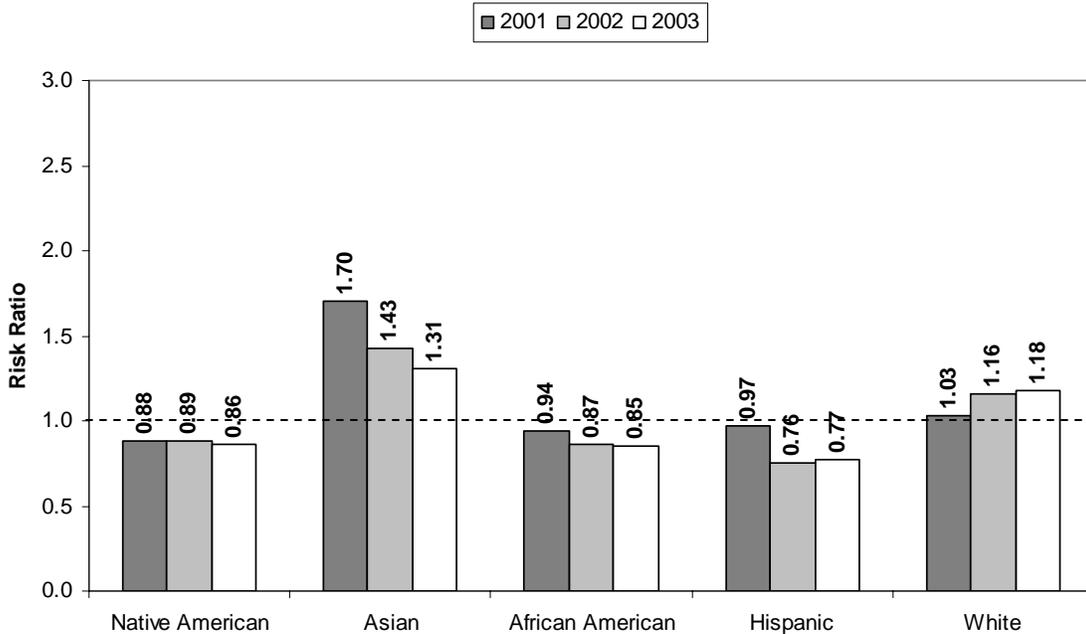
Source: MICIS

Bf Chart 1.12: 2001, 2002, and 2003 Risk Ratios for >60%



Source: MICIS

Bf Chart 1.13: 2001, 2002, and 2003 Risk Ratios for Separate Facilities



Source: MICIS

Bf Table 1.17: Intermediate School District Weighted Risk Ratios for Separate Classroom (> 60 %), Sorted from Largest to Smallest Risk Ratios for African American Students

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 46 Lenawee ISD | 0.00 | 1.60 | 5.25 | 0.57 | 0.22 |
| 31 Copper Country ISD | 1.11 | 0.00 | 4.08 | 0.00 | 0.32 |
| 38 Jackson ISD | 0.00 | 1.23 | 3.86 | 1.31 | 0.28 |
| 11 Berrien ISD | 1.59 | 0.70 | 3.70 | 0.69 | 0.30 |
| 19 Clinton County RESA | 0.00 | 0.32 | 3.47 | 0.59 | 0.36 |
| 29 Gratiot-Isabella RESD | 0.44 | 1.61 | 3.42 | 0.50 | 0.34 |
| 44 Lapeer ISD | 0.75 | 0.89 | 2.85 | 1.33 | 0.37 |
| 82 Wayne County RESA | 1.36 | 0.96 | 2.77 | 1.15 | 0.38 |
| 59 Montcalm Area ISD | 0.00 | 0.00 | 2.52 | 0.93 | 0.48 |
| 47 Livingston ESA | 0.17 | 0.00 | 2.43 | 1.02 | 0.49 |
| 73 Saginaw ISD | 1.63 | 0.65 | 2.39 | 1.47 | 0.42 |
| 54 Mecosta-Osceola ISD | 0.42 | 0.00 | 2.37 | 2.04 | 0.43 |
| 61 Muskegon Area ISD | 1.11 | 1.30 | 2.32 | 1.21 | 0.44 |
| 25 Genesee ISD | 1.18 | 0.84 | 2.30 | 1.03 | 0.47 |
| 81 Washtenaw ISD | 0.00 | 0.50 | 2.02 | 2.15 | 0.49 |
| 15 Charlevoix-Emmet ISD | 1.01 | 1.10 | 1.98 | 0.00 | 0.62 |
| 41 Kent County ISD | 0.95 | 1.08 | 1.97 | 1.30 | 0.52 |
| 14 Lewis Cass ISD | 0.99 | 0.00 | 1.96 | 2.05 | 0.50 |
| 63 Oakland ISD | 0.85 | 1.02 | 1.96 | 1.40 | 0.52 |
| 13 Calhoun ISD | 1.36 | 1.58 | 1.83 | 0.46 | 0.60 |
| 74 St. Clair ISD | 0.87 | 0.85 | 1.82 | 0.80 | 0.61 |
| 33 Ingham ISD | 1.00 | 0.86 | 1.79 | 1.49 | 0.56 |
| 23 Eaton ISD | 0.92 | 0.82 | 1.73 | 0.89 | 0.63 |
| 55 Menominee ISD | 0.00 | 0.00 | 1.73 | 7.21 | 0.35 |
| 3 Allegan ISD | 1.47 | 0.00 | 1.66 | 1.04 | 0.65 |
| 39 Kalamazoo Valley ISD | 1.42 | 0.65 | 1.64 | 1.26 | 0.62 |
| 50 Macomb ISD | 1.17 | 0.76 | 1.64 | 0.99 | 0.65 |
| 58 Monroe ISD | 0.00 | 1.51 | 1.61 | 0.90 | 0.68 |
| 16 C-O-P ISD | 1.52 | 2.90 | 1.59 | 0.00 | 0.68 |
| 84 State Departments | 0.00 | 4.02 | 1.57 | 4.30 | 0.41 |
| 78 Shiawassee RESD | 5.48 | 2.49 | 1.43 | 0.00 | 0.64 |
| 80 Van Buren ISD | 0.00 | 1.94 | 1.43 | 0.82 | 0.75 |
| 28 Traverse Bay Area ISD | 0.71 | 3.18 | 1.40 | 0.98 | 0.67 |
| 53 Mason-Lake ISD | 0.00 | 2.37 | 1.39 | 0.75 | 0.76 |
| 34 Ionia ISD | 2.45 | 0.00 | 1.28 | 1.65 | 0.73 |
| 56 Midland County ISD | 1.48 | 1.01 | 1.24 | 0.60 | 0.86 |
| 83 Wexford-Missaukee ISD | 0.00 | 1.05 | 1.07 | 4.73 | 0.61 |
| 75 St. Joseph ISD | 1.91 | 3.92 | 1.02 | 1.03 | 0.79 |
| 18 Clare-Gladwin ISD | 0.00 | 0.79 | 0.96 | 1.19 | 1.07 |
| 9 Bay-Arenac ISD | 1.12 | 0.46 | 0.92 | 0.89 | 1.13 |
| 35 Iosco ISD | 0.00 | 0.89 | 0.87 | 2.16 | 0.99 |
| 70 Ottawa ISD | 1.29 | 1.07 | 0.84 | 1.38 | 1.06 |
| 62 Newaygo ISD | 2.73 | 0.00 | 0.49 | 1.17 | 1.64 |
| 30 Hillsdale ISD | 0.00 | 0.00 | 0.35 | 1.12 | 2.60 |
| 79 Tuscola ISD | 0.00 | 1.29 | 0.21 | 0.52 | 3.90 |
| 12 Branch ISD | 0.00 | 2.44 | 0.00 | 0.55 | 7.20 |
| 17 Eastern U P ISD | 1.37 | 1.30 | 0.00 | 0.00 | 11.60 |
| 21 Delta-Schoolcraft ISD | 1.16 | 0.00 | 0.00 | 0.00 | 29.52 |
| 32 Huron ISD | 6.35 | 0.00 | 0.00 | 3.23 | 1.87 |
| 51 Manistee ISD | 0.00 | 0.00 | 0.00 | 2.84 | 3.75 |
| 52 Marquette-Alger ISD | 2.25 | 4.09 | 0.00 | 1.85 | 2.39 |
| 72 C-O-O-R | 8.18 | 0.00 | 0.00 | 0.00 | 4.18 |
| 22 Dickinson-Iron ISD | | | | | |
| 4 A-M-A ESD | | | | | |
| 8 Barry ISD | | | | | |
| 27 Gogebic-Ontonagon ISD | | | | | |
| 64 Oceana ISD | | | | | |
| 76 Sanilac ISD | | | | | |

Blank cells indicate this ISD does not have students in this setting, for multiple race/ethnicity groups

Source: MICIS

BF Table 1.18: Intermediate School District Weighted Risk Ratios for Separate Facilities, Sorted from Largest to Smallest Risk Ratios for Asian Students

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 53 Mason-Lake ISD | 0.00 | 29.59 | 0.00 | 0.00 | 0.98 |
| 34 Ionia ISD | 0.00 | 18.18 | 0.00 | 6.15 | 0.65 |
| 21 Delta-Schoolcraft ISD | 0.78 | 15.47 | 0.00 | 0.00 | 1.76 |
| 12 Branch ISD | 0.00 | 5.51 | 0.00 | 1.21 | 3.11 |
| 3 Allegan ISD | 2.13 | 4.40 | 0.47 | 0.75 | 1.36 |
| 9 Bay-Arenac ISD | 0.00 | 4.36 | 0.82 | 2.99 | 0.76 |
| 30 Hillsdale ISD | 0.80 | 3.29 | 6.31 | 1.63 | 0.14 |
| 47 Livingston ESA | 0.44 | 2.98 | 3.90 | 0.00 | 0.30 |
| 23 Eaton ISD | 2.14 | 2.92 | 2.14 | 0.51 | 0.47 |
| 58 Monroe ISD | 5.41 | 2.64 | 1.31 | 0.00 | 0.69 |
| 79 Tuscola ISD | 0.00 | 2.46 | 1.11 | 0.24 | 1.00 |
| 80 Van Buren ISD | 0.00 | 2.46 | 1.29 | 0.80 | 0.80 |
| 54 Mecosta-Osceola ISD | 0.54 | 2.39 | 1.85 | 1.01 | 0.55 |
| 25 Genesee ISD | 0.30 | 2.38 | 1.30 | 0.45 | 0.83 |
| 63 Oakland ISD | 0.00 | 1.43 | 1.45 | 1.31 | 0.71 |
| 70 Ottawa ISD | 1.81 | 1.31 | 1.79 | 0.63 | 0.60 |
| 38 Jackson ISD | 0.00 | 1.27 | 0.57 | 1.15 | 1.60 |
| 82 Wayne County RESA | 1.30 | 1.26 | 0.22 | 0.43 | 3.26 |
| 33 Ingham ISD | 0.58 | 1.19 | 1.01 | 0.81 | 1.03 |
| 50 Macomb ISD | 1.02 | 1.10 | 1.09 | 0.19 | 1.06 |
| 18 Clare-Gladwin ISD | 3.34 | 1.09 | 4.79 | 1.67 | 0.19 |
| 81 Washtenaw ISD | 0.00 | 1.04 | 1.12 | 0.59 | 1.02 |
| 84 State Departments | 1.11 | 0.95 | 0.79 | 0.31 | 1.39 |
| 41 Kent County ISD | 1.40 | 0.78 | 1.43 | 0.67 | 0.76 |
| 78 Shiawassee RESD | 0.00 | 0.77 | 5.92 | 0.00 | 0.22 |
| 73 Saginaw ISD | 2.45 | 0.73 | 1.04 | 0.98 | 0.92 |
| 74 St. Clair ISD | 0.00 | 0.60 | 0.94 | 1.61 | 1.04 |
| 17 Eastern U P ISD | 1.39 | 0.00 | 0.00 | 0.00 | 24.57 |
| 14 Lewis Cass ISD | 0.00 | 0.00 | 0.46 | 0.00 | 2.95 |
| 56 Midland County ISD | 2.91 | 0.00 | 0.57 | 0.00 | 1.89 |
| 39 Kalamazoo Valley ISD | 0.00 | 0.00 | 0.82 | 0.48 | 1.49 |
| 46 Lenawee ISD | 2.80 | 0.00 | 0.89 | 0.66 | 1.13 |
| 75 St. Joseph ISD | 0.00 | 0.00 | 1.15 | 0.37 | 1.11 |
| 13 Calhoun ISD | 1.01 | 0.00 | 1.47 | 0.94 | 0.76 |
| 11 Berrien ISD | 1.22 | 0.00 | 1.66 | 0.85 | 0.68 |
| 44 Lapeer ISD | 2.44 | 0.00 | 1.98 | 0.00 | 0.62 |
| 61 Muskegon Area ISD | 0.00 | 0.00 | 2.07 | 1.00 | 0.57 |
| 59 Montcalm Area ISD | 0.00 | 0.00 | 2.56 | 1.43 | 0.44 |
| 15 Charlevoix-Emmet ISD | 1.30 | 0.00 | 1.56 | 8.79 | 0.31 |
| 62 Newaygo ISD | 0.00 | 0.00 | 5.02 | 0.00 | 0.27 |
| 28 Traverse Bay Area ISD | 0.82 | 0.00 | 4.50 | 0.84 | 0.26 |
| 31 Copper Country ISD | 0.24 | 0.00 | 7.67 | 0.00 | 0.18 |
| 72 C-O-O-R | 0.00 | 0.00 | 5.66 | 3.63 | 0.15 |
| 29 Gratiot-Isabella RESD | 0.45 | 0.00 | 11.63 | 0.00 | 0.11 |
| 4 A-M-A ESD | | | | | |
| 8 Barry ISD | | | | | |
| 16 C-O-P ISD | | | | | |
| 19 Clinton County RESA | | | | | |
| 22 Dickinson-Iron ISD | | | | | |
| 27 Gogebic-Ontonagon ISD | | | | | |
| 32 Huron ISD | | | | | |
| 35 Iosco ISD | | | | | |
| 51 Manistee ISD | | | | | |
| 52 Marquette-Alger ISD | | | | | |
| 55 Menominee ISD | | | | | |
| 64 Oceana ISD | | | | | |
| 76 Sanilac ISD | | | | | |
| 83 Wexford-Missaukee ISD | | | | | |

Blank cells indicate this ISD does not have students in this setting, for multiple race/ethnicity groups
 Source: MICIS

BF Table 1.19: Intermediate School District Weighted Risk Ratios for Regular Classroom (< 21%), Sorted from Largest to Smallest Risk Ratios for White Students

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 30 Hillsdale ISD | 1.53 | 0.00 | 0.06 | 0.76 | 6.15 |
| 78 Shiawassee RESD | 0.00 | 0.96 | 0.00 | 2.51 | 3.63 |
| 19 Clinton County RESA | 3.09 | 1.26 | 0.21 | 0.46 | 2.78 |
| 46 Lenawee ISD | 1.72 | 0.91 | 0.29 | 0.80 | 2.48 |
| 72 C-O-O-R | 1.26 | 1.69 | 0.31 | 0.83 | 2.29 |
| 59 Montcalm Area ISD | 0.00 | 2.57 | 0.29 | 1.07 | 2.29 |
| 80 Van Buren ISD | 0.00 | 0.76 | 0.56 | 0.62 | 1.90 |
| 73 Saginaw ISD | 0.21 | 1.09 | 0.51 | 0.77 | 1.89 |
| 29 Gratiot-Isabella RESD | 1.18 | 1.03 | 0.48 | 0.92 | 1.78 |
| 74 St. Clair ISD | 1.41 | 0.99 | 0.56 | 0.66 | 1.68 |
| 11 Berrien ISD | 0.93 | 1.68 | 0.50 | 0.91 | 1.67 |
| 63 Oakland ISD | 1.15 | 1.07 | 0.57 | 0.77 | 1.62 |
| 25 Genesee ISD | 1.09 | 0.96 | 0.57 | 0.96 | 1.58 |
| 3 Allegan ISD | 0.28 | 0.56 | 0.57 | 1.41 | 1.57 |
| 21 Delta-Schoolcraft ISD | 1.20 | 0.54 | 0.53 | 1.43 | 1.56 |
| 47 Livingston ESA | 1.77 | 1.43 | 0.53 | 0.86 | 1.56 |
| 33 Ingham ISD | 0.76 | 1.11 | 0.62 | 0.82 | 1.54 |
| 9 Bay-Arenac ISD | 0.57 | 1.14 | 0.60 | 1.02 | 1.54 |
| 82 Wayne County RESA | 0.86 | 1.11 | 0.58 | 1.02 | 1.54 |
| 35 Iosco ISD | 1.60 | 1.53 | 0.71 | 0.00 | 1.49 |
| 34 Ionia ISD | 0.62 | 1.26 | 0.67 | 0.70 | 1.49 |
| 53 Mason-Lake ISD | 2.69 | 0.88 | 0.56 | 0.85 | 1.48 |
| 39 Kalamazoo Valley ISD | 1.21 | 1.75 | 0.61 | 0.74 | 1.46 |
| 54 Mecosta-Osceola ISD | 0.59 | 1.73 | 0.69 | 0.54 | 1.45 |
| 16 C-O-P ISD | 1.13 | 0.00 | 0.65 | 1.22 | 1.45 |
| 41 Kent County ISD | 0.99 | 0.97 | 0.66 | 0.91 | 1.43 |
| 14 Lewis Cass ISD | 0.59 | 0.99 | 0.66 | 1.07 | 1.42 |
| 61 Muskegon Area ISD | 0.80 | 1.13 | 0.65 | 1.04 | 1.41 |
| 50 Macomb ISD | 0.96 | 1.01 | 0.68 | 0.93 | 1.39 |
| 56 Midland County ISD | 0.82 | 1.35 | 0.67 | 1.02 | 1.37 |
| 58 Monroe ISD | 0.25 | 1.29 | 0.75 | 0.76 | 1.36 |
| 62 Newaygo ISD | 0.28 | 2.70 | 0.63 | 1.04 | 1.33 |
| 15 Charlevoix-Emmet ISD | 0.95 | 1.03 | 0.73 | 0.96 | 1.31 |
| 23 Eaton ISD | 1.08 | 1.46 | 0.73 | 0.78 | 1.30 |
| 28 Traverse Bay Area ISD | 0.67 | 0.78 | 0.79 | 0.87 | 1.29 |
| 70 Ottawa ISD | 1.22 | 0.95 | 0.80 | 0.72 | 1.25 |
| 31 Copper Country ISD | 0.87 | 1.34 | 0.47 | 2.82 | 1.25 |
| 44 Lapeer ISD | 1.10 | 1.15 | 0.80 | 0.76 | 1.24 |
| 13 Calhoun ISD | 0.92 | 0.68 | 0.73 | 1.53 | 1.20 |
| 81 Washtenaw ISD | 1.09 | 1.14 | 0.81 | 0.92 | 1.19 |
| 83 Wexford-Missaukee ISD | 0.00 | 1.08 | 1.10 | 0.00 | 1.15 |
| 75 St. Joseph ISD | 0.91 | 1.21 | 0.96 | 0.85 | 1.05 |
| 84 State Departments | 2.17 | 1.23 | 0.69 | 2.58 | 0.96 |
| 18 Clare-Gladwin ISD | 1.08 | 1.45 | 1.24 | 0.00 | 0.95 |
| 51 Manistee ISD | 0.76 | 1.53 | 1.01 | 1.14 | 0.95 |
| 52 Marquette-Alger ISD | 0.89 | 1.08 | 1.17 | 1.06 | 0.86 |
| 17 Eastern U P ISD | 1.03 | 1.18 | 1.21 | 0.94 | 0.85 |
| 38 Jackson ISD | 1.51 | 1.62 | 1.21 | 1.29 | 0.77 |
| 55 Menominee ISD | 1.98 | 1.98 | 1.68 | 0.00 | 0.66 |
| 32 Huron ISD | 1.07 | 0.71 | 1.92 | 0.00 | 0.65 |
| 22 Dickinson-Iron ISD | 0.82 | 1.65 | 1.97 | 0.00 | 0.61 |
| 79 Tuscola ISD | 0.80 | 1.20 | 1.84 | 0.94 | 0.58 |
| 12 Branch ISD | 0.00 | 0.00 | 2.91 | 0.79 | 0.42 |
| 4 A-M-A ESD | | | | | |
| 8 Barry ISD | | | | | |
| 27 Gogebic-Ontonagon ISD | | | | | |
| 64 Oceana ISD | | | | | |
| 76 Sanilac ISD | | | | | |

Blank cells indicate this ISD does not have students in this setting, for multiple race/ethnicity groups

Source: MICIS

BF Table 1.20: Intermediate School District Weighted Risk Ratios for Educational Settings (20-60%), Sorted from Largest to Smallest Risk Ratios for Hispanic Students

| Intermediate District | Native American | Asian | African American | Hispanic | White |
|--------------------------|-----------------|-------|------------------|----------|-------|
| 22 Dickinson-Iron ISD | 1.55 | 0.00 | 0.00 | 3.32 | 2.71 |
| 32 Huron ISD | 0.00 | 1.69 | 0.57 | 1.94 | 1.32 |
| 19 Clinton County RESA | 0.00 | 1.31 | 0.84 | 1.86 | 1.04 |
| 79 Tuscola ISD | 2.32 | 0.00 | 0.29 | 1.67 | 2.05 |
| 29 Gratiot-Isabella RESD | 1.16 | 0.60 | 0.51 | 1.65 | 1.52 |
| 44 Lapeer ISD | 0.65 | 0.77 | 0.87 | 1.65 | 1.04 |
| 58 Monroe ISD | 2.12 | 0.00 | 1.08 | 1.64 | 0.86 |
| 74 St. Clair ISD | 0.85 | 1.25 | 0.74 | 1.55 | 1.16 |
| 18 Clare-Gladwin ISD | 0.74 | 0.74 | 0.45 | 1.51 | 1.74 |
| 12 Branch ISD | 3.24 | 1.06 | 0.00 | 1.49 | 3.47 |
| 46 Lenawee ISD | 0.66 | 0.88 | 0.61 | 1.49 | 1.40 |
| 35 Iosco ISD | 0.87 | 0.62 | 1.32 | 1.47 | 0.75 |
| 56 Midland County ISD | 0.64 | 0.70 | 1.22 | 1.41 | 0.82 |
| 70 Ottawa ISD | 0.46 | 1.02 | 1.31 | 1.40 | 0.76 |
| 17 Eastern U P ISD | 0.85 | 0.68 | 1.06 | 1.38 | 0.92 |
| 75 St. Joseph ISD | 1.07 | 0.00 | 1.04 | 1.36 | 0.97 |
| 80 Van Buren ISD | 2.27 | 0.44 | 1.05 | 1.35 | 0.88 |
| 47 Livingston ESA | 0.71 | 1.09 | 0.55 | 1.33 | 1.53 |
| 23 Eaton ISD | 0.80 | 0.36 | 0.98 | 1.32 | 1.01 |
| 50 Macomb ISD | 0.95 | 1.11 | 1.20 | 1.30 | 0.81 |
| 11 Berrien ISD | 0.74 | 0.82 | 0.56 | 1.25 | 1.56 |
| 53 Mason-Lake ISD | 0.00 | 0.00 | 1.35 | 1.24 | 0.82 |
| 16 C-O-P ISD | 0.71 | 1.07 | 1.09 | 1.23 | 0.90 |
| 39 Kalamazoo Valley ISD | 0.74 | 0.52 | 1.23 | 1.23 | 0.84 |
| 28 Traverse Bay Area ISD | 1.50 | 0.61 | 0.96 | 1.17 | 1.01 |
| 63 Oakland ISD | 0.87 | 0.82 | 1.41 | 1.17 | 0.73 |
| 25 Genesee ISD | 0.90 | 0.89 | 0.82 | 1.15 | 1.16 |
| 84 State Departments | 0.63 | 0.72 | 1.32 | 1.08 | 0.80 |
| 33 Ingham ISD | 1.41 | 0.89 | 1.29 | 1.04 | 0.78 |
| 54 Mecosta-Osceola ISD | 1.84 | 0.46 | 0.71 | 1.00 | 1.32 |
| 59 Montcalm Area ISD | 3.04 | 0.74 | 0.54 | 0.94 | 1.48 |
| 41 Kent County ISD | 1.00 | 1.01 | 0.80 | 0.94 | 1.22 |
| 62 Newaygo ISD | 0.79 | 0.31 | 1.52 | 0.93 | 0.73 |
| 82 Wayne County RESA | 0.78 | 0.76 | 0.63 | 0.90 | 1.53 |
| 9 Bay-Arenac ISD | 1.41 | 0.82 | 1.47 | 0.88 | 0.72 |
| 21 Delta-Schoolcraft ISD | 0.79 | 0.85 | 2.01 | 0.88 | 0.55 |
| 73 Saginaw ISD | 1.06 | 1.29 | 0.64 | 0.84 | 1.44 |
| 34 Ionia ISD | 0.66 | 0.66 | 1.31 | 0.78 | 0.85 |
| 72 C-O-O-R | 0.00 | 0.76 | 1.43 | 0.76 | 0.81 |
| 81 Washtenaw ISD | 1.31 | 0.51 | 1.61 | 0.75 | 0.69 |
| 52 Marquette-Alger ISD | 0.97 | 0.27 | 1.00 | 0.74 | 1.10 |
| 78 Shiawassee RESD | 0.00 | 0.45 | 1.16 | 0.74 | 1.00 |
| 61 Muskegon Area ISD | 1.38 | 0.64 | 0.54 | 0.73 | 1.74 |
| 13 Calhoun ISD | 0.82 | 1.24 | 0.73 | 0.73 | 1.35 |
| 3 Allegan ISD | 1.32 | 1.32 | 1.27 | 0.70 | 0.82 |
| 38 Jackson ISD | 1.05 | 0.49 | 0.37 | 0.69 | 2.42 |
| 14 Lewis Cass ISD | 1.36 | 1.52 | 0.94 | 0.54 | 1.08 |
| 51 Manistee ISD | 2.09 | 0.00 | 1.53 | 0.51 | 0.74 |
| 30 Hillsdale ISD | 1.01 | 0.00 | 0.00 | 0.50 | 12.95 |
| 31 Copper Country ISD | 1.37 | 1.49 | 0.00 | 0.00 | 10.72 |
| 83 Wexford-Missaukee ISD | 2.48 | 0.91 | 0.89 | 0.00 | 1.22 |
| 15 Charlevoix-Emmet ISD | 1.01 | 1.15 | 1.19 | 0.00 | 1.00 |
| 4 A-M-A ESD | | | | | |
| 8 Barry ISD | | | | | |
| 27 Gogebic-Ontonagon ISD | | | | | |
| 55 Menominee ISD | | | | | |
| 64 Oceana ISD | | | | | |
| 76 Sanilac ISD | | | | | |

Blank cells indicate this ISD does not have students in this setting, for multiple race/ethnicity groups
Source: MICIS

BF Probe 1 - 2003/2004 Target: Review of identification and/or placement policies, procedures and practices for ISDs, peer groups, or geographic areas will take place, based on analysis of the data, to determine if they are race neutral.

Explanation of Progress/Slippage:

The MDE, OSE/EIS has conducted a more in-depth study of the issues related to the disproportionate representation of African American students. During June, 2004, the MDE, OSE/EIS staff, along with two local districts participated in a GLARRC/NCREST sponsored regional meeting on disproportionality in Chicago. During that meeting, the results of a preliminary study were presented. This meeting provided the MDE, OSE/EIS the opportunity to dialogue with two districts regarding the challenges faced relative to over-representation of African American Students who were placed in special education, served in more restrictive settings (>60%) and the increasing number of students who had dropped out. The MDE, OSE/EIS developed a preliminary plan for further analysis of data and development of activities to address these issues. During the fall, 2004 MDE, OSE/EIS provided assistance to one of the 2 districts to conduct a Root Cause Analysis. This led to the development of a district plan to address their identified concerns.

The MDE, OSE/EIS, has not yet reviewed the policies, procedures and practices of ISDs with respect to the identification and the placement of students with disabilities to determine whether they are not race neutral. Before proceeding with this intensive review the MDE, OSE/EIS needed to conduct a more in-depth analysis of relevant data. An analysis of 2003-2004 data revealed a number of findings, as presented in previous sections. Select findings from this study were:

- African American students are 2.4 times more likely than the comparison group of students to be identified as cognitively impaired.
- The risk for African American students to be identified as a student with disabilities is higher in rural and small city communities than in metro and urban settings.
- The risk for African American students to be identified as a student with cognitive impairment is also higher in rural and small city communities. However, a few metro and urban settings also have relative high rates of identification for these students.
- African American students are 2.74 times more likely than other students with disabilities to receive services in a separate classroom setting.

As a result of this analysis, the MDE, OSE/EIS knows a great deal more about issues related to disproportionality across race/ethnicity groups, geographical areas of the state, and the trends over time. The recent more in depth analysis

has identified the race/ethnicity groups with the highest risk for over or under-identification, those served in more restrictive settings and geographically, the ISDs where significant disproportionality is more likely to take place. With this more in-depth understanding of the issues and factors, the MDE, OSE/EIS is ready to engage stakeholders in dialogue. Based on the findings of the statewide disproportionality study the MDE, OSE/EIS can better target resources to address these issues with the Intermediate School Districts and through focused monitoring, the local districts that the ISDs serve.

BF 1.1 Projected Target:

Review the policies, procedures and practices relative to the identification and/or placement of students with disabilities, particularly for African American students, for select ISDs (their peer groups or geographic areas) and the districts they serve to determine if they are race neutral.

BF 1.1 Future Activities to Achieve Projected Target 1.1/Results:

- 1) Convene a workgroup to review state data relative to disproportionate representation of students receiving special education programs and services.
- 2) Develop and implement a plan for the review of ISD and local district policies, procedures and practices, for identification and placement, particularly for African American students.
- 3) Disseminate to ISDs the state/district profile analysis that highlights the issues relative to disproportionality.
- 4) Review the identification and/or placement policies, procedures and practices for ISDs, peer groups, or geographic areas to determine if they are race neutral.
- 5) Provide information and assistance to address the issues identified.

BF 1.1 Projected Timeline and Resource:

Timeline: July 2004-June 2005.

Resources: OSE/EIS Data team. Stakeholders, ISD representatives, CIMS.

Cluster Area IV
Free Appropriate Public Education in the Least Restrictive Environment

Question:

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probe:

BF 2 Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?

State Goal:

Students with disabilities reach challenging educational standards.

Performance Indicator:

BF 2 The high school graduation rates, for children with disabilities, are comparable to graduation rates for nondisabled children.

For more information regarding this section, please contact:

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Baseline/Trend Data:

The calculation methodology used to determine general education and special education graduation and dropout rates differ, making comparisons difficult. The Center for Educational Performance Information (CEPI) provides the total student graduation and dropout rates in Michigan. The CEPI is not a part of the Michigan Department of Education. The CEPI calculates graduation, retention, and dropout rates from the headcount report (IM-4203) turned in by school districts. Calculations prior to 2002 did not allow for the disaggregation of graduation and drop out rates for disabled and non-disabled students. Form IM4203 asks school districts to report the total number of students in high school (grades 9, 10, 11 and 12) across a twelve-month school calendar e.g., from fall 2002 to fall 2003. Data elements on the form include: fall count by grade, number of transfers in and out of the district, number of students promoted from one grade to the next, number of students retained within a grade/not promoted, and number of students graduating with a high school diploma. Graduation represents those students who receive a diploma in the 12-month count period. Transfers represent students who moved out of the district and moved into the district. Retained in grade level means that the student did not move into the next grade level. Dropout is any unaccounted-for student. Starting in 2002, CEPI began collecting student data utilizing an individualized student data record system called a "Single Record Student Database" (SRSD). The SRSD will allow for disaggregation of graduation and dropout rates for both general education and special education starting in 2006.

CEPI Calculations:

- Retention is calculated as follows:

$$\text{Retention Rate (RR)} = \frac{\text{fall count 2002} - \text{transfer out} + \text{transfer in}}{\text{fall count 2003}} * 100$$

- Dropout Rate is any unaccounted for student. This is calculated as follows:

$$\text{Dropout} = (100\% - \text{Retention Rate})$$

- Estimated Graduation rate. Michigan calculates an estimated graduation rate. The retention rates (RR) for grades 9 through 12 are calculated and then multiplied together to yield an estimated graduation rate. This formula is as follows:

$$\text{Graduation rate} = (\text{RR9} * \text{RR10} * \text{RR11} * \text{RR12}) * 100$$

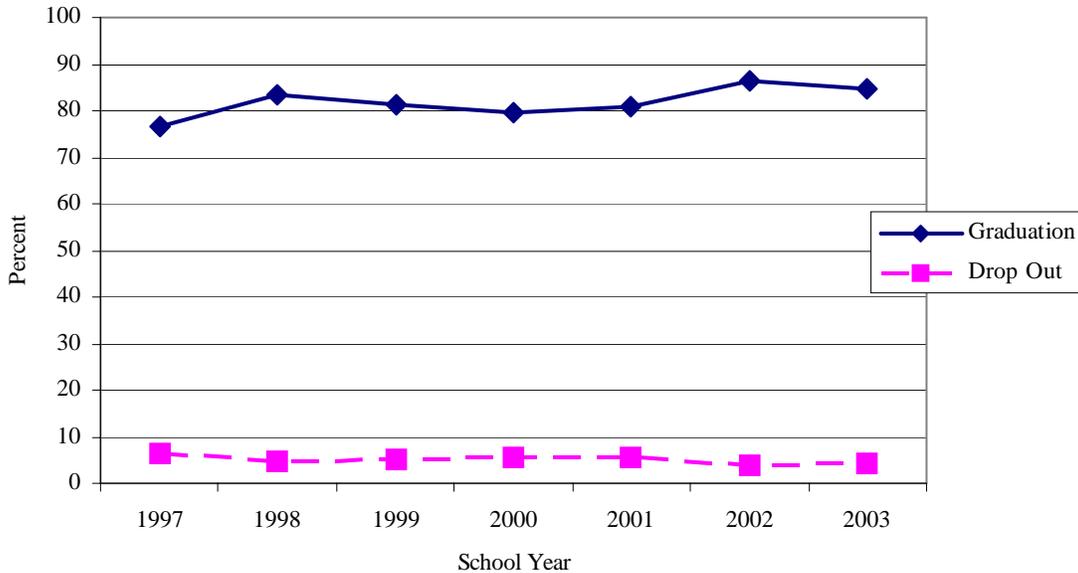
$$92.89\% = (.9861 * .9963 * .9643 * .9805) * 100$$

Graduates— students graduating between Fall Count 2002 and Fall Count 2003. These numbers reflect how many students in the Class of 2002 graduated and traditionally contain those students who graduated at the end of the school year.

In fact, any student who received a diploma in the twelve-month period is counted.

Dropout — students who are unaccounted for are considered to be dropouts. In general, when there has been *no request* for the student's records, the affected student must be counted as a dropout. Pupils who transfer to (and from) other public school districts, home schools, private/parochial schools or charter schools (PSAs) are not counted as dropouts.

BF Chart 2.1: Statewide Graduation/Dropout (All Students)



Source: CEPI

The estimated CEPI four-year graduation rate for all students in 2003 was 84.83%. The dropout rate during the 2002-2003 school year was 4.08%. Comparable statistics disaggregated for special education students are not currently available. The new Michigan SRSD database will allow for the disaggregation of general education and special education graduation and dropout rates in 2006. The CEPI is waiting until the SRSD has collected four years of continuous data before calculating retention rates for grades 9, 10, 11 and graduation rates for grade 12. At that time, MDE, OSE/EIS can request the CEPI to disaggregate data for general education and special education students.

The only statistics available on special education graduation and dropout are from the statewide special education database, Michigan Compliance Information System (MICIS). These calculations reflect the status of students who exited

special education. A major drawback in this calculation is the lack of the ability to take into account school retention. The dropout and graduation rates for students with disabilities reflected in Tables 2.3 and 2.4 are calculated using the methodology outlined by the U.S. Department of Education, Office of Special Education Programs. In 2002, students with disabilities in Michigan were more likely to drop out (48.1%) than to graduate (42.1%) with a diploma. This situation was reversed in 2003 with graduation at 55.1% and dropout at 35.8%.

**BF Table 2.1: Graduation Rates - Students with Disabilities
1997-2003**

| | Graduation | | Other Exit Reasons | | Total | |
|------|------------|-------|--------------------------|-------|--------|--------|
| Year | Count | Row % | Count | Row % | Count | Row % |
| 1997 | 4,464 | 33.1% | 9,030 | 66.9% | 13,494 | 100.0% |
| 1998 | 4,707 | 35.0% | 8,726 | 65.0% | 13,433 | 100.0% |
| 1999 | 5,034 | 35.1% | 9,316 | 64.9% | 14,350 | 100.0% |
| 2000 | 5,302 | 41.0% | 7,626 | 59.0% | 12,928 | 100.0% |
| 2001 | 5,485 | 42.6% | 7,392 | 57.4% | 12,877 | 100.0% |
| 2002 | 5,752 | 42.1% | 7,920 | 57.9% | 13,672 | 100.0% |
| 2003 | 7,051 | 55.1% | 5,735 | 44.9% | 12,786 | 100.0% |

Source: MICIS

**BF Table 2.2: Dropout Rates - Students with Disabilities
1997-2003**

| | Dropout | | Other Exit Reasons | | Total | |
|------|---------|-------|--------------------------|-------|--------|--------|
| Year | Count | Row % | Count | Row % | Count | Row % |
| 1997 | 8,046 | 59.6% | 5,448 | 40.4% | 13,494 | 100.0% |
| 1998 | 7,829 | 58.3% | 5,604 | 41.7% | 13,433 | 100.0% |
| 1999 | 8,274 | 57.7% | 6,076 | 42.3% | 14,350 | 100.0% |
| 2000 | 6,723 | 52.0% | 6,205 | 48.0% | 12,928 | 100.0% |
| 2001 | 6,200 | 48.1% | 6,677 | 51.9% | 12,877 | 100.0% |
| 2002 | 6,575 | 48.1% | 7,097 | 51.9% | 13,672 | 100.0% |
| 2003 | 4,577 | 35.8% | 8,209 | 64.2% | 12,786 | 100.0% |

Source: MICIS

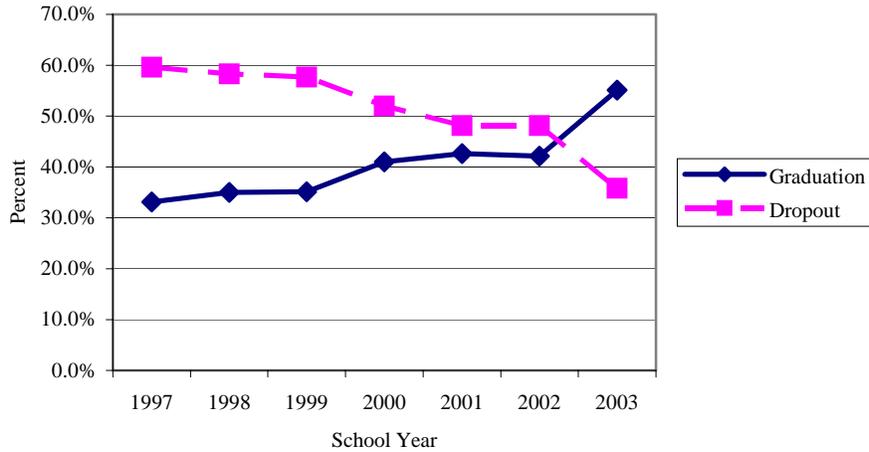
Locally elected school boards set graduation requirements in Michigan, and these requirements vary widely. The State of Michigan does not grant diplomas (with the exception of the Michigan School for the Deaf), nor does it grant various certificates of attainment that are alternatives to a regular diploma (e.g., certificate of completion). Michigan also does not recognize a GED as equivalent to a regular diploma (i.e., attainment of a GED does not terminate a student's right to FAPE for the purposes of pursuing a regular diploma); however GEDs are accepted for college admission.

State education statutes and regulations do assign local boards of education the authority and responsibility to determine curriculum that is reasonably aligned with a broadly based state curriculum framework (i.e., there is no single detailed and mandated state curriculum for students in general or special education) and to grant diplomas strictly according to locally determined standards. The MDE, OSE/EIS is uncertain what impact this has on the graduation rates for students with disabilities.

In 2002-2003 the dropout rate for students with disabilities was unacceptably high (48.1%). The accuracy of these data was questioned by Intermediate School Districts (ISDs), which are the entities responsible to the MDE, OSE/EIS for the collection of the data. The MDE, OSE/EIS set 2003-2004 as a data verification year for all exit data. To this end MDE, OSE/EIS published and distributed ISD data portraits providing exit counts and graduation and dropout rates for their educational units. As can be seen, this data verification and data feedback had a significant impact on changing Michigan's graduation and dropout rates for special-education students.

The Continuous Improvement & Monitoring System Steering Committee set LEA/PSA dropout rates as the Part B focused monitoring priority for 2004-2005. The MDE, OSE/EIS provided ISD and LEA data portraits of special education exit counts and graduation and dropout rates to all educational units within Michigan.

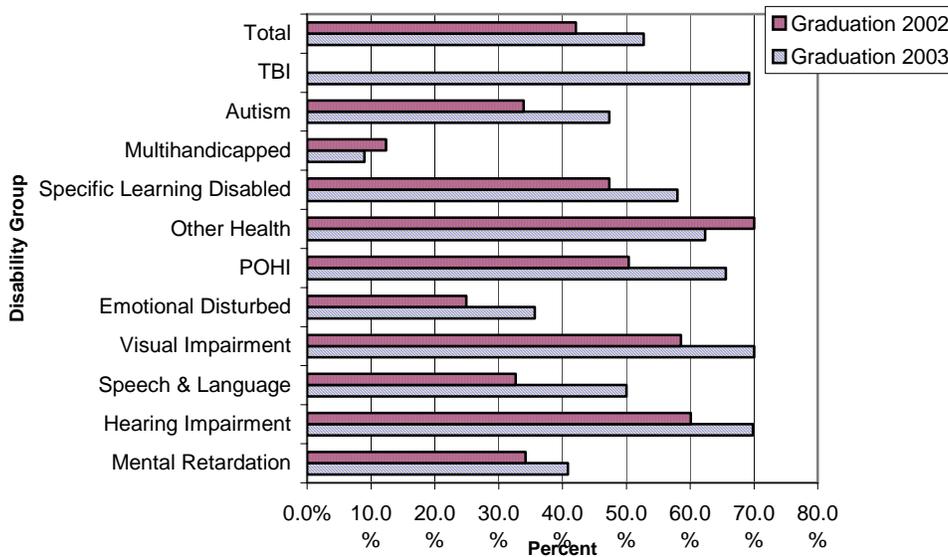
BF Chart 2.2 Special Education and Dropout Rates



Source: MICIS

Additional analysis examined the graduation rate for each disability category in Michigan for the 2002 and 2003 school years. These results are presented in Chart 2.3. The analysis indicates that the graduation rate increased for all disability categories except for Multiple Impairment and Other Health Impaired. Michigan has made a concerted effort to increase the accuracy of data reporting.

BF Chart 2.3: Graduation by Disability Category

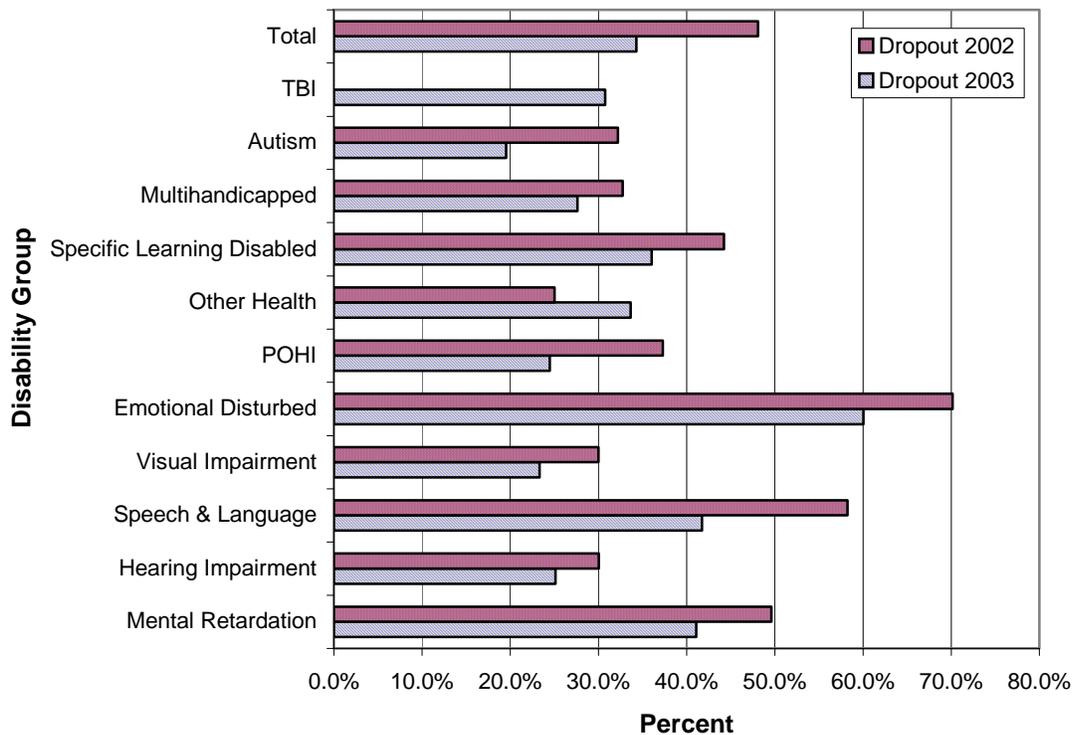


Source: MICIS

The dropout rate for disability groups for the 2002 and 2003 school years was also examined. The analysis indicates that the dropout rates decreased for all

disabilities except for Other Health Impaired. Other Health Impaired and Traumatic Brain Injury were new disability categories in Michigan. Michigan has made a concerted effort to increase the accuracy of data reporting. These results are presented below in Chart 2.4.

BF Chart 2.4: Dropout Rate by Disability Category



Source: MICIS

2003-2004 Target:

- A. Graduation rates for students with disabilities reach 80%, the minimum standard for graduation set by Michigan’s Education Yes!
- B. Drop out rates for students with disabilities are below 20%.

Explanation of Progress/Slippage:

Graduation rates for students with disabilities are increasing; drop out rates are decreasing. For the first time in Michigan, the data demonstrate that more students with disabilities graduate from high school than drop out. The targets are still not met. Data verification improvements are underway, resulting in improved reporting for this year (more accurate reporting). Data portraits are available for

all ISDs and LEAs in Michigan. The MDE's Continuous Improvement and Monitoring System piloted focused monitoring based on LEA drop out data, which provided additional emphasis and attention to drop out and graduation rates for student's with disabilities.

BF 2.1 Projected Target:

- A. Graduation rates for students with disabilities reach 80%, the minimum standard for graduation set by Michigan's Education Yes!
- B. Drop out rates for students with disabilities are below 20%.

BF 2.1 Future Activities to Achieve Projected Target/Results:

- 1) Continue to use drop out rates as a criterion for identification of LEAs for focused monitoring.
- 2) On site data verification procedures for LEA and ISD exit data will be developed and implemented.
- 3) Continue TA relationship with National Drop Out Prevention Center.
- 4) Develop and disseminate ISD data reports on graduation and drop out by disability and ethnicity.

BF 2.1 Projected Timeline and Resource:

Timeline: July 2004 – June 2005.

Resources: CIMS team and OSE/EIS data team.

Cluster Area IV
Free Appropriate Public Education in the Least Restrictive Environment

Question:

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probe:

BF3 Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?

State Goal:

Students with disabilities reach challenging educational standards.

Performance Indicator:

Suspension and expulsion rates for children with disabilities are comparable to, or below, the rates for nondisabled children within local educational agencies.

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Baseline/Trend Data:**BF Table 3.1: Disciplinary Actions for Disabled Students
2002-2003 and 2003-2004**

| | 2002 | 2003 | % Change |
|-----------------------------|-------|-------|-------------|
| Hearing Officer | 151 | 129 | -17.1% |
| Weapons | 49 | 79 | 38.0% |
| Drugs | 41 | 141 | 70.9% |
| Out of School Suspension | 340 | 348 | 2.3% |
| Multiple Suspensions | 1,864 | 2,991 | 37.7% |
| Total | 2,445 | 3,688 | 33.7% |

Source: CEPI

Suspensions

Michigan is unable to compare suspension data for students with disabilities to the non-disabled population, as there is no statutory requirement to report non-disabled student suspensions. The MDE, OSE/EIS and the CEPI have developed an approach for the collection of suspension data. The 2002 year's suspension data by ISD serves as the initial baseline. As can be seen in BF Table 3.1 there has been an overall increase in disciplinary actions resulting in disabled students being removed from their educational setting. This increase is most likely attributable to an increase in data reporting and data accuracy.

**BF Table 3.2: Expulsions for Students With and Without Disabilities
2002-2003**

| Intermediate District | SpEdExpell | GenEdExpell | %SpEdExpell | %GenEdExpell | Ratio |
|------------------------------|-------------------|--------------------|--------------------|---------------------|--------------|
| 3 Allegan ISD | 3 | 8 | 0.13% | 0.05% | 2.49 |
| 4 A-M-A ESD | 15 | 21 | 1.52% | 0.30% | 5.09 |
| 8 Barry ISD | | 22 | 0.00% | 0.41% | 0.00 |
| 9 Bay-Arenac ISD | 9 | 45 | 0.32% | 0.24% | 1.34 |
| 11 Berrien ISD | 7 | 28 | 0.15% | 0.11% | 1.40 |
| 12 Branch ISD | | 30 | 0.00% | 0.43% | 0.00 |
| 13 Calhoun ISD | 5 | 24 | 0.12% | 0.09% | 1.28 |
| 14 Lewis Cass ISD | | 9 | 0.00% | 0.13% | 0.00 |
| 15 Charlevoix-Emmet ISD | 1 | | 0.07% | 0.00% | 0.00 |
| 16 C-O-P ISD | 3 | 5 | 0.24% | 0.05% | 4.79 |
| 17 Eastern U P ISD | 1 | 4 | 0.08% | 0.05% | 1.67 |
| 18 Clare-Gladwin ISD | | 5 | 0.00% | 0.06% | 0.00 |
| 19 Clinton County RESA | | 4 | 0.00% | 0.04% | 0.00 |
| 21 Delta-Schoolcraft ISD | | 5 | 0.00% | 0.07% | 0.00 |
| 22 Dickinson-Iron ISD | 2 | 1 | 0.20% | 0.02% | 12.62 |
| 23 Eaton ISD | | 1 | 0.00% | 0.01% | 0.00 |
| 25 Genesee ISD | 18 | 104 | 0.17% | 0.13% | 1.31 |
| 27 Gogebic-Ontonagon ISD | | | 0.00% | 0.00% | 0.00 |
| 28 Traverse Bay Area ISD | 5 | 29 | 0.12% | 0.12% | 1.03 |
| 29 Gratiot-Isabella RESD | 1 | 6 | 0.04% | 0.04% | 1.04 |
| 30 Hillsdale ISD | | 4 | 0.00% | 0.06% | 0.00 |
| 31 Copper Country ISD | | 3 | 0.00% | 0.04% | 0.00 |
| 32 Huron ISD | 1 | 2 | 0.11% | 0.04% | 3.05 |
| 33 Ingham ISD | 15 | 41 | 0.19% | 0.09% | 2.06 |
| 34 Ionia ISD | 2 | 2 | 0.08% | 0.02% | 4.64 |
| 35 Iosco ISD | 2 | 5 | 0.21% | 0.10% | 2.14 |
| 38 Jackson ISD | 3 | 28 | 0.07% | 0.11% | 0.63 |
| 39 Kalamazoo Valley ISD | 1 | 19 | 0.02% | 0.06% | 0.36 |
| 41 Kent County ISD | 24 | 112 | 0.14% | 0.10% | 1.40 |
| 44 Lapeer ISD | | 15 | 0.00% | 0.10% | 0.00 |
| 46 Lenawee ISD | | 8 | 0.00% | 0.05% | 0.00 |
| 47 Livingston ESA | | 4 | 0.00% | 0.01% | 0.00 |
| 50 Macomb ISD | 1 | 68 | 0.01% | 0.05% | 0.09 |
| 51 Manistee ISD | | 1 | 0.00% | 0.02% | 0.00 |
| 52 Marquette-Alger ISD | 3 | 2 | 0.17% | 0.02% | 8.21 |
| 53 Mason-Lake ISD | | 2 | 0.00% | 0.04% | 0.00 |
| 54 Mecosta-Osceola ISD | 1 | 21 | 0.06% | 0.21% | 0.27 |
| 55 Menominee ISD | | 4 | 0.00% | 0.11% | 0.00 |
| 56 Midland County ISD | 1 | 10 | 0.04% | 0.07% | 0.56 |
| 58 Monroe ISD | 10 | 20 | 0.18% | 0.09% | 2.05 |
| 59 Montcalm Area ISD | | 36 | 0.00% | 0.29% | 0.00 |
| 61 Muskegon Area ISD | 4 | 8 | 0.07% | 0.03% | 2.75 |
| 62 Newaygo ISD | 1 | 1 | 0.05% | 0.01% | 5.24 |
| 63 Oakland ISD | 14 | 87 | 0.05% | 0.05% | 1.16 |

Michigan Part B – FAPE, Probe 3

| Intermediate District | SpEdExpell | GenEdExpell | %SpEdExpell | %GenEdExpell | Ratio |
|------------------------------|-------------------|--------------------|--------------------|---------------------|--------------|
| 64 Oceana ISD | | | 0.00% | 0.00% | 0.00 |
| 70 Ottawa ISD | | 10 | 0.00% | 0.02% | 0.00 |
| 72 C-O-O-R | | 10 | 0.00% | 0.10% | 0.00 |
| 73 Saginaw ISD | 76 | 186 | 1.13% | 0.50% | 2.24 |
| 74 St. Clair ISD | 8 | 53 | 0.20% | 0.20% | 0.99 |
| 75 St. Joseph ISD | 2 | 13 | 0.12% | 0.12% | 1.07 |
| 76 Sanilac ISD | 2 | 15 | 0.20% | 0.18% | 1.11 |
| 78 Shiawassee RESD | 7 | 7 | 0.34% | 0.05% | 6.84 |
| 79 Tuscola ISD | 3 | 13 | 0.15% | 0.12% | 1.21 |
| 80 Van Buren ISD | 5 | 49 | 0.21% | 0.28% | 0.74 |
| 81 Washtenaw ISD | | 11 | 0.00% | 0.02% | 0.00 |
| 82 Wayne County RESA | 25 | 206 | 0.05% | 0.06% | 0.87 |
| 83 Wexford-Missaukee ISD | | 15 | 0.00% | 0.16% | 0.00 |
| Total | 281 | 1442 | 0.11% | 0.09% | 1.28 |

Source: CEPI

Expulsions

Michigan does have a legislative mandate to collect data on students who have been expelled from school. The Single Record Student Database allows for the disaggregation of disabled and non-disabled students who have been expelled from school. BF Table 3.2 provides the number of disabled and non-disabled students expelled in 2002-2003. Table 3.3 provides the number of disabled and non-disabled students expelled in 2003-2004.

**Table 3.3: Expulsions for Students With and Without Disabilities
2003-2004**

| Intermediate District | SpEd Expell | GenEd Expell | % SPed Expell | % GenEd Expell | Risk Ratio |
|------------------------------|--------------------|---------------------|----------------------|-----------------------|-------------------|
| 3 Allegan ISD | 2 | 21 | 0.09% | 0.14% | 0.63 |
| 4 A-M-A ESD | 1 | 21 | 0.11% | 0.32% | 0.33 |
| 8 Barry ISD | 1 | 4 | 0.18% | 0.08% | 2.32 |
| 9 Bay-Arenac ISD | 4 | 23 | 0.15% | 0.13% | 1.17 |
| 11 Berrien ISD | 5 | 76 | 0.11% | 0.31% | 0.37 |
| 12 Branch ISD | 2 | 41 | 0.15% | 0.63% | 0.23 |
| 13 Calhoun ISD | 18 | 72 | 0.44% | 0.29% | 1.52 |
| 14 Lewis Cass ISD | 6 | 6 | 0.54% | 0.09% | 5.73 |
| 15 Charlevoix-Emmet ISD | 2 | 2 | 0.14% | 0.02% | 7.02 |
| 16 C-O-P ISD | | 4 | 0.09% | 0.04% | 2.06 |
| 17 Eastern U P ISD | 2 | 9 | 0.18% | 0.12% | 1.53 |
| 18 Clare-Gladwin ISD | 4 | 2 | 0.29% | 0.03% | 11.36 |
| 19 Clinton County RESA | | 2 | 0.00% | 0.02% | 0.00 |
| 21 Delta-Schoolcraft ISD | | | 0.00% | 0.00% | 0.00 |
| 22 Dickinson-Iron ISD | | 6 | 0.00% | 0.10% | 0.00 |
| 23 Eaton ISD | | 7 | 0.00% | 0.06% | 0.00 |
| 25 Genesee ISD | 25 | 141 | 0.24% | 0.18% | 1.30 |
| 27 Gogebic-Ontonagon ISD | | | 0.00% | 0.00% | 0.00 |
| 28 Traverse Bay Area ISD | 13 | 43 | 0.33% | 0.18% | 1.80 |
| 29 Gratiot-Isabella RESD | 3 | 19 | 0.14% | 0.14% | 0.98 |
| 30 Hillsdale ISD | 2 | 7 | 0.17% | 0.10% | 1.65 |
| 31 Copper Country ISD | | | 0.00% | 0.00% | 0.00 |
| 32 Huron ISD | | 1 | 0.00% | 0.02% | 0.00 |
| 33 Ingham ISD | 14 | 59 | 0.19% | 0.14% | 1.34 |
| 34 Ionia ISD | 2 | 8 | 0.09% | 0.08% | 1.12 |
| 35 Iosco ISD | 5 | 17 | 0.55% | 0.36% | 1.52 |
| 38 Jackson ISD | 10 | 50 | 0.24% | 0.21% | 1.15 |
| 39 Kalamazoo Valley ISD | 5 | 29 | 0.11% | 0.09% | 1.22 |
| 41 Kent County ISD | 30 | 149 | 0.18% | 0.14% | 1.26 |
| 44 Lapeer ISD | 4 | 23 | 0.19% | 0.16% | 1.20 |
| 46 Lenawee ISD | | 10 | 0.00% | 0.06% | 0.00 |
| 47 Livingston ESA | 1 | 12 | 0.03% | 0.05% | 0.58 |
| 50 Macomb ISD | 7 | 56 | 0.04% | 0.05% | 0.81 |
| 51 Manistee ISD | | 4 | 0.00% | 0.11% | 0.00 |
| 52 Marquette-Alger ISD | 1 | 5 | 0.06% | 0.05% | 1.08 |
| 53 Mason-Lake ISD | 1 | 1 | 0.10% | 0.02% | 5.59 |
| 54 Mecosta-Osceola ISD | | 14 | 0.00% | 0.15% | 0.00 |
| 55 Menominee ISD | | 6 | 0.00% | 0.17% | 0.00 |
| 56 Midland County ISD | 2 | 3 | 0.08% | 0.02% | 3.66 |

| Intermediate District | SpEd Expell | GenEd Expell | % SPED Expell | % GenEd Expell | Risk Ratio |
|------------------------------|--------------------|---------------------|----------------------|-----------------------|-------------------|
| 58 Monroe ISD | 5 | 61 | 0.09% | 0.27% | 0.34 |
| 59 Montcalm Area ISD | 3 | 32 | 0.13% | 0.27% | 0.48 |
| 61 Muskegon Area ISD | 2 | 3 | 0.04% | 0.01% | 3.54 |
| 62 Newaygo ISD | | 12 | 0.00% | 0.14% | 0.00 |
| 63 Oakland ISD | 15 | 73 | 0.06% | 0.04% | 1.48 |
| 64 Oceana ISD | 3 | | 0.52% | 0.00% | 0.00 |
| 70 Ottawa ISD | 2 | 34 | 0.04% | 0.08% | 0.46 |
| 72 C-O-O-R | 6 | 16 | 0.40% | 0.18% | 2.23 |
| 73 Saginaw ISD | 10 | 57 | 0.16% | 0.17% | 0.94 |
| 74 St. Clair ISD | 4 | 64 | 0.10% | 0.25% | 0.40 |
| 75 St. Joseph ISD | 9 | 29 | 0.58% | 0.27% | 2.16 |
| 76 Sanilac ISD | 4 | 11 | 0.41% | 0.14% | 2.84 |
| 78 Shiawassee RESD | 3 | 9 | 0.15% | 0.07% | 2.16 |
| 79 Tuscola ISD | 1 | 11 | 0.05% | 0.11% | 0.48 |
| 80 Van Buren ISD | 3 | 9 | 0.15% | 0.06% | 2.58 |
| 81 Washtenaw ISD | 3 | 13 | 0.05% | 0.03% | 1.67 |
| 82 Wayne County RESA | 31 | 348 | 0.07% | 0.11% | 0.63 |
| 83 Wexford-Missaukee ISD | 2 | 30 | 0.16% | 0.34% | 0.47 |
| Total | 279 | 1765 | 0.12% | 0.11% | 1.03 |

Source: CEPI

BF Table 3.3 presents the counts of expulsions for disabled and non-disabled students. These counts were then expressed as a percent of the disabled and non-disabled populations in Michigan public schools. The expulsion rate for disabled students was divided by the expulsion rate for non-disabled students to yield a ratio. This ratio is similar to the risk ratio developed by Westat for the disproportionality analysis of the APR. Seven ISDs in 2002-2003 showed a discrepancy greater than 2.5.

The number of suspensions for students with disabilities increased from the 2002-2003 school year to 2003-2004 school year. Suspensions increased from 2,204 to 3,439. This represents an increase of 1,235. The MDE, OSE/EIS along with the CEPI made a concerted effort to enforce ISD and LEA submission of special education suspension data. It is felt that these figures may still represent an under reporting of the true incidence of suspension rates. Continued efforts will be made to enforce a full and accurate reporting of suspension data for students with disabilities.

Michigan is unable to compare suspension data for students with disabilities to the non-disabled population, as there is no statutory requirement to report non-disabled student suspensions. However, Michigan does collect expulsion data through the Single Record Student Database. Expulsion data is able to be disaggregated for disabled and non-disabled students. Tables 3.2 and 3.3 present this expulsion data. For the 2002-2003 and 2003-2004 school years a discrepancy ratio was computed comparing disabled to nondisabled students.

The expulsion rate for disabled students was divided by expulsion rate for non-disabled students to yield a ratio. This ratio is similar to the risk ratio developed by Westat for the disproportionality analysis of the APR. Overall, Michigan did not show a discrepancy between disabled and nondisabled students for rates of expulsion. Some ISDs did show a discrepancy in expulsion rates. In each reporting period some ISDs showed a discrepancy larger than 2.5. Several ISDs showed both a discrepancy and a high number of expulsions for students with disabilities. There was no consistency in discrepancy between the 2002-2003 and 2003-2004 school years.

2003-2004 BF3 Target:

A consistent data collection method for the suspension data will be initiated.

Explanation of Progress/Slippage:

The CEPI has assumed the responsibility for these data collections. Baseline data utilizing this data collection methodology are reported in this APR. A memo from the MDE, OSE/EIS and copy of each individual ISD's suspension and expulsion data were sent to ISD Special Education Directors in an effort to improve next year's data collection.

BF 3.1 Projected Target:

Suspension and expulsion rates for students with disabilities will continue to improve. (Specific target will be set when trend data are available).

BF 3.1 Future Activities to Achieve Projected Targets /Results:

- 1) Develop and disseminate reports for ISDs and LEAs, including peer group rankings.
- 2) Link reporting of suspension and expulsion data to Special Education Self-Review (Part of the MDE CIMS model).
- 3) Develop data verification procedures.
- 4) Provide TA to ISDs regarding the collection and reporting of these data.

BF 3.1 Projected Timeline and Resource:

Timeline: December 2005.

Resource: OSE/EIS data team.

Cluster Area IV: FAPE in the LRE

Question:

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probe:

BF 4 Do performance results for children with disabilities on State and District-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their non-disabled peers?

State Goal:

Students with disabilities reach challenging educational standards.

Performance Indicator:

BF 4 The performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

For more information regarding this section, please contact:

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BACKGROUND INFORMATION

The Michigan Educational Assessment System (MEAS) was adopted by the Michigan State Board of Education in November 2001. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), MI-Access, and a component at the time of adoption called ELL-Access. MI-Access is the state's standardized assessment program designed specifically for students with disabilities. Based on an Individualized Education Program (IEP) Teams determination, the Mi-Access is administered when the MEAP is not appropriate for that student. The ELL-Access is now referred to as Michigan's English Language Proficiency Assessment (ELPA) and will be administered for the first time in the spring of 2006.

The following table indicates the grades the English Language Arts and Mathematics assessments were administered in 2003/2204.

| Content Area | Grade 4 | Grade 7 | Grade 8 | Grade 11 |
|--|----------------|----------------|----------------|-----------------|
| English language Arts (reading & writing) | X | X | | X |
| Mathematics | X | | X | X |

The MEAP is Michigan's general assessment program and has been in place for over thirty years. The MEAP returned to the Michigan Department of Education (MDE) December 2003 and joined the new Office of Educational Assessment and Accountability (OEAA). Previously, the MEAP was part of the Michigan Department of Treasury. The Department of Treasury reports MEAP high school results by graduation class, not just by grade 11 students, which is the official high school grade of the assessments. Graduation class reports were produced because the scores on the MEAP reading, writing, science and social studies assessments can be used to qualify students for the Michigan Merit Award (a \$2,500 scholarship that can be used for post secondary education). Students can take the grade 11 MEAP assessments in grade 10 for dual enrollment and can retest up to 4 times in order to meet the criteria to receive the Merit Award.

With the implementation of the federal No Child Left Behind legislation the MDE, OSE/EIS, OEAA is now required to produce a grade 11 report, which can include the scores of students taking the MEAP assessments in grade 10 that are part of the same graduating class. It did not include information related to use of accommodations (standard or nonstandard) or invalid scores. The United States Department of Education did not allow the MDE/OEAA to use the scores from retesting to be used when calculating Adequate Yearly Progress. Now that MEAP is back with the MDE the OEAA is planning to produce reports for grade 11, starting with the 2004/2005 reports, on use of assessment accommodations and invalid scores. This offers an explanation regarding incomplete data for the use of assessment accommodations or invalid scores.

The Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, is charged with maintaining an electronic database called the Single Record Student Database (SRSD) this database includes current enrollment and attendance data for every Michigan public school student. CEPI manages the assignment of a Unique Identification Code (UIC) for each student. Three times each school year, local school districts submit updated electronic information on students to CEPI. These data are used to confirm the continued enrollment of a student in a particular school and school district. In addition to this database, the MDE OEAA has a databases for MEAP results, MI-Access results, and NCLB AYP database.

Baseline/Trend Data:

Enrollment – Mathematics

BF Table 4.1: SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

| GRADE LEVEL | STUDENTS WITH IEPs (1) | ALL STUDENTS (2) |
|--------------------------------|------------------------|------------------|
| 4 | 18,461 (14.08%) | 131,130 |
| 8 | 19,092 (13.41%) | 142,366 |
| HIGH SCHOOL (Class of 2004) | 12,751 | 115,754* |

* Grade 11 enrollment

Source: Michigan’s Single Record Student Database (SRSD)

Enrollment – English Language Arts

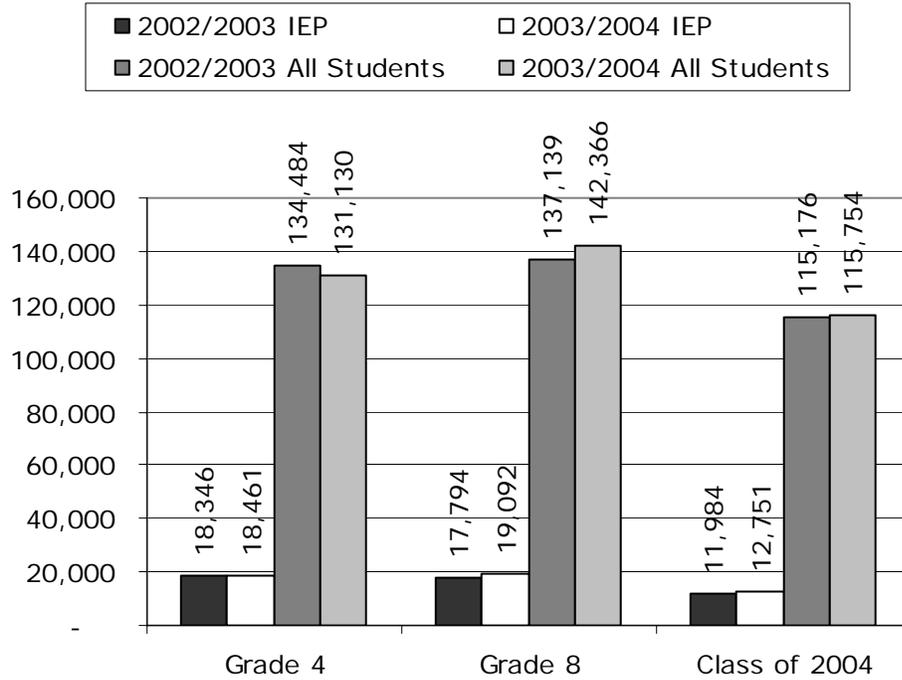
BF Table 4.2: SECTION A. ENROLLMENT DATA FOR THE ELA ASSESSMENT¹

| GRADE LEVEL | STUDENTS WITH IEPs (1) | ALL STUDENTS (2) |
|--------------------------------|------------------------|------------------|
| 4 | 18,461 (14.08%) | 131,130 |
| 7 | 19,561 (13.71%) | 142,718 |
| HIGH SCHOOL (Class of 2004) | 12,751 | 115,754* |

* Grade 11 enrollment

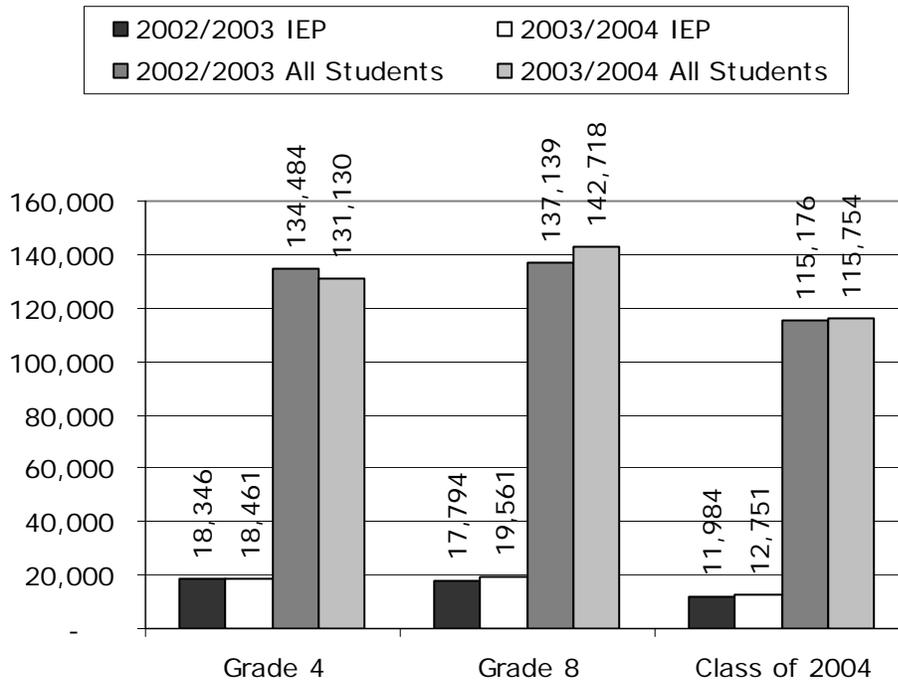
Source: Michigan’s Single Record Student Database (SRSD)

BF Chart 4.1: Enrollment – Mathematics



Source: Michigan’s Single Record Student Database (SRSD)

BF Chart 4.2: Enrollment – English Language Arts



Source: Michigan’s Single Record Student Database (SRSD)

BF Table 4.3: Participation 2003/2004 (IEP): MEAP Mathematics

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS | | | |
|-----------------------------|---|--|--|--|
| | TOTAL (3) | SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A) | SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C) |
| 4 | 11,492 | 4,652 (40.48%) | 43 (0.37%) | 0 (0.00%) |
| 8 | 12,790 | 5,094 (39.83%) | 44 (0.34%) | 0 (0.00%) |
| HIGH SCHOOL (Class of 2004) | 8,089 | Not Available | Not Available | Not Available |

Source: Michigan's AYP database and 2003/2004 MEAP reports

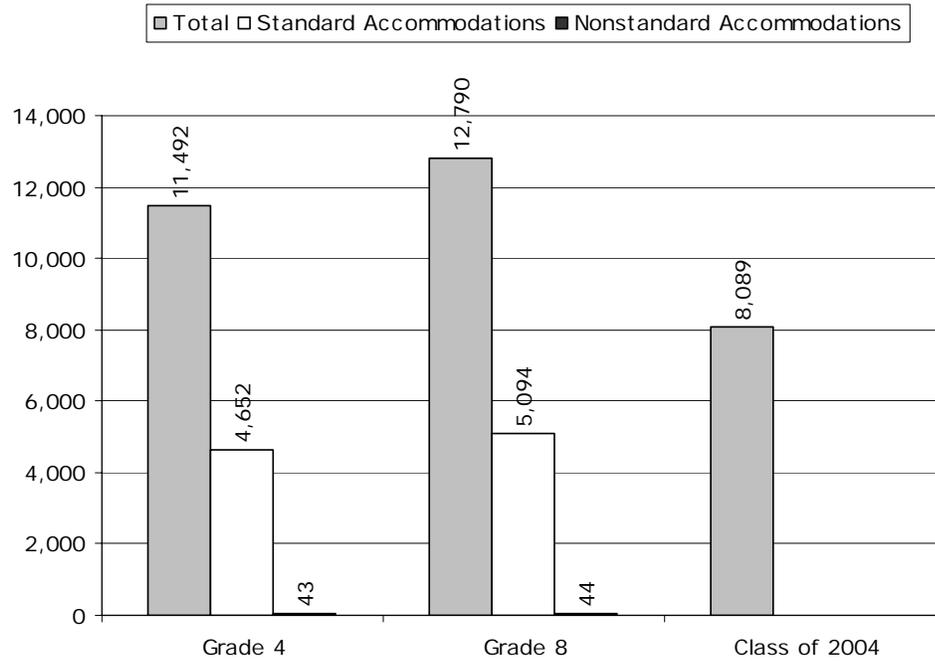
BF Table 4.4: Participation 2003/2004 (IEP): MEAP ELA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON ELA ASSESSMENT

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS | | | |
|-----------------------------|---|--|--|--|
| | TOTAL (3) | SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A) | SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C) |
| 4 | 10,773 | 2,459 (22.83%) | 154 (1.43%) | 0 (0.00%) |
| 7 | 12,469 | 2,491 (19.98%) | 98 (0.79%) | 0 (0.00%) |
| HIGH SCHOOL (Class of 2004) | 6,962 | Not Available | Not Available | Not Available |

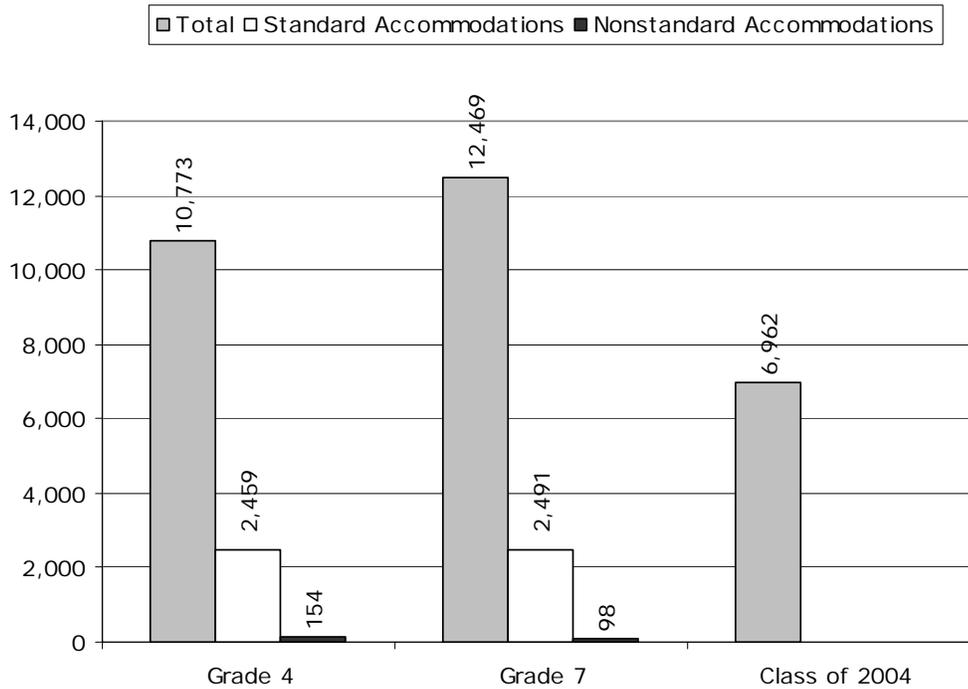
Source: Michigan's AYP database and 2003/2004 MEAP reports

BF Chart 4.3: Participation 2003/2004 (IEP): MEAP Mathematics



Source: Michigan's AYP database and 2003/2004 MEAP reports

BF Chart 4.4: Participation 2003/2004 (IEP): MEAP ELA



Source: Michigan's AYP database and 2003/2004 MEAP reports

BF Table 4.5: Mathematics – MI-Access, Michigan’s Alternate Assessment

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT | | | | |
|-----------------------------|--|--|--|--|--|
| | TOTAL (5) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B) | SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D) |
| 4 | 6,007 | 0 | 6,007 | 2,990 | 0 |
| 8 | 5,804 | 0 | 5,804 | 2,201 | 0 |
| HIGH SCHOOL (Class of 2004) | 4,100 | 0 | 4,100 | 1,382 | 0 |

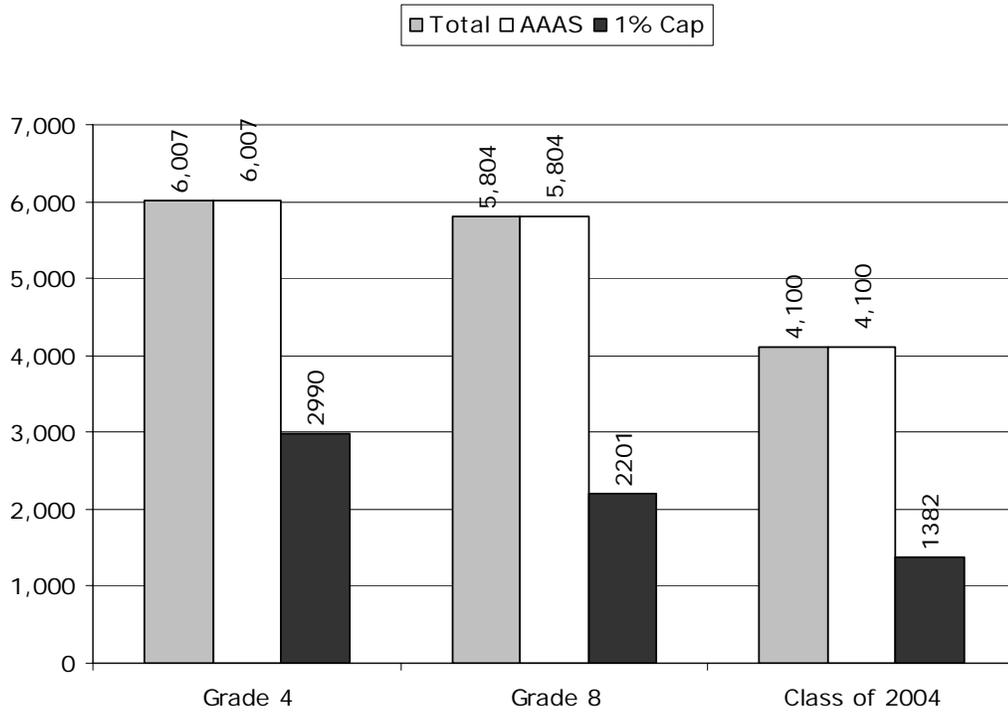
Source: MI-Access reports and Michigan’s AYP database

BF Table 4.5: ELA – MI-Access, Michigan’s Alternate Assessment

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT | | | | |
|-----------------------------|--|--|--|--|--|
| | TOTAL (5) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B) | SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D) |
| 4 | 6,719 | 0 | 6,719 | 4,111 | 0 |
| 7 | 6,184 | 0 | 6,184 | 3,404 | 0 |
| HIGH SCHOOL (Class of 2004) | 4,161 | 0 | 4,161 | 2,343 | 0 |

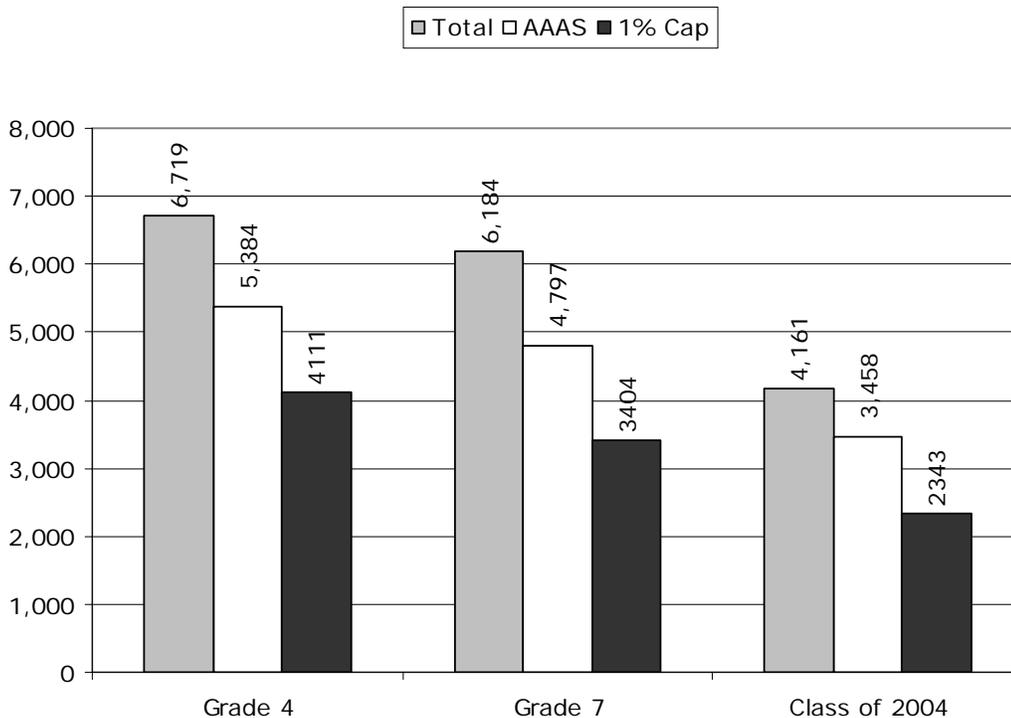
Source: MI-Access reports and Michigan’s AYP database

BF Chart 4. 5: Mathematics – MI-Access, Michigan’s Alternate Assessment



Source: Winter 2004 MI-Access reports and Michigan’s AYP database

BF Chart 4.6: ELA – MI-Access, Michigan’s Alternate Assessment



Source: Winter 2004 MI-Access reports and Michigan’s AYP database

Michigan's alternate assessments, known as MI-Access, are based on alternate academic achievement standards. The total number of students taking alternate assessment is equal to the number of students who were scored against alternate achievement standards. Currently, Michigan does not administer any alternate assessments that are based on the same grade level achievement standards as the general assessment (MEAP).

BF Table 4.6: Mathematics (IEP) – Absent/Not Assessed

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| GRADE LEVEL | STUDENTS WHO DID NOT TAKE ANY ASSESSMENT | | |
|--------------------------------|--|------------|--|
| | PARENTAL EXEMPTIONS (6) | ABSENT (7) | NOT ASSESSED FOR OTHER REASONS ⁵ (8) |
| 4 | NOT ALLOWED | 72 | MICHIGAN DOES NOT COLLECT OTHER REASONS THAN ABSENT/NOT TESTED |
| 8 | NOT ALLOWED | 173 | MICHIGAN DOES NOT COLLECT OTHER REASONS THAN ABSENT/NOT TESTED |
| HIGH SCHOOL (Class of 2004) | NOT ALLOWED | NA | MICHIGAN DOES NOT COLLECT OTHER REASONS THAN ABSENT/NOT TESTED |

Source: MEAP and MI-Access 2003/2004 reports

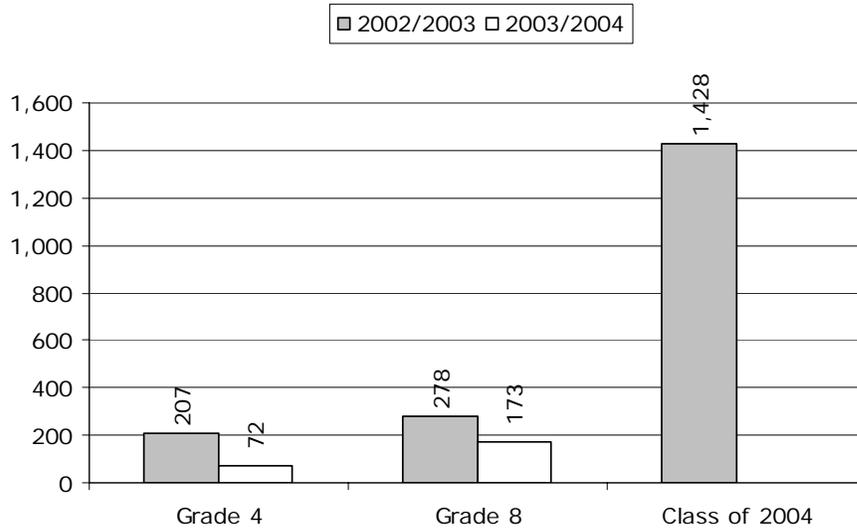
BF Table 4.7: ELA (IEP) – Absent/Not Assessed

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON ELA ASSESSMENT

| GRADE LEVEL | STUDENTS WHO DID NOT TAKE ANY ASSESSMENT | | |
|--------------------------------|--|---------------|--|
| | PARENTAL EXEMPTIONS (6) | ABSENT (7) | NOT ASSESSED FOR OTHER REASONS ⁵ (8) |
| 4 | NOT ALLOWED | 79 | MICHIGAN DOES NOT COLLECT OTHER REASONS THAN ABSENT/NOT TESTED |
| 7 | NOT ALLOWED | 169 | MICHIGAN DOES NOT COLLECT OTHER REASONS THAN ABSENT/NOT TESTED |
| HIGH SCHOOL (Class of 2004) | NOT ALLOWED | Not available | MICHIGAN DOES NOT COLLECT OTHER REASONS THAN ABSENT/NOT TESTED |

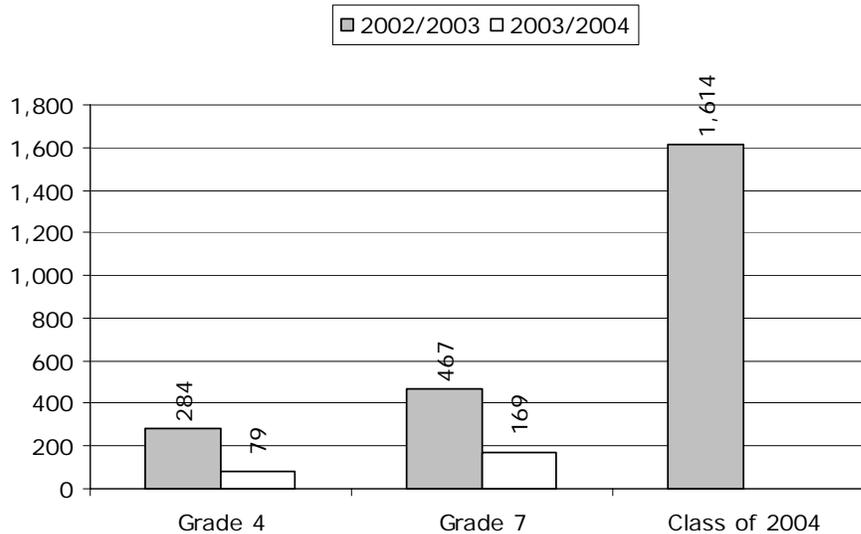
Source: MEAP and MI-Access 2003/2004 reports

BF Chart 4.7: Mathematics (IEP) – Absent/Not Assessed



Source: MEAP and MI-Access 2002/2003 and 2003/2004 reports

BF Chart 4.8: ELA (IEP) – Absent/Not Assessed



Source: MEAP and MI-Access 2002/2003 and 2003/2004 reports

Michigan’s State Board of Education’s policy is that all Michigan students will participate in the Michigan Educational Assessment System with the appropriate state assessment (MEAP, MI-Access or English Language Proficiency Assessment). Therefore, Michigan only collects information on “absent/not assessed.” It does not collect the reason why students were not assessed other than absent.

2003 - 2004 BF 4 Target:

The percentage of students with disabilities who "meet" and "exceed" standards on statewide assessment increases. 80% of students with disabilities participate in the MEAP or MEAP with accommodations.

Explanation of Progress/Slippage:

The MEAP currently reports 4 levels of achievement. Level 1 is "Exceeds Expectations," Level 2 is "Meets Expectations," Level 3 is "At Basic Level," and Level 4 is "Apprentice." In 2003/2004, students with disabilities increased the number of students in the top three levels and therefore have reduced the number of students at the "Apprentice" level.

BF Table 4.8: Mathematics (IEP) – Performance

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| GRADE LEVEL | TEST NAME | Exceeds | Meets | Basic | Apprentice | 9A ROW TOTAL ² |
|--------------------------------|-----------|------------------------|------------------------|------------------------|------------------------|---------------------------------|
| | | Achievement Level 1 | Achievement Level 2 | Achievement Level 3 | Achievement Level 4 | |
| 4 | MEAP | 1,607 | 4,400 | 4,261 | 1,181 | 11,449 |
| 8 | MEAP | 1,269 | 2,081 | 3,788 | 5,608 | 12,746 |
| HIGH SCHOOL (Class of 2004) | MEAP | 69 | 1,005 | 870 | 5,342 | 7,286 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT FOR NCLB AYP: 2

Source: Winter 2004 MEAP Reports

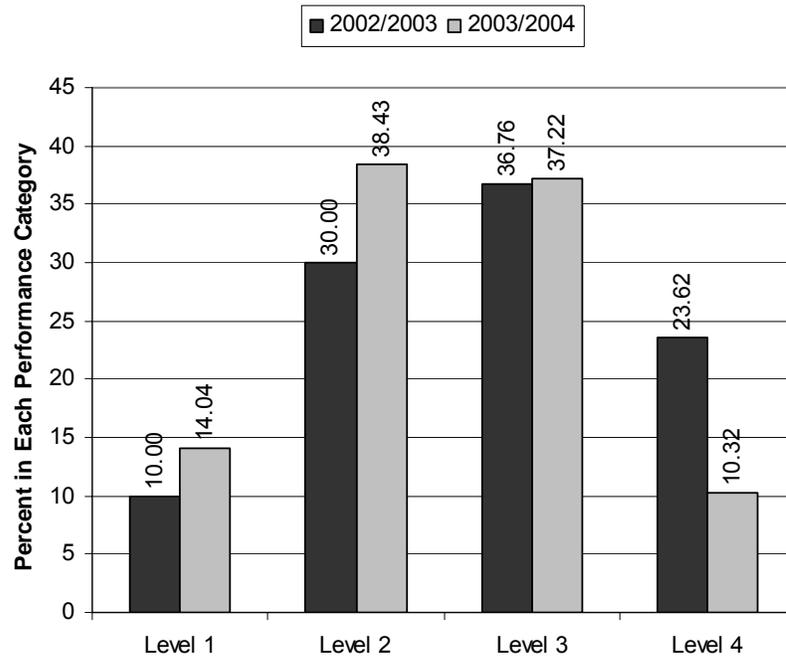
BF Table 4.9: ELA (IEP) – PerformanceSECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON ELA ASSESSMENT
(Percent in Each Performance Category)

| GRADE LEVEL | TEST NAME | Exceeds | Meets | Basic | Apprentice | 9A ROW TOTAL ² |
|--------------------------------|-----------|------------------------|------------------------|------------------------|------------------------|---------------------------------|
| | | Achievement Level 1 | Achievement Level 2 | Achievement Level 3 | Achievement Level 4 | |
| 4 | MEAP | 122 | 3,750 | 5,155 | 1,592 | 10,619 |
| 7 | MEAP | 119 | 2,201 | 3,994 | 6,057 | 12,371 |
| HIGH SCHOOL (Class of 2004) | MEAP | 75 | 1,262 | 2,971 | 2,654 | 6,962 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT FOR NCLB AYP: 2

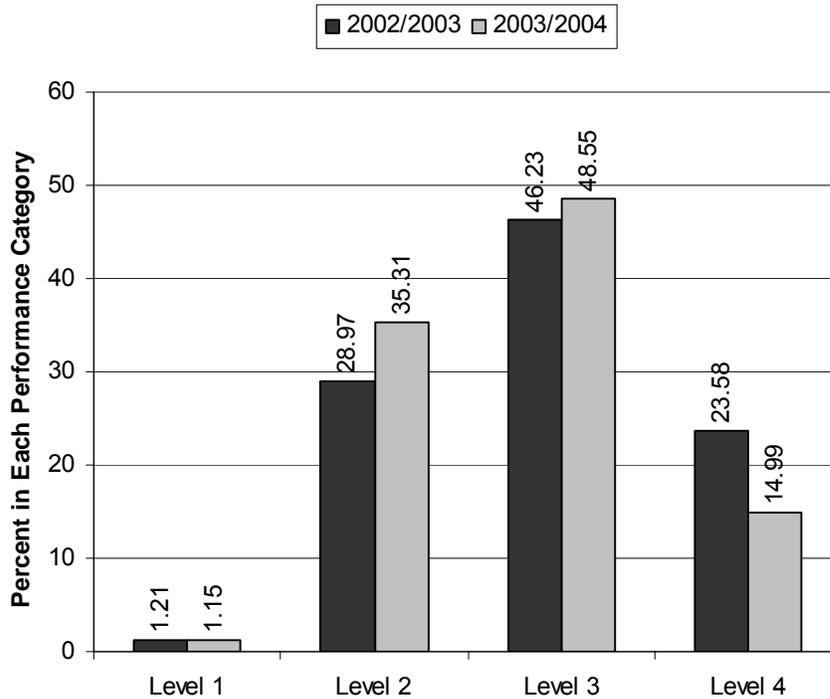
Source: Winter 2004 MEAP Reports

BF Chart 4.9: MEAP Mathematics (IEP): Grade 4 Results



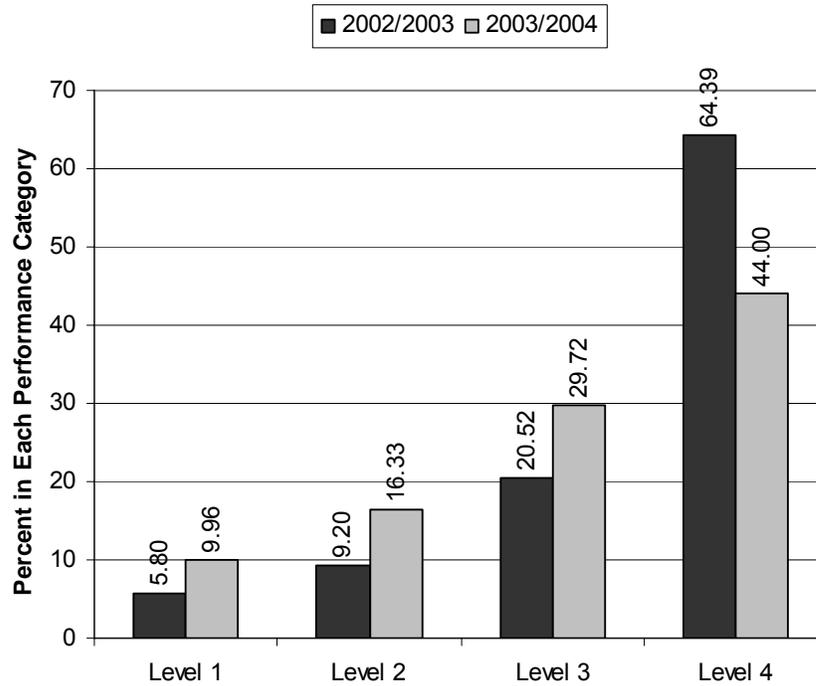
Source: Winter 2003 and Winter 2004 MEAP Reports

BF Chart 4.10: MEAP ELA (IEP): Grade 4 Results



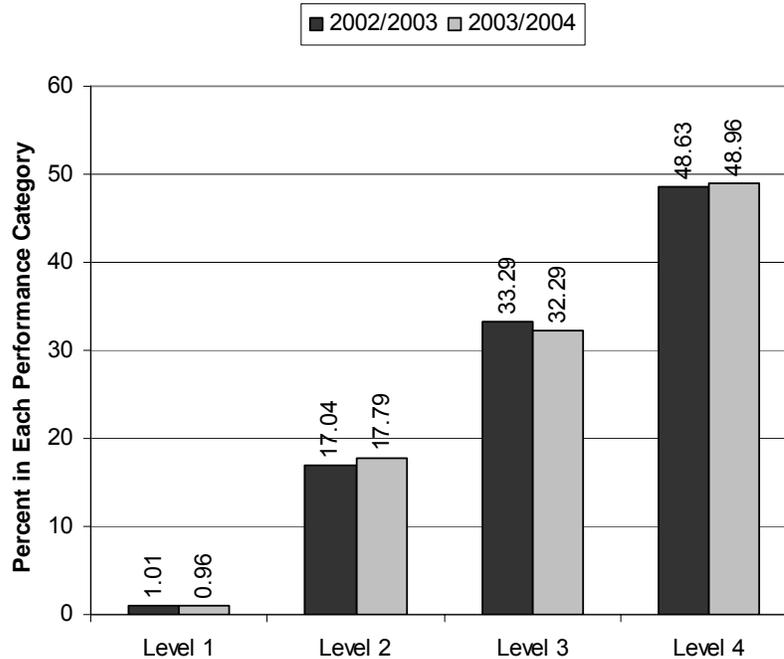
Source: Winter 2003 and Winter 2004 MEAP Reports

BF Chart 4.11: MEAP Mathematics (IEP): Grade 8 Results



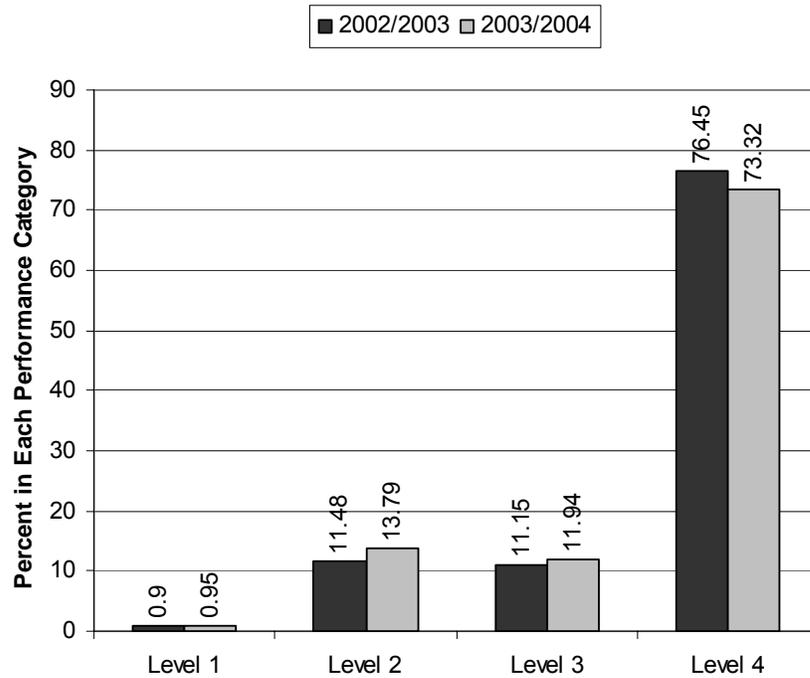
Source: Winter 2003 and Winter 2004 MEAP Reports

BF Chart 4.12: MEAP ELA (IEP): Grade 7 Results



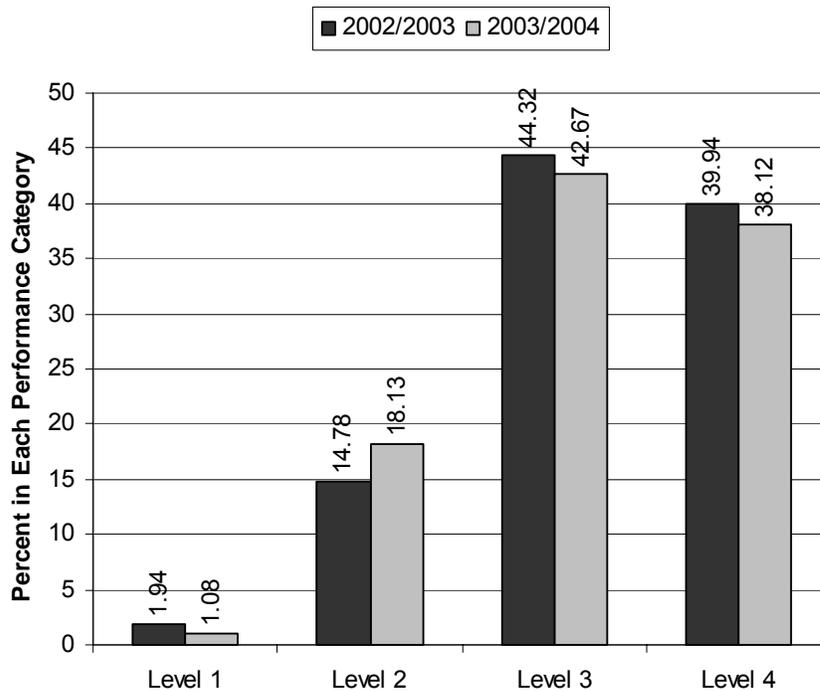
Source: Winter 2003 and Winter 2004 MEAP Reports

BF Chart 4.13: MEAP Mathematics (IEP): Class of 2004 Results



Source: Winter 2003 and Winter 2004 MEAP Reports

BF Chart 4.14: MEAP ELA (IEP): Class of 2004 Results



Source: Winter 2003 and Winter 2004 MEAP Reports

BF Table 4.10: MI-Access Mathematics: Results by Grade

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| GRADE LEVEL | TEST NAME | Surpassed | Attained | Emerging | 9C ROW TOTAL ⁴ |
|--------------------------------|-----------|----------------------|----------------------|----------------------|---------------------------------|
| | | Achievement Level | Achievement Level | Achievement Level | |
| 4 | MI-ACCESS | 1,960 | 2,303 | 1,744 | 6,007 |
| 8 | MI-ACCESS | 1,130 | 2,463 | 2,212 | 5,805 |
| HIGH SCHOOL (Class of 2004) | MI-ACCESS | 1,049 | 1,448 | 1,603 | 4,100 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT FOR NCLB AYP: Attained

Source: Winter 2004 MI-Access Reports

BF Table 4.11: MI-Access ELA: Results by Grade

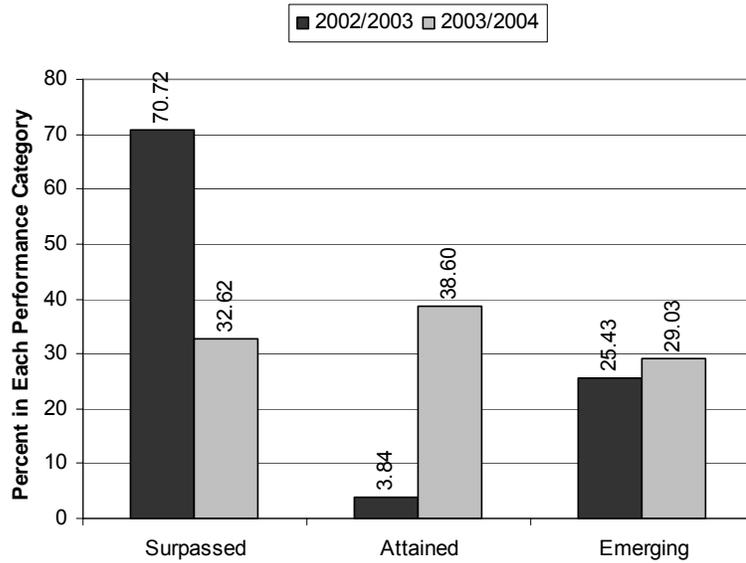
SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON ELA ASSESSMENT

| GRADE LEVEL | TEST NAME | Surpassed | Attained | Emerging | 9C ROW TOTAL ⁴ |
|--------------------------------|-----------|----------------------|----------------------|----------------------|---------------------------------|
| | | Achievement Level | Achievement Level | Achievement Level | |
| 4 | MI-ACCESS | 1,870 | 3,516 | 1,335 | 6,721 |
| 7 | MI-ACCESS | 2,182 | 2,615 | 1,387 | 6,184 |
| HIGH SCHOOL (Class of 2004) | MI-ACCESS | 2,068 | 1,390 | 703 | 4,161 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Attained

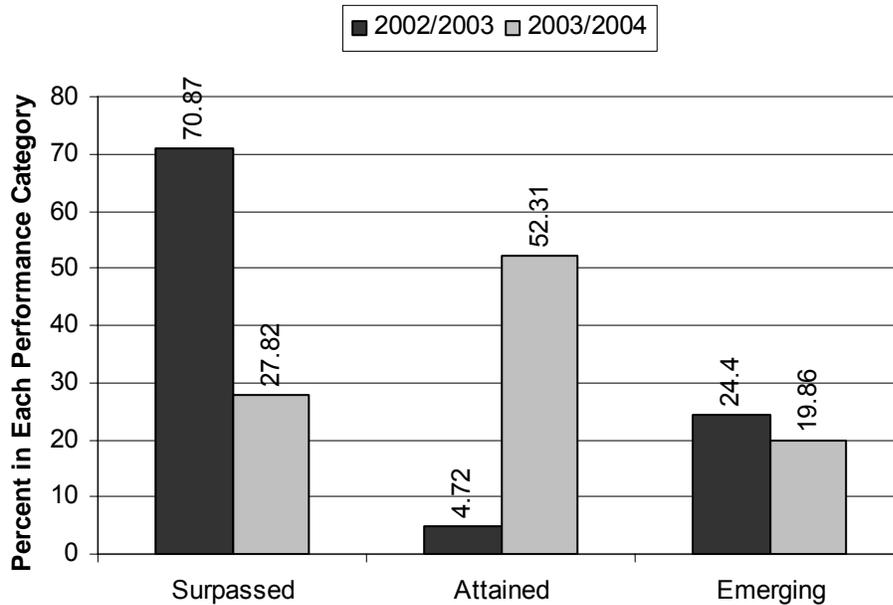
Source: Winter 2004 MI-Access Reports

BF Chart 4.15: MI-Access Mathematics: Grade 4 Results



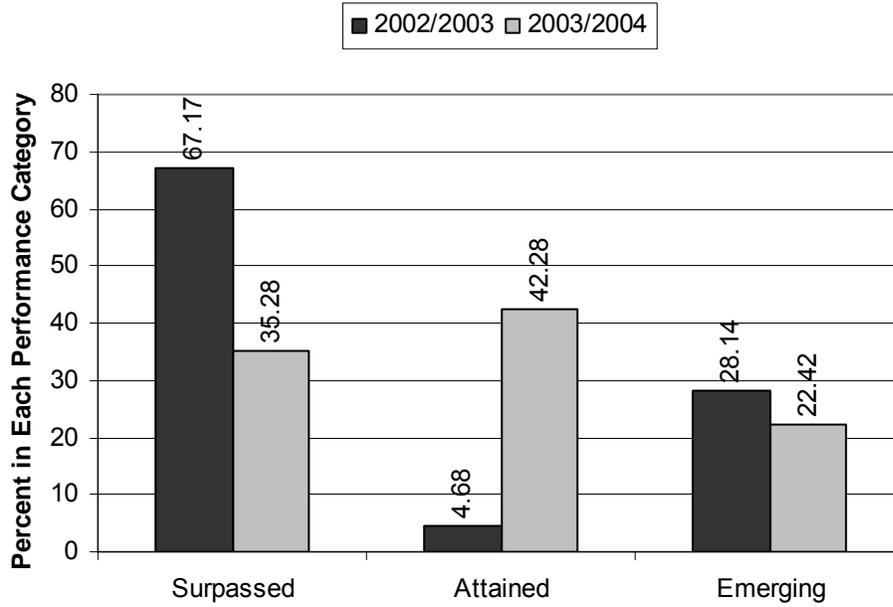
Source: Winter 2003 and Winter 2004 MI-Access Reports

BF Chart 4.16: MI-Access ELA: Grade 4 Results



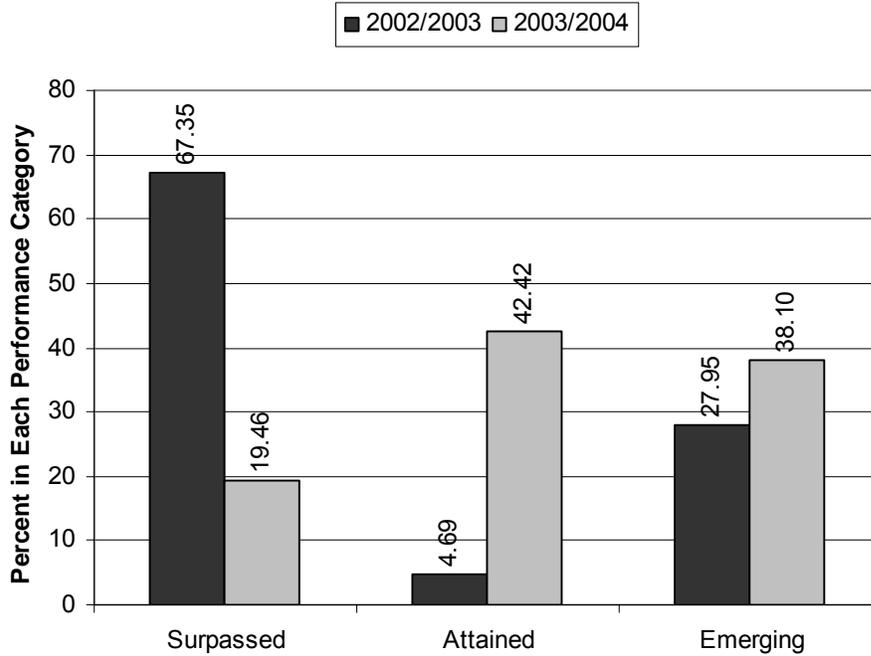
Source: Winter 2003 and Winter 2004 MI-Access Reports

BF Chart 4.17: MI-Access ELA: Grade 7 Results



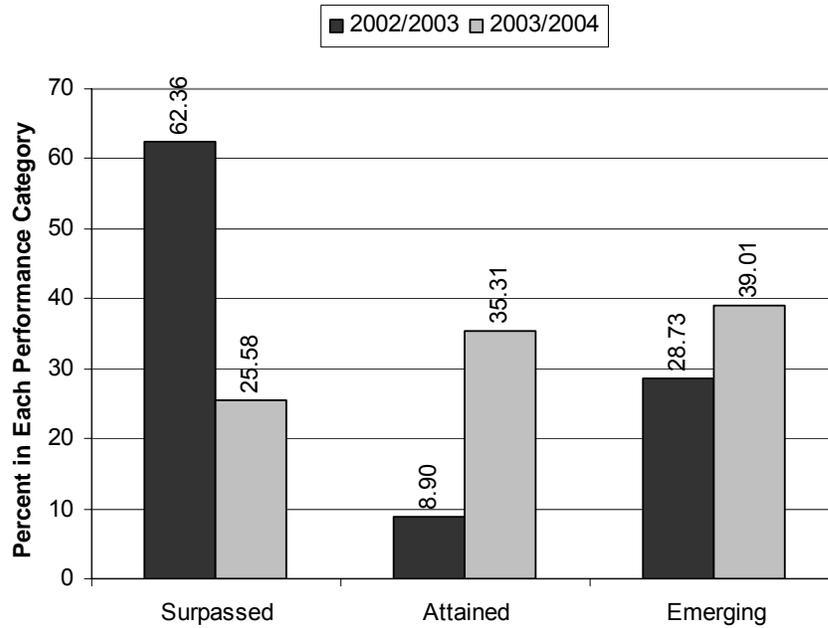
Source: Winter 2003 and Winter 2004 MI-Access Reports

BF Chart 4.18: MI-Access Mathematics: Grade 8 Results



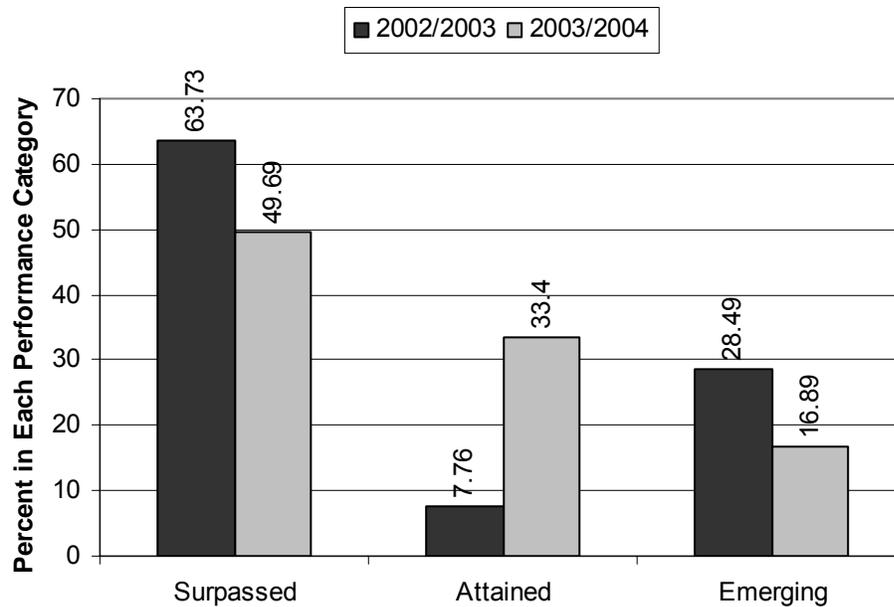
Source: Winter 2003 and Winter 2004 MI-Access Reports

BF Chart 4.19: MI-Access Mathematics: Class of 2004 Results



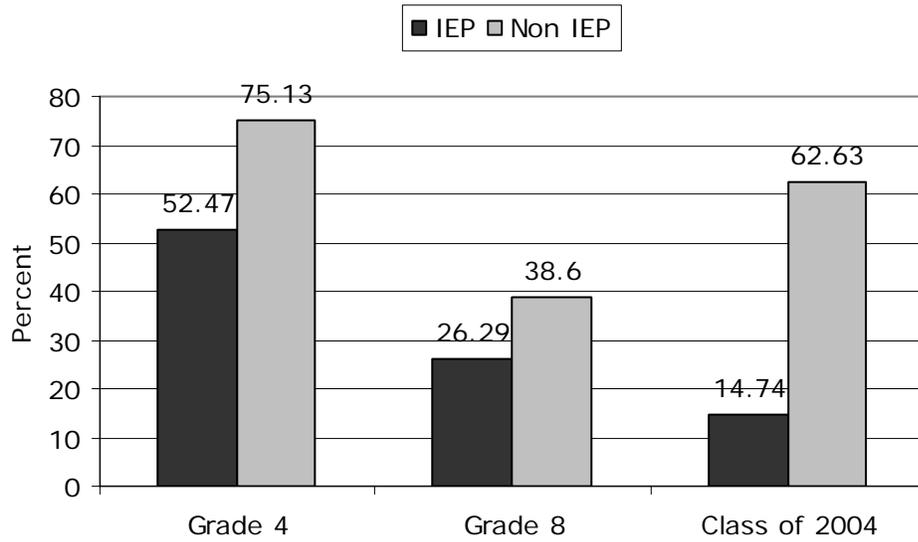
Source: Winter 2003 and Winter 2004 MI-Access Reports

BF Chart 4.20: MI-Access ELA: Class of 2004 Results



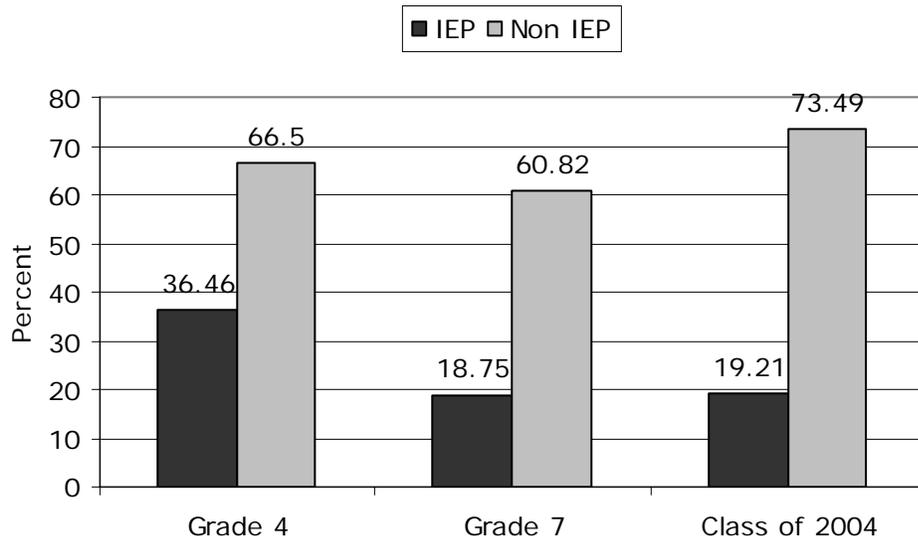
Source: Winter 2003 and Winter 2004 MI-Access Reports

BF Chart 4.21: 2003/2004 MEAP Mathematics: Percent Proficient (IEP and Non IEP)



Source: 2003/2004 MEAP Reports

BF Chart 4.22: 2003/2004 MEAP ELA: Percent Proficient (IEP and Non IEP)



Source: 2003/2004 MEAP Reports

BF Table 4.12: Mathematics Participation**SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT**

| | TOTAL FOR COLUMN 9A (PAGE 12) | TOTAL FOR COLUMN 9B (N/A) | TOTAL FOR COLUMN 9C (PAGE 16) | NO VALID SCORE (10) | TOTAL (11) |
|-----------------------------|-------------------------------|---------------------------|-------------------------------|---------------------|------------|
| GRADE LEVEL | | | | | |
| 4 | 11,449 | 0 | 6,007 | 115 | 17,781 |
| 8 | 12,746 | 0 | 5,805 | 217 | 18,768 |
| HIGH SCHOOL (Class of 2004) | 7,286 | 0 | 4,100 | NA | 11,386 |

BF Table 4.13: ELA Participation**SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON ELA ASSESSMENT**

| | TOTAL FOR COLUMN 9A (PAGE 12) | TOTAL FOR COLUMN 9B (N/A) | TOTAL FOR COLUMN 9C (PAGE 16) | NO VALID SCORE (10) | TOTAL (11) |
|-----------------------------|-------------------------------|---------------------------|-------------------------------|---------------------|------------|
| GRADE LEVEL | | | | | |
| 4 | 10,773 | 0 | 6,721 | 233 | 17,727 |
| 8 | 12,469 | 0 | 6,184 | 267 | 18,920 |
| HIGH SCHOOL (Class of 2004) | 6,962 | 0 | 4,161 | NA | 11,123 |

There is a discrepancy in the total number of students in column 11 for BF Table 4.12 and BF Table 4.13 and the numbers represented in BF Table 4.1. Student assessments and official count days do not occur on the same day thus resulting in data discrepancies. This issue will be further explored to determine how to effectively address any future discrepancy counts.

The MDE, OSE/EIS funds the Assessment for Students with Disabilities Program (ASWDP) within the Office of Educational Assessment and Accountability (OEAA). The percentage of students with disabilities meeting and exceeding standards (MEAP) and surpassing and attaining standards (MI-Access) on statewide assessment has increased across all grade levels for MEAP. However, the trends on MI-Access are difficult to interpret since two of the MI-Access assessments (Participation and Supported Independence) have only been implemented since Winter 2002.

The data collected in 2002/2003 for students for whom the MEAP or the current two MI-Access assessments were not appropriate, was self reported by the districts. Michigan allowed the IEP Team to determine how the student was to be assessed while it was developing its MI-Access Functional Independence assessments in the content areas of English language arts and mathematics. The NCLB Adequate Yearly Progress calculation requirement proved challenging in determining proficiency criteria. In order to provide consistent criteria for determining proficiency for students with significant impairment, the MDE selected the BRIGANCE™ reading and mathematics assessments. Michigan worked with Curriculum Associates and received permission to customize the BRIGANCE™ assessments to be used as an interim assessment until the MI-Access Functional Independence assessments were completed.

Alternate achievement standards were determined on these interim assessments and were used for the 2003/2004 calculations of adequate yearly progress. There was a drop in the number of students achieving "Surpassed" and "Attained" for MI-Access. MDE feels this discrepancy was due to the fact that in 2002/2003 the assessments for this group of special education students were self reported. The 2003/2004 Interim Phase 2 BRIGANCE assessment results were not self reported, but scanned and scored by the MI-Access operational contractor.

BF 4.1 Projected Target:

The percentage of students with disabilities who "meet" and "exceed" standards (MEAP) or "surpass" or "attain" (MI-Access) on statewide assessment increases.

BF 4.2 Projected Target:

80% of students with disabilities participate in the MEAP Mathematics and English Language Arts Assessments.

BF 4.1 and 4.2 Future Activity to Achieve Projected Targets/Results:

Training and Technical Assistance

The Michigan State Board of Education (SBE) approved moving the administration of the state's elementary and middle school assessments to the fall in order to provide districts with assessment results sooner. In addition, the high school state

assessments (grade 11), which by Michigan law, could not be administered any sooner than 30 days before the end of the school year, are now going to be administered four weeks earlier in the spring in order to comply with the NCLB requirement of reporting school Adequate Yearly Progress *prior* to the beginning of the following school year. With the assessments administered during the last 30 days of the school year, the reports for grade 11 could not be produced until after the school year started. This was not acceptable to the U.S. Department of Education and therefore, the legislation was changed to allow an earlier assessment window. Only the dates for administering state assessments for grade 11 were in state law. By having the results available before the end of the school year will allow schools and districts to interpret and use the assessment results while the students are still in the buildings where the assessments were administered.

Starting in 2005/2006, a new baseline for student performance will need to be determined due to the fact that all of Michigan's state assessments in the content areas of English Language Arts and Mathematics will be newly developed assessments in grades 3-8. Also, MI-Access will be implementing statewide for the first time its new Functional Independence assessments for students with mild cognitive impairment.

To assist districts with the move to new assessments and to help increase the performance of students with disabilities, the following sample of activities are tentatively scheduled to be developed and available to Michigan educators, parents and other stakeholders by the end of 2006.

- Updated MI-Access Training Materials that will reflect the changes in the MI-Access assessments that will be implemented in 2005/2006.
- Revisiting the "Guidelines for Determining Participation in State Assessment for Students with Disabilities" to expand the document to include general education students, special education students, Section 504 students, and English language learners. Tentatively, the document will include, at a minimum, the following information.
 - How to determine if a special education student should take MEAP, MEAP with assessment accommodations, or one of the MI-Access assessments
 - How to determine what MI-Access assessment is appropriate for a student for whom the IEP Team has determined the MEAP assessment(s) are not appropriate for the student.
 - Information on what assessment accommodations are considered standard or nonstandard for MEAP, MI-Access, and the English Language Proficiency Assessment (ELPA).
 - The consequences of a student using a standard or nonstandard assessment accommodation.
 - Information related to how Michigan is implementing the NCLB 1%

regulation on the percent of proficient alternate assessment scores that can be included when calculating AYP.

- Information related to English language learner NCLB assessment requirements.
- Production of additional Online Learning Programs that can be found on the MI-Access Information Center (www.mi-access.info).
 - How to understand, interpret, and use MI-Access reports
 - Instructional and assessment accommodations
 - What are they?
 - How to determine appropriate accommodations (both instructional and assessment)
 - How to evaluate the effectiveness of accommodations (both instructional and assessment)
 - Michigan's standard and nonstandard assessment accommodations
 - How to appropriately use assessment accommodations for the MEAP and MI-Access
 - English Language Learners – What assessment accommodations are appropriate for the MEAP, MI-Access and the ELPA.
- Updates to the current Online Learning Programs related to what MI-Access Coordinators and assessment administrators should do before, during and after administering the MI-Access assessments.
- Improving the production of the MEAP Braille and enlarged print assessment booklets to reflect APH guidelines.
- Working with the OEAA MEAP to ensure representation of special educators on their assessment development advisory committees, including their Content Advisory Committees and Bias and Sensitivity Review Committees, and Item Development Teams.
- Encouraging the OEAA to develop a data warehouse that would have all state assessment results in one place to ensure accuracy and ease of accessing the information to conduct analyses to help provide technical assistance for improving the performance of students with disabilities on state assessment (MEAP and MI-Access).

**Cluster Area IV:
Free Appropriate Public Education in the Least Restrictive Environment**

Question:

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probe:

BF 5 Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?

State Goal:

Students with disabilities reach challenging educational standards.

Performance Indicator:

BF 5 Children with disabilities, aged 6-21, are educated with nondisabled peers to the maximum extent appropriate.

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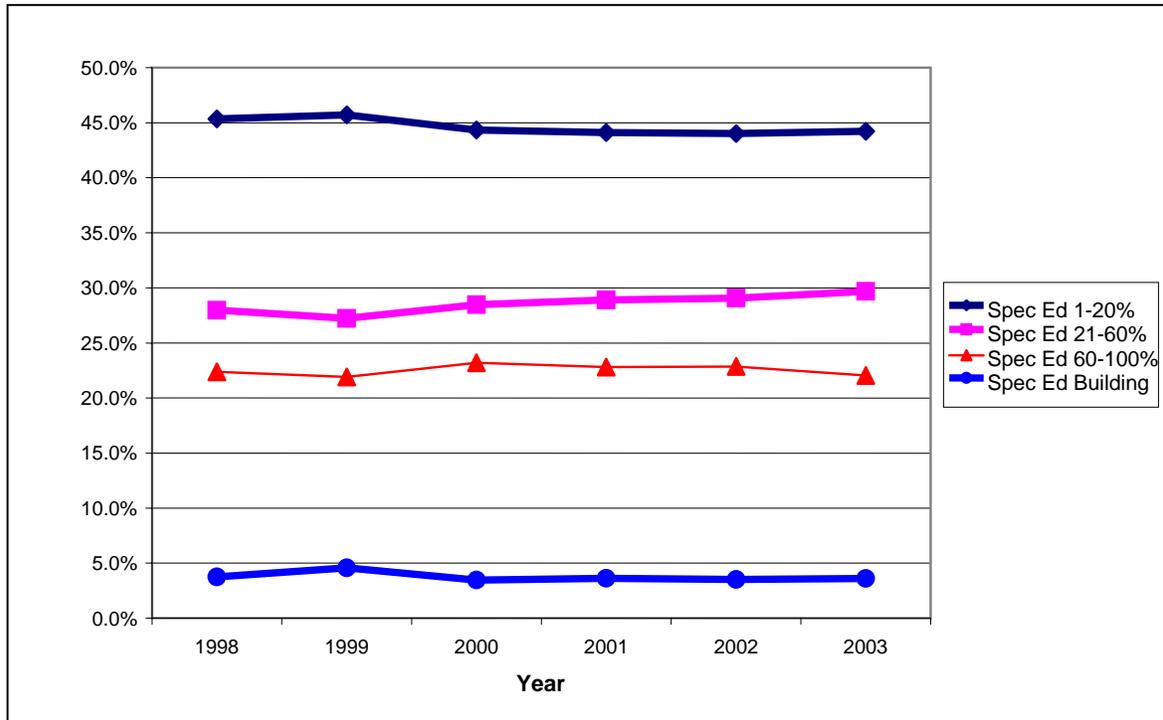
Baseline/Trend Data:**BF Table 5.1: Placement by Disability 6-21 (2003-2004)**

| | Sp Ed 1-20% | Sp Ed 21-60% | Sp Ed 61-100% | Sp Ed Building | Public Residential | Private Residential | Hospital or Homebound |
|-------------------------------------|----------------|-----------------|------------------|-------------------|-----------------------|------------------------|--------------------------|
| Speech & Language Impairment | 92.4% | 5.1% | 2.2% | 0.2% | 0.0% | 0.0% | 0.0% |
| Visual Impairment | 58.8% | 19.4% | 19.6% | 2.0% | 0.0% | 0.1% | 0.0% |
| Other Health Impairment | 51.0% | 35.0% | 12.8% | 0.8% | 0.1% | 0.1% | 0.2% |
| Physical Impairment | 47.4% | 29.7% | 20.8% | 1.6% | 0.0% | 0.0% | 0.4% |
| Hearing Impairment | 46.6% | 22.0% | 26.8% | 2.3% | 2.2% | 0.0% | 0.1% |
| Early Childhood Developmental Delay | 44.2% | 20.9% | 31.0% | 3.9% | 0.0% | 0.0% | 0.0% |
| Traumatic Brain Injury | 42.9% | 25.3% | 27.8% | 4.0% | 0.0% | 0.0% | 0.0% |
| Specific Learning Disability | 37.5% | 43.6% | 18.4% | 0.2% | 0.0% | 0.1% | 0.0% |
| Emotional Impairment | 29.9% | 29.4% | 30.4% | 8.4% | 0.2% | 1.5% | 0.2% |
| Autism Spectrum Disorder | 28.1% | 19.7% | 36.7% | 15.3% | 0.1% | 0.0% | 0.1% |
| Cognitive Impairment | 5.4% | 22.7% | 59.8% | 11.8% | 0.0% | 0.2% | 0.1% |
| Multiple Impairment | 1.7% | 3.0% | 37.4% | 55.4% | 0.1% | 0.0% | 2.3% |

Source: MICIS

Students with disabilities aged 6 to 21 who have Speech and Language Impairment, Hearing Impairment, Physical or Other Health Impairment, or Visual Impairment continue to have the greatest likelihood of spending most of their day in a general education classroom. Students with multiple impairment are most likely to spend their school days in a separate special education school, with little or no time spent with non-disabled peers. Students with Cognitive Impairment, Emotional Impairment, or Autism Spectrum Disorder continue to be most likely to be served within a general education school, but in a special education classroom for most of the day.

**BF Chart 5.1: Setting 6-21 Year Olds
1998-2003**



Source: MICIS

Statewide, LRE data are basically unchanged since 1998. Placement of students with multiple disabilities in separate settings has shown a slight increase, while those in a special education classroom (within a general education building) have decreased slightly. Few students with multiple impairment spend the majority of their day in a general education classroom, and those numbers have remained steady over time.

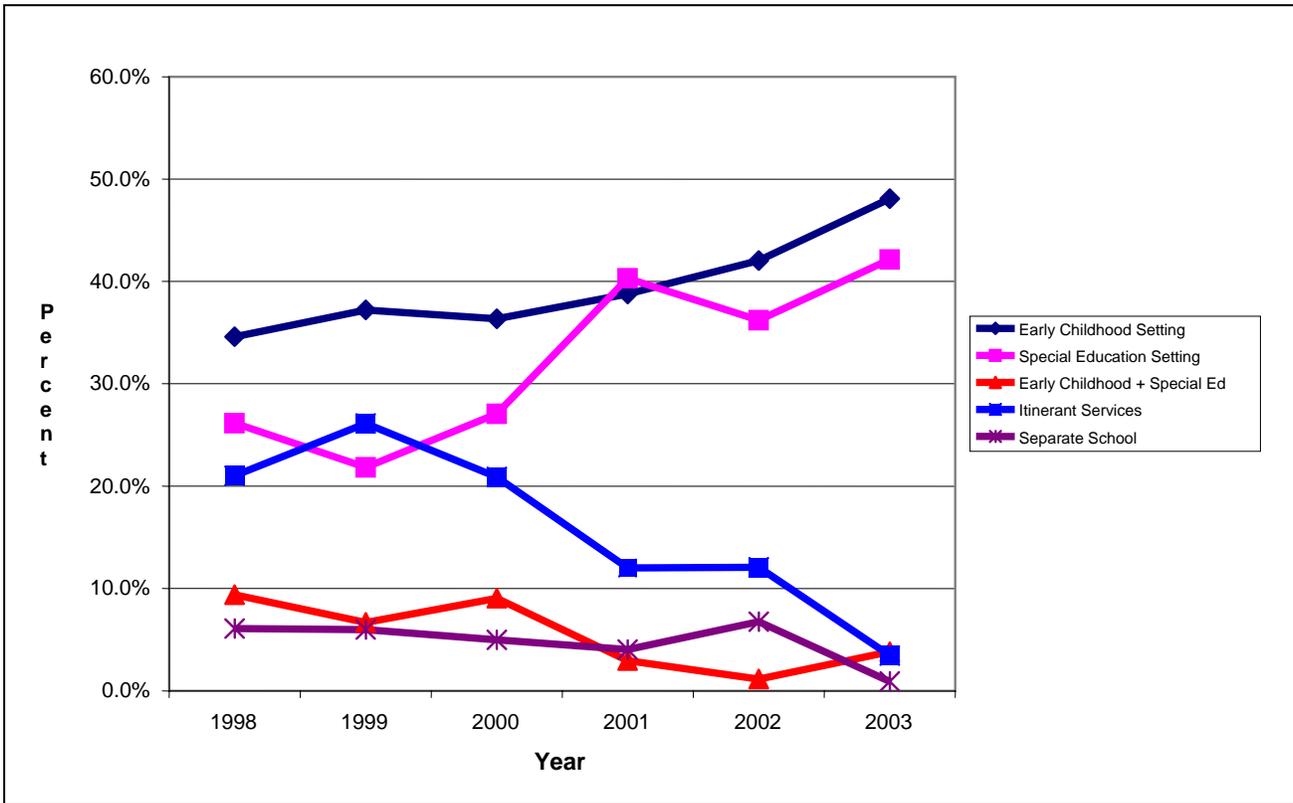
BF Table 5.2: Placement by Disability 3 to 5 (2003-2004)

| | Early Childhood Setting | Special Education Setting | Home | Child Care + Special Education | Residential | Itinerant Services | Separate School | Reverse Main-streaming |
|-------------------------------------|-------------------------|---------------------------|------|--------------------------------|-------------|--------------------|-----------------|------------------------|
| Traumatic Brain Injury | 71.4% | 14.3% | 0.0% | 14.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| Speech & Language | 57.9% | 32.5% | 1.4% | 3.8% | 0.1% | 0.2% | 4.1% | 0.1% |
| Learning Disability | 44.2% | 35.6% | 0.0% | 10.6% | 0.0% | 1.9% | 7.7% | 0.0% |
| Emotional Impairment | 48.9% | 41.1% | 0.0% | 7.8% | 0.0% | 0.0% | 0.0% | 2.2% |
| Hearing Impairment | 37.2% | 46.7% | 1.9% | 8.4% | 0.0% | 0.6% | 5.3% | 0.0% |
| Visual Impairment | 39.6% | 50.0% | 5.2% | 3.1% | 0.0% | 1.0% | 1.0% | 0.0% |
| Cognitive Impairment | 32.1% | 53.2% | 0.6% | 2.6% | 0.0% | 7.2% | 4.3% | 0.0% |
| Other Health Impairment | 34.4% | 55.1% | 2.8% | 5.2% | 0.0% | 0.9% | 1.5% | 0.0% |
| Physical Impairment | 33.6% | 56.2% | 3.1% | 2.0% | 0.1% | 0.5% | 4.4% | 0.0% |
| Multiple Impairment | 13.5% | 64.9% | 4.9% | 0.4% | 0.0% | 12.3% | 4.1% | 0.0% |
| Early Childhood Developmental Delay | 25.5% | 67.0% | 0.9% | 4.6% | 0.1% | 1.4% | 0.5% | 0.1% |
| Autism Spectrum Disorder | 25.2% | 69.1% | 0.7% | 2.1% | 0.0% | 0.4% | 2.5% | 0.1% |

Source: MICIS

These data demonstrate that children with Traumatic Brain Injury and Speech/Language Impairment are most likely to be served in an Early Childhood setting. Children labeled as having Autism Spectrum Disorder or Early Childhood Developmental Delay are most likely to be served in a Special Education setting.

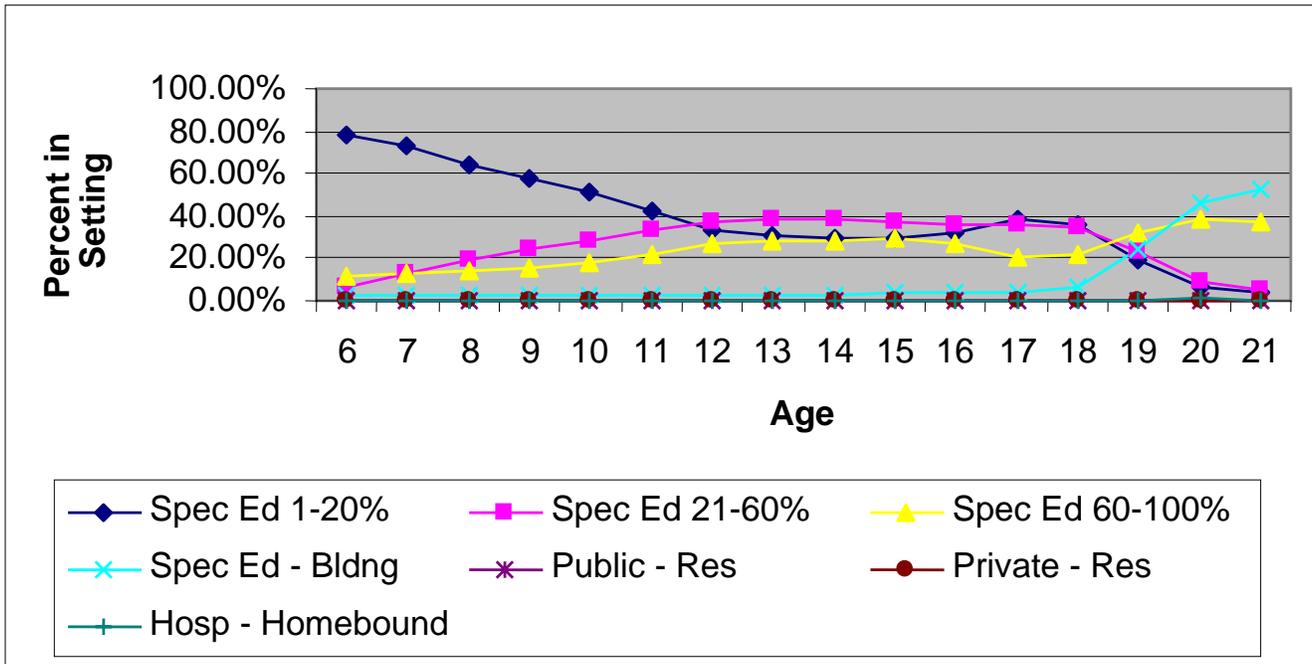
**BF Chart 5.2: Setting 3-5 Year Olds
1998-2003**



Source: MICIS

These data show that a greater percentage of children, aged 3-5, are being served in early childhood settings and in special education settings. A smaller percentage of children are being served by itinerant staff and separate schools. The shift in itinerant data is an artifact of reporting and do not necessarily reflect a change in location of services provided or received. The shift from special schools and to special education settings MAY reflect children being brought back from center programs to neighborhood buildings.

BF Chart 5.3: LRE Percentage by Age, 6-21



Source: MICIS

There is a clear pattern throughout the elementary years of a significant shift from $\leq 20\%$ in special education to 21-60% special education. Several possible explanations are likely, and each will be analyzed over the next year. These include: 1) The number/percent of students receiving only speech and language services decreases during this time, and the number/percent of students identified as learning disabled increases. 2) The reading and writing expectations for students shifts from learning to read to using literacy skills to learn and demonstrate knowledge in other content areas. The current Learning Disabled (LD) discrepancy model is assumed to be a partial explanation; new approaches to early intervention as allowed in IDEIA, should positively impact student outcomes. 3) In addition, the percentage of students in special education buildings increases beginning at age 18. This is thought to reflect the limited number of students with more significant impairments who continue to receive service through age 25. 4) In middle and high school, there is increasing use of a co-teaching model in many locations. Michigan's data collection strategy to date has been flawed relative to students served in co-teaching environments.

For example: a special educator co-teaches two periods every day (English and social studies) in a general education colleague's middle school classroom. She is there to support seven students with disabilities who are on her caseload. Each of their IEPs reflect two, fifty minute periods of special education support relative to literacy skills. This is her only contact time with them. For each of these students,

the LRE percentage reported to OSEP would be 20-60% using the current data collection practice which reflects time with special education provider rather than the location where these services are provided.

New LRE data collection procedures to be implemented December 1, 2005 will resolve this problem and result in the establishment of a new baseline in the next APR.

2003-2004 BF 5 Target 1: More children ages 3-5 are educated with non-disabled peers to the maximum extent appropriate.

Explanation of Progress/Slippage:

The data show that a greater percentage of children, aged 3-5, are being served in early childhood settings and special education settings.

The fundamental design of funding for preschool services for children with disabilities remains unchanged.

Michigan's Council of Administrators of Special Education developed a report in partnership with the MDE, OSE/EIS and tied to the Governor's early childhood initiative. It identified funding barriers and examples of how to maximize placement in the least restrictive environment. This serves as a resource to the MDE, OSE/EIS current planning.

2003-2004 BF 5 Target 2: More children ages 6-21 with disabilities are educated with their non-disabled peers than in predominately special education settings across all disability groups and age ranges due to appropriate IEP decisions.

Explanation of Progress/Slippage for:

Statewide, LRE data are basically unchanged since 1998. Placement of students with multiple disabilities in separate settings has shown a slight increase, while those in a special education classroom (within a general education building) have decreased slightly. Few students with multiple disabilities spend the majority of their day in a general education classroom, and those numbers have remained steady over time. Currently, there are at least three issues that are expected to improve the LRE situation. 1) The new focused monitoring system is beginning to help districts see local LRE issues. 2) Also, as one of the 13 ACHIEVE states participating in aggressive high school redesign work, there is careful attention being paid to those students (special education and others) who will need support to be successful in the face of an increasingly rigorous curriculum, as well as to the general and special education professionals who serve them. 3) The MDE, OSE/EIS believes that the plans for enhanced data disaggregation, analysis, and visibility,

such as the LRE % by age, 6-21 chart, will increase the likelihood of targeted LRE interventions being effective over the next few years.

2003-2004 BF 5 Target 3:

The MDE, OSE/EIS data team will make recommendations on how to best gather and calculate LRE data.

Explanation of Progress/Slippage:

Revised coding within the MI-CIS system is completed and will be implemented for the December 2005 count. Collection methodology will also change. A new LRE baseline will be reported in the next APR.

BF 5.1 Projected Target:

More children ages 6-21 with disabilities are educated with their non-disabled peers than in predominately special education settings across all disability groups and age ranges due to appropriate IEP decisions.

BF 5.1 Future Activities to Achieve Projected Target/Results:

- 1) Raise awareness among ISDs, LEAs and PSAs regarding LRE data via anticipated personnel development activities.
- 2) Explore use of LRE data reported for transition-age students.
- 3) Continue dissemination of ISD and LEA data portraits.

BF 5.1 Projected Timeline and Resources:

Timeline: July 2004 to June 2005

Resources: The MDE, OSE/EIS staff and the MDE, Office of Early Childhood and Family Services staff.

BF 5.2 Projected Target:

More children ages 3-5 with disabilities are educated with their non-disabled peers to the maximum extent appropriate.

BF 5.2 Future Activities to Achieve Projected Target/Results:

Continue to address the funding barriers to integrated preschool programs.

BF 5.2 Projected Timeline and Resources:

Timeline: July 2004 to June 2005

Resources: MICIS, the MDE, OSE/EIS Data Team, the MDE, OSE/EIS CSPD Team, Transition Outcomes Project, CIMS.

**Cluster Area IV:
Free Appropriate Public Education in the Least Restrictive Environment**

Question:

Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probe:

BF 6 Are the early language/communication, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

State Goal:

Students with disabilities reach challenging educational standards

Performance Indicator:

BF 6 There is improvement in the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services.

For more information regarding this section, please contact:

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Baseline/Trend Data:

No data related to this area has been collected. There is no aggregated data regarding the skill level of preschool children with disabilities receiving special education and related services. Each school district in Michigan determines the assessment process they use with preschool children with disabilities. Because of the number of different assessments used, it is impossible to aggregate the data.

2003-2004 BF 6 Target:

Develop and implement a system to collect, analyze and report the progress of preschool children with disabilities who receive special education and related services, in the areas of early language/ communication, pre-reading and social-emotional skills.

Explanation of Progress/Slippage:

Due to an internal MDE reorganization, primary responsibility for Early Intervention and Preschool Services is now shared between the MDE, OSE/EIS and the Office of Early Childhood Education and Family Services. A meeting between the two offices related to this APR Performance Indicator was held in January 2005. That meeting led to the development of a plan for collecting data on the progress of preschool children with disabilities.

Bf 6.1 Projected Target:

Pilot the collection and analyze the data on the progress of preschool children with disabilities who receive special education and related services from selected districts currently utilizing the High/Scope Child Observation Record (COR) as an assessment.

BF 6.1 Future Activity to Achieve Projected Targets/Results:

- 1) Request COR assessment data for 2004–2005 from school districts currently using the COR to assess the progress of children with disabilities.
- 2) Aggregate and analyze the COR assessment data collected for 2004–2005. Determine efficacy of this assessment for broad use pr periodic system evaluation.

Projected Timeline and Resource:

Timeline: Spring 2005-Summer 2005.

Resources: Office of Special Education and Early Intervention Services staff and/or grantee.

BF 6.2 Projected Target:

Implement the use of the COR across school districts in Michigan to measure the progress of preschool children with disabilities who receive special education and related services.

BF 6.2 Future Activity to Achieve Projected Targets/Results:

- 1) Research and assess the costs and benefits of using the COR across school districts serving preschool children with disabilities.
- 2) Purchase materials and software necessary for implementing the COR, as appropriate.
- 3) Provide COR training to staff teaching in classrooms serving preschool children with disabilities.

Projected Timeline and Resource:

Timeline: Spring 2005-Summer 2005

Resources: Office of Special Education and Early Intervention Services staff and/or grantee, IDEA discretionary funds, as available, Office of Early Childhood and Family Services Staff.

Cluster Area V: Secondary Transition

Question:

Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal:

Youth with disabilities participate in post-school activities.

Performance Indicator(s):

1. Measurements of involvement rates in post-school activities
2. Decrease in dropout rates
3. Increase in graduation rates

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Baseline/Trend Data:

Drop out rates have decreased for students with disabilities. Graduation rates have increased for students with disabilities. See the Free and Appropriate Education section, Cluster IV, Probe 2 of this APR for a detailed analysis of these data. Measures of post-school involvement were not instituted this year, as the MDE, OSE/EIS determined that extensive training and targeted assistance with field staff was required prior to the development of a post-school outcomes data collection system.

The MDE, OSE/EIS staff reviewed existing compliance monitoring data to determine the extent of systemic challenges in the area of Secondary Transition. These issues were confirmed by the compliance monitoring parent survey (see Parent Involvement section, Cluster III of this APR for additional information). The high drop out rate for students with disabilities also indicates that students may not be engaged in meaningful transition activities in preparation for post-school life.

The decision to begin at the point of implementation of transition requirements was done to assure that an entire system of effective secondary transition services is in place. Engaging in post-school outcome data collection does not assure that the transition needs of children with disabilities are in fact addressed within a productive and meaningful transition planning and IEP process. Therefore, a review of the entire system was necessary to ensure that a quality and credible post-school outcome data collection system could be achieved.

As a result, the MDE, OSE/EIS led a comprehensive statewide initiative, Michigan's Transition Outcomes Projects (MI-TOPs), which created baseline data to address the proximity to which transition requirements were being met with consistency and quality. This initiative yielded two complete data sets which are described below.

1) IEP checklist

A statistically relevant sample of Michigan IEPs (approximately 4800) was selected to determine proximity to meeting the transition compliance standards of the IDEA 1997. The unit of measure was the ISD and state agency run programs (n=58) and the state aggregate based on the average of 58 entities.

2) Parent Survey

Concurrently, the MDE, OSE/EIS engaged the Parent Training and Information Center (PTI) in the design and implementation of a Parent Perception Survey. The survey was designed to collect data on parent perceptions of the IEP process aligned to the data collected via the IEP Transition Checklist. The reader may wish to refer to Appendices A, B, C and D for a review of the data items and executive summaries.

The MDE, OSE/EIS will continue to measure qualitative indicators of effective transition programs, quantifiable indicators of adherence to transition requirements and will initiate the ongoing evaluation of the post-school outcomes for children with disabilities who have participated in transition planning. Data collection for quantifiable and qualitative indicators of effective transition programs will be embedded within the Special Education Self Review (SESR) Continuous Improvement and Monitoring System (CIMS).

The MDE, OSE/EIS is actively engaged in the development of a post-school outcomes data collection system. Current data sets from multiple sources are being reviewed to determine the comparable post-school experiences between students with disabilities and their non-disabled peers. The MDE, OSE/EIS has contracted with a data expert to review existing data sources, develop formulas to determine comparability and validity of post-school experiences and to conduct gap analysis of data sets. This information will assist in the development of the Secondary Transition section of the MDE, OSE/EIS State Performance Plan by December 2005.

2003-2004 Target: Collect, analyze and report IEP transition planning and outcome data.

Explanation of Progress/Slippage:

Baseline data reported in Appendices A, B, C, and D.

1) IEP Checklist

The MDE, OSE/EIS reviewed a statistically relevant sample of Michigan IEPs (approximately 4800) to determine proximity to meeting the transition compliance standards of the IDEA 1997. The unit of measure was the ISD and state agency run programs (n=58) and the state aggregate based on the average of 58 entities.

2) Parent Survey

Concurrently, the MDE, OSE/EIS engaged the PTI in design and implementation of Parent Perception Survey data correlating data collection on parent perceptions of IEP process aligned to data collected via IEP Transition Checklist (November 2003–September 2004).

Ensuring that a system of secondary transition services is in place required the MDE, OSE/EIS to gain substantive knowledge of the quantifiable and qualitative aspects of the IEP and transition planning for students with disabilities. The data generated from the IEP checklist (Appendices B) and the parent survey (Appendices D) provided an excellent baseline for the MDE, OSE/EIS to provide targeted technical assistance to ISD's, LEA's and PSA's, to implement a

comprehensive state-wide improvement planning process, and to inform the CIMS team of substantive content changes regarding monitoring for secondary transition.

Notable are the following findings:

- Active and documented engagement of students in their IEP and transition planning process.
- Parent perceptions indicate students take on a more passive role in the IEP/transition planning process (71% of students more likely to answer questions versus 41% students more likely to ask questions during the IEP process).
- On average, parents perceived that the activities in the statement of needed transition services promoted the students desired post-school outcomes approximately 50% of the time.
- Data reveals a significant challenge with courses of study being meaningfully documented and included in a students IEP/transition plan.
- IEP checklist data also revealed challenges with statements of student present level of educational performance as it relates to transition services.

ST 5.1 Projected Target:

Continue to collect, analyze, and report IEP transition planning and outcome data.

ST 5.1 Future Activity to Achieve Projected Targets/Results:

Collect a representative sample of IEP data related to transition planning and outcomes by designing and conducting Phase III of MI-TOPs (Phase I = Proximity; Phase II = Quality; Phase III = Follow-up) to determine progress on improvement plans.

ST 5.1 Projected Timeline and Resource:

Timeline: School Year 2005-2006

Resources: ISD transition coordinators, LEA staff, MDE, OSE/EIS staff, monitors, directors, MI-TOPs core planning team, national and Michigan experts, parents, students.

ST 5.2 Projected Target:

Train LEA transition coordinators in transition outcome project data collection and analysis for improvement planning.

ST 5.2 Future Activity to Achieve Projected Targets/Results:

- 1) Design (with consideration to web-based designs) and implement Community of Practice around quality indicators of successful transition.
- 2) Design and implement a multi-tiered training toolkit/model for transition that is tailored to multiple audiences (transition coordinators, educational staff, administrators, families, students, etc.) for the purposes of knowledge acquisition, knowledge application, leadership and achievement of quality.

ST 5.2 Projected Timeline and Resource:

Timeline: School year 2005-2006

Resources: ISD transition coordinators, LEA staff, MDE, OSE/EIS staff, special education monitors, special education directors, MI-TOPs core planning team, national and Michigan experts, parents, and students.

Michigan Part B Annual Performance Report

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

Appendix

Submitted to the
U.S. Department of Education
Office of Special Education Programs

March 31, 2005





STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

May 14, 2004

Stephanie Smith Lee
Director, Office of Special Education Programs
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee:

The attached reports constitute our response to the Office of Special Education Programs (OSEP) memorandum received on March 16, 2004 to Superintendent Thomas Watkins from you. In Attachment A, the report contains a plan for addressing noncompliance with the due process hearing and state level review time line requirement under 34 CFR §§300.511(a), (b) and (c). Attachment B is a report demonstrating compliance with the complaint time lines at 34 CFR §300.661 and a plan for tracking complaints and creating a system that ensures the accurate calculation of the 60-day time limit for complaint investigations.

Relative to the due process hearing and state level review timeline requirement our plan includes steps and specific dates to complete both short and long term goals. In the short term, we are using the existing database to track the timeliness of hearings and documented extensions to the timelines. One of the long term goals is to establish a new database which will provide for better tracking of timelines. We have begun this process through arrangements with Chuck James from Great Lakes Area Regional Resource Center (GLARCC) and Allan Knapp, our Data Manager.

Relative to demonstrating compliance with the complaint timelines, we are actively closing complaint cases utilizing 6 outside contractors, and 7 internal compliance investigators (prior to October, 2003 there were only 4 internal staff assigned to complaint management), we are meeting weekly and using the existing database, which has been slightly modified, to chart our progress. We have clarified our understanding of "exceptional circumstances" with Dr. Al Jones and our criteria for opening and closing dates. We have also begun a project to establish a new complaint database with Chuck James and Allan Knapp.

We continue to cross reference our due process hearing information with open complaint cases and the new database system will provide an automatic tracking system between complaints, due process hearings, and mediations.

Sincerely,

Jacquelyn J. Thompson, Ph.D., Director
Office of Special Education and Early Intervention Services

CC: Al Jones, OSEP
Judy Gregorian, OSEP

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Attachment A

Due Process Hearings

On March 16, 2004, the Office of Special Education Programs (OSEP) issued its findings regarding the November, 2003 Verification visit to Michigan. The letter directed the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) to create a plan to correct noted problems with the hearing timelines at both the local hearing level and the state review level. The plan is to be submitted by May 14, 2004. Further, the plan must allow OSE/EIS to correct the noncompliance by March 15, 2005. In addition, the OSEP letter raised a concern about the database used to track due process hearings. The concern focused on the difficulty in tracking timeliness of hearings at both local and state levels.

The context in which this improvement plan will be created and implemented bears mention. Michigan currently uses a two-tier hearing system and offers training to persons wishing to serve as hearing officers but they serve as independent contractors. MDE is, however, now developing a redesign of the system to make it a single tier operation employing salaried hearing officers, one of the outcomes of Michigan's Continuous Improvement Monitoring Process. Design of this corrective plan needs to be sensitive to the tension created by the anticipated transition so that provision of due process hearings continues uninterrupted until the new system is in place. Currently, the parties at the local level have an opportunity to mutually select hearing officers either from the list of trained hearing officers or any other source they find acceptable. This feature has had support historically in the Special Education community but has been identified as a barrier to the efficiency and integrity of the system. Likewise, its continued operation adds an additional challenge to designing a corrective plan. Simply removing the non-compliant hearing officer from the list may not be sufficient.

Plan DevelopmentShort-term Plan for Timeline Compliance Improvement

An informal e-mail survey of hearing officers sought input regarding improvement in compliance with timeline extension requirements. Responses suggest that the MDE could provide an early warning of the timeline expiration date, allowing hearing officers to complete the paperwork necessary to grant an extension. Responses also indicated that the MDE should begin enforcing removal authority.

In April, 2004, a meeting was held with David Brock, Supervisor, Policy and Compliance, Lauren Harkness, Administrative Law Judge, Chuck James from the Great Lakes Area Regional Resource Center (GLARRC), Allan Knapp, our Data Manager, and other OSE/EIS staff members to identify crucial problems to be addressed and to begin to set up parameters of a rudimentary database redesign that will include extensions and calculate the number of days "off the clock" for each case to allow tracking of the 45-day timeline.

On May 14, 2004, a listing of all current case information from the existing database will be sent to GLARRC for database redesign.

By June 30, 2004, the MDE will develop a range of possible interventions and/or sanctions to move hearing officers toward better compliance. These interventions/sanctions will be included in a Directive Letter, which will be reviewed with the Attorney General regarding defensibility before dissemination. The MDE will determine the stakeholder representatives who should receive the letter in addition to the hearing officers and the Directive Letter will be mailed.

By July 31, 2004, the MDE will require hearing officers to notify the MDE that matters such as: 1) settlement negotiations between the parties, 2) continuances, and 3) pending court interventions justify substantial timeline extensions.

Page 2 – Due Process Hearings

Long-term Plan for Due Process Hearing Improvement

MDE staff, with the assistance of GLARRC and Dr. Knapp, will build a new, more comprehensive ACCESS database and a prototype system for due process hearings that will be fully tested and operational by March 15, 2005. The system will include directives for timeline compliance along with the interventions and/or sanctions for noncompliance. The database will include new fields necessary to track timeline compliance.

An archive will be built and old data from closed cases will be entered, as time allows, one year at a time into the new system.

The new database will include linkages and interaction between the due process hearing database, the complaints database, and the mediations database.

Training and technical support will be provided for all persons needing access to the new system on an ongoing basis.

An evaluation will be designed to determine the efficacy of the system and identify necessary improvements on a continuing basis.

Attachment B

Complaint Management

This report is in response to the Office of Special Education Programs (OSEP) memorandum received on March 16, 2004 to Superintendent Thomas Watkins from Director Stephanie Smith Lee regarding Michigan's complaint management system's 60-day time limit.

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) is using a multi-faceted approach to improve the system for investigating, reporting, and tracking complaints. In October, 2003, two additional staff members were hired by MDE following a lengthy hiring freeze and one internal staff member was reassigned, bringing the number of internal staff assigned to complaint management from 4 to 7. In addition, 6 persons were contracted beginning February 2004 to assist with the complaint backlog.

Weekly meetings were held to track the status of each open complaint and assist the investigators in problem-solving difficult issues. Where consistent problems exist, the field was notified of their existing obligations as well as sanctions that would be used for those who do not comply with the required timelines.

The understanding of "exceptional circumstances" was clarified with OSEP, along with the criteria Michigan uses for opening and closing dates.

The Great Lakes Regional Resource Center (GLARRC) and Allan Knapp, our Data Manager, were engaged to assist in making the necessary changes to the current database as a short term solution. The existing database was modified to chart the lifecycle of each complaint and calculate the number of days that a complaint is "off" the timeline due to an agreed upon exceptional or common circumstance. The current database now calculates the beginning date (the date the complaint letter was received) and the closing date. Using those dates, the database calculates the number of days the complaint was open, subtracts the number of days the complaint was "off" the timeline, and shows the total number of days the complaint was open.

As proof of compliance, the following chart, using the format of the Michigan Department of Education Part B Annual Performance Report (APR), shows the status of all complaints that were open during the required reporting period of March 16, 2004 through May 14, 2004.

| (1) March 16, 2004 – May 14, 2004 | (2) Number of Complaints | (3) Number of Complaints with Findings | (4) Number of Complaints with No Findings | Number of Complaints not Investigated – Withdrawn or No Jurisdiction | (6) Number of Complaints Completed/ Addressed Within Timelines | (7) Number of Complaints Pending as of: 5/14/04 |
|-----------------------------------|--------------------------|--|---|--|--|---|
| TOTALS | 168 | 103 | 9 | 13 | 58 | 26 |

The source of information, shown in the table above, is the existing, modified database. Appendix 1 is a copy of the complaint log as of 5/14/04. In the future, the log will show the total number of days the complaint was open (days open minus exceptions).

Of the 122 complaints whose status was "open" on March 16, 2004, all 122 were closed by May 14, 2004. Many of these cases had already exceeded the 60-day timeline. Therefore, while 100% of the cases were closed, only 41.6% were closed within the timeline. Of the 44 new cases opened during this time period, 11 were completed within the timeline, 4 were withdrawn, 3 are in due process hearings, and 26 are still open at the end of the reporting period.

Page 2 – Complaint Management

The OSE/EIS is working with GLARRC and Dr. Knapp to create a new ACCESS database for tracking complaints. The new database will capture data from each complaint, as it is opened, using a new submission system and will include processes to track each complaint through the entire lifecycle of the complaint, including exceptional and/or common circumstances that “stop the clock” as they were clarified with Al Jones, from OSEP. This will allow the program to calculate the total number of days the complaint is or was open and the entire timeline, or lifecycle, of the complaint.

Directives to the field will be automatically generated based on the 60-day timeline, along with notices reminding the field personnel of their legal obligations and sanctions that will be used if the timelines are not adhered to.

The new database will provide reports for management and planning purposes and will allow for a daily status report regarding each complaint, report information on all open complaints, and make the calculations necessary to comply with all state and federal reports. It will create a report that provides information in the same format that the APR needs for cases opened during a specific time period.

Weekly problem-solving meetings will be held and all complaints will be reviewed at that time based on a status report generated from the database.

All information regarding complaints will be accumulated in a single database and reports, or logs, will include any of the data collected, in any format, or log, that is needed.

The database that tracks complaints will interact with the databases for tracking due process hearings and mediations to more effectively track the status of all cases.

The OSE/EIS will be providing ongoing notice to the field and other parties involved in a complaint regarding their responsibility to respond in a timely manner. Various levels of sanctions are being developed within the complaint process to address non-compliance.

2003-2004 Dispute Resolution – Complaints, Mediation, Due Process Hearings

In response to OSEP’s letter dated January 5, 2005, stating “MDE must submit to OSEP in the next APR due March 31, 2005: (1) a summary of identified problems [timelines, data collection, and other issues identified during the CIMP self-assessment and through OSEP letters] with the State’s dispute resolution system with strategies, proposed evidence of change, and timelines for each problem identified; (2) specific interventions or sanctions for hearing officers; and (3) the proposed language requiring hearing officers to notify MDE concerning settlement negotiations between parties, continuances and pending court interventions justifying substantial timeline extensions.” The information requested will be found in the sections below.

| Identified Problem | Strategy for Resolution | Action Taken | Proposed Activities | Evidence of Change |
|--|---|--|--|--|
| CIMP | July 2003-June 2004 | July 2003-June 2004 | July 2004-June 2005 | |
| The timeliness of hearings and complaints, including an analysis of the number of allegations per complaint file and reasons for hearing extensions. | A plan for improvement in timeliness of due process hearing resolution will be developed pursuant to OSEP letter dated March 16, 2004. | The plan (plan) was developed and sent to OSEP on May 14, 2004. | Implement the plan according to the timelines. | All hearings and complaints will be completed on time. |
| CIMP | July 2003-June 2004 | July 2003-June 2004 | July 2004-June 2005 | |
| Perceived bias in the hearing officer selection process. | Adopt a one-tier system - A model will be developed to provide a one-tier state magistrate system to conduct due process hearings including revision of state rules. Support a system of salaried magistrates to hear all cases and act as independent fact finders. | Under the regulations implementing the IDEA, the Department was required to seek public comment on any changes to the state’s special education rules. Proposed Revised Administrative Rules for Special Education (Rules) were presented for a period of public comment, along with public hearings, from August 13, 2004 through October 13, 2004. | Continue with the Rule promulgation process. Make changes necessary due to the Executive Order creating the SOAHR. | The salaried magistrate system addresses the perception of bias issue. Once instituted, reports of bias will decrease. |

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| | | <p>Proposed Rules 340.1726 through 1726d, State Due Process Hearing, will create a one-tiered, salaried magistrate system using administrative law judges hired under civil service beginning July 1, 2006. The magistrate system will streamline the due process system and provide a decision within a reasonable timeframe.</p> <p>On January 14, 2005, Governor Granholm issued Executive Order No. 2005-1 which creates a State Office of Administrative Hearings and Rules (SOAHR). All authority, powers, duties, functions, etc., related to administrative hearing functions are transferred to SOAHR as of March 27, 2005, including: "the conduct or handling of administrative hearings by a Hearing Officer; the designation, authorization, appointment, or selection of Hearing Officers; the development, writing, and submission of any proposal for decision or report following am</p> | | |
|--|--|---|--|--|

Michigan Part B - General Supervision Probe 3 – Appendices D

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| | | administrative hearing by a hearing officer; [and] the functions related to administrative hearings performed by a Hearing Officer or other individual such as staff support for hearings or Hearing Officers, or the management or administration of hearings or Hearing Officers." | | |
| Identified Problem | Proposed Strategy | Action Taken | Proposed Activities | |
| CIMP | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| "... there is no system for compiling statewide data regarding problems related to complaint investigations and due process hearings." Summary, analysis, and reporting of statewide data have not been undertaken. | Develop a system for documentation, reporting, and monitoring of due process hearing and complaint information. | A new database has been completed for the reporting of due process hearing information. New databases are in process for complaints and mediations. | Completion of the databases for complaints and mediations. Include linkages and interaction between the due process hearing database, the complaint database, the mediation database, and MICIS. Provide a method of reporting statewide data. | Development of the data system will create reports on demand. |
| Identified Problem | Proposed Strategy | Action Taken | Proposed Activities | |
| January 5, 2005 OSEP Letter | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| .. the proposed language requiring hearing officers to | The MDE will require hearing officers to notify the MDE that matters | As stated in the plan, hearing officers were told to make the necessary | Strategy met. | The MDE has knowledge of settlement |

Michigan Part B - General Supervision Probe 3 – Appendices D

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|---|--|--|---|---|
| <p>notify MDE concerning settlement negotiations between parties, continuances and pending court interventions justifying substantial timeline extensions."</p> | <p>such as: 1) settlement negotiations between the parties, 2) continuances, and 3) pending court interventions justify substantial timeline extensions.</p> | <p>arrangements to file the necessary written extension specifying the due date on which the hearing decision will be mailed in a memorandum dated September 20, 2004 (See Michigan Part B - General Supervision Probe 3 – Appendices E).</p> <p>In addition, a letter was developed to inform the hearing officer of his/her responsibility to act upon items in processing a due process hearing request in a timely manner. A redacted copy of this letter is attached. (See Michigan Part B - General Supervision Probe 3 – Appendices F).</p> | | <p>negotiations and all hearing extensions are justifiable hearing extensions are documented.</p> |
| <p>January 5, 2005 OSEP Letter</p> | <p>July 2003-June 2004</p> | <p>July 2003-June 2004 or March 2004-March 2005</p> | <p>July 2004-June 2005</p> | |
| <p>" specific interventions or sanctions for hearing officers...</p> | <p>Develop a range of possible interventions and/or sanctions to move hearing officers toward better compliance.</p> | <p>Per the plan, a memorandum regarding timeline compliance was sent to all of the due process hearing officers on September 20, 2004. The memorandum stated the sanctions that will apply as of October 13, 2004.</p> <p>On October 13, 2004, an OSE/EIS memorandum, number 04-22 (See</p> | <p>Continue the use of sanctions until the one-tier magistrate system is to be implemented on July 1, 2006.</p> | <p>The salaried magistrate system will eliminate the need for the use of contracted personnel as hearing officers. Sanctions were our best possible effort to bring the contractors into compliance with the timelines.</p> |

Michigan Part B - General Supervision Probe 3 – Appendices D

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| | | Michigan Part B - General Supervision Probe 3 – Appendices G), was issued to all stakeholders that may take part in due process hearings informing them of the plan for compliance, sanctions that may apply to due process hearing officers, and notification of sanction information. | | |
| March 16, 2004 OSEP Letter | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| "One of the criteria MDE uses for determining what is considered an "exceptional circumstance" with respect to a particular complaint does not meet the standard in 34 CFR §300.661(b)(1)." | MDE review and revise the definition of exceptional circumstances. | The list of exceptional circumstances were revised and were submitted to OSEP on June 24, 2004. We have integrated documenting exceptional circumstances into the database that is being constructed. | Strategy met. | The MDE will use "exceptional circumstances" appropriately in complaint investigations. |
| Identified Problem | Proposed Strategy | Action Taken | Proposed Activities | |
| CIMP | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| Compile information on resolutions of complaints on issues involved. No data on second level actions (appeals). | Information regarding complaints will be accumulated in a single database and reports, logs, and other necessary information will be available and will include any of the data collected. | OSE/EIS staff, Dr. Allan Knapp, and Charles James, Ohio State University, have created a BETA version of a new database for complaints that will capture all data from each complaint, track the complaint through its lifecycle, and calculate the total number | A document explaining the requirements for movement of the BETA database into the MICIS application, including an implementation timeline, will be developed by October 1, 2005. | Development of the data system will create reports on demand. |

Michigan Part B - General Supervision Probe 3 – Appendices D

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|---|---|--|---|--|
| | | of days the complaint is, or was, open and the entire timeline of the complaint. | | |
| CIMP | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| Timeliness of complaint investigations/resolutions and hearings continues to be an issue. | Conduct an independent study of the current complaint investigation process for efficiency. | It was determined that the inefficiencies were due to inadequate staffing. In October, 2003, two additional staff members were hired by MDE following a lengthy hiring freeze and one internal staff member was reassigned, bringing the number of internal staff assigned to complaint management from 4 to 7. In addition, 6 persons were contracted beginning February 2004 to assist with the complaint backlog. Hiring the additional staff improved the efficiency of the complaint investigation process. We currently conduct weekly meetings with the internal compliance staff to identify and resolve issues in a timely manner. | Strategy met. | The MDE has hired adequate staff to conduct complaint investigations in a timely manner. |
| CIMP | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| Study the two-tier complaint process. | Conduct a study of other state complaint investigation models for | In July and August, 2004, a complaint investigation survey was conducted | Recommendations made upon completion of the | |

Michigan Part B - General Supervision Probe 3 – Appendices D

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| | possible adaptation. | with other states. A total of 24 states responded. Analysis of the data is in progress. | analysis will be reviewed for consideration by December 2005. | |
| CIMP | July 2003-June 2004 | July 2003-June 2004 or March 2004-March 2005 | July 2004-June 2005 | |
| Complaint timelines frequently extended due to multiple issues. | <p>The OSE/EIS will provide ongoing notice to all stakeholders regarding complaints detailing their responsibility to respond in a timely manner.</p> <p>Various levels of sanctions will be developed within the complaint process to address non-compliance.</p> | <p>In a memorandum dated April 16, 2004, the intermediate school districts were notified of their responsibility to respond to complaints in a timely manner and were notified of training to be held in June, 2004. (See Michigan Part B - General Supervision Probe 3 – Appendices H for additional information).</p> <p>Sanctions will be applied, as necessary, per Rule 340.1852.</p> | Maintain a general oversight. | Sanctions lead to timely investigations. |

time. I have included with this memorandum a statement of the cases that the database shows as pending to assist you in determining what is viewed as current. If you did not receive any listing with this memorandum it is because I have not found any cases for you. If you believe you have current cases that I have not listed please inform me, in writing, of the specifics so that we can reconcile the database with your information.

In other words, please examine your assigned cases and determine whether an additional extension is needed under the terms of 34 CFR 300.511(c). If so, make the necessary arrangements to file the necessary written extension specifying the date on which the hearing decision will be mailed. Any case you have as a hearing officer that remains out of compliance or becomes out of compliance on or after October 13, 2004 with the requirements of 34 CFR 300.511 will bring the sanctions elements of the plan will come into play.

If I find that you have not complied with 300.511, I will send you notification by telephone and by email or facsimile. You will have 5 days from the date of my notice to show that my finding is incorrect. If you do not make this showing or if you do not respond, the appropriate sanction will be put into effect. Clearly, then it is in your best interest to check your email, voice mail and fax machine daily and to keep me updated as to your contact information.

Sanctions will apply as follows:

First instance of noncompliance will result in a 30 day removal from the appointment list.

Second instance of noncompliance will result in a 90 day removal.

Third instance of noncompliance will result in permanent removal.

Please note that removal from the list will not serve to remove you from serving as a hearing officer in a pending case. Removal will bar you from appointment by the Department during the sanction period. Notice of the sanction system and of any hearing officer's removal and the duration of the removal will be provided to the parties/counsel in new cases filed during the period of removal. The name of any hearing officer who is permanently removed will be omitted from the list of trained hearing officers when it is next published. Also permanently removed hearing officers will not be permitted to attend future hearing officer training sponsored by the Department.

Please remember that the goal of this plan is to improve our performance as viewed by OSEP and, hopefully, improve our service to parties to Special Education disputes. Please feel free to contact me with your questions, if you have any. Such questions also may be covered for the group as a whole at our October 13, 2004 training.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 18, 2005

Name
Address
City, Michigan Zip

RE: XXXXXXXX v ZZZZZZZZZ

Dear YYYYYYYYYY:

Thank you for your notice of a hearing request in this matter. This matter has been assigned a docket number, SEH 05-21, as shown above. Please include this docket number with the SEH designation with the case name in any correspondence sent or provided to the Office of Administrative Law. Also, please be sure to give all parties a copy of any correspondence sent to this office.

Please address surface mail regarding this case to Lauren S. Harkness, Office of Administrative Law, Michigan Department of Education, 608 West Allegan, P.O. Box 30008, Lansing, Michigan 48909.

We encourage you to consider mediating this dispute. Mediation provides an informal, confidential forum for the parties to resolve the dispute on their own, rather than deferring to a hearing officer or other third party. A neutral mediator facilitates the discussion. Mediation does not preclude the use of the hearing process nor does it delay the hearing unless the parties agree to the delay. Mediation can be initiated immediately and often concluded quickly. According to the mediation service provider more than 80 percent of mediated special education cases result in an agreement. To learn more about mediation services call the Michigan Special Education Mediation Program (MSEMP) at 1-800-873-7658. MSEMP mediation services are available free of charge to parents and schools.

Please note and act upon each of the following marked items in processing this matter.

An evaluation questionnaire is enclosed with this letter. Please keep this questionnaire and fill it out as you complete the hearing process. When the case has been completed at the local level please mail the questionnaire back to this office in the envelope provided.

Because of increased data gathering requests from the USDOE, we need contact information for the parties and their representatives. Please forward their names, addresses, telephone numbers and facsimile numbers, if any, at your earliest possible convenience. If possible, please submit this information via facsimile at (517) 373-9238.

Your notice does not indicate the date the hearing request was received by the district. Please send a copy of the written request showing the date of receipt by the school district.

Your notice to us indicates that the request was initiated on February 11, 2005. Based on this date, the 45 day time limit for completing the hearing is March 28, 2005. Please contact this office and the other interested parties, in writing, if this information is incorrect.

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Michigan Part B - General Supervision Probe 3 – Appendices F

YYYYYYYYY

Page 127

February 18, 2005

[] The request appears to seek an expedited hearing under R 340.1724(c). No extensions of the 45 day time limit are permitted in such cases. In addition, the parties have only 5 business days to mutually select a hearing officer. This period ends at the close of business on _____. If no mutual selection has been made and communicated to this office by that time, this office will appoint a hearing officer.

[X] The request appears to be governed by the rule R 340.1724(a) allowing the parties up to 14 calendar days to mutually select a hearing officer. This time period ends on February 25, 2005. If neither a mutual selection has been made and communicated to this office nor a written stipulation for delay or termination of the hearing has been provided to us by that date, this office will appoint a hearing officer. If in the attempt to agree on a hearing officer, the parties have proposed and rejected any potential hearing officers, the names of those individuals should be sent to this office on or before the end of the 14 day period. Facsimile submissions can be made at (517) 373-9238.

Please note that the hearing officers on the list of trained hearing officers may be removed from this list temporarily or permanently for failure to properly grant and document timeline extensions. Hearing officers who are removed from the list are not eligible for appointment by the Department while they are on removal status. If any hearing officers are on removal as of the date of this letter you will find a separate colored notice sheet enclosed with this letter. Please be aware that removals may take place after the date of this letter that could impact which hearing officers are available for appointment by the Department in your case. You may contact my office to learn about any subsequent removals if you wish. A removal does NOT prevent the parties from mutually selecting the hearing officer. Nor does a removal prevent a hearing officer from continuing to hear a case to which he or she has previously been selected or appointed.

If you have any questions please feel free to contact me at (517) 373-8369. Thank you in advance for your prompt attention to these requirements.

Sincerely,

Lauren S. Harkness
Special Education Hearings
Administrator
Office of Administrative Law

cc: XXXXXX, Parents
WWWWW, Assistant Superintendent of Educational Services, ISD
VVVVVV, Supervisor for Special Education, County ISD
ZZZZZZZ, Superintendent, Schools



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

October 13, 2004

MEMORANDUM

TO: Local and Intermediate School District Superintendents, Local and Intermediate School District Directors of Special Education, Chief Executive Officers of Public School Academies, Special Education Advisory Committee, Intermediate School District Parent Advisory Committee Chairs, State Parent Advisory Committee, Early-On Coordinators, State Interagency Coordinating Council, Continuous Improvement Monitoring Steering Committee, State and Local Hearing Officers, Education Alliance, Organizations and Associations Interested in Special Education and Early-On

FROM: Jacquelyn J. Thompson, Ph.D. Director
Office of Special Education and Early Intervention Services

Roberta E. Stanley, Director
Office of Administrative Law

SUBJECT: Time Line Compliance in Special Education Due Process Hearings

A part of the Office of Special Education Programs (OSEP) findings following its November 2003 verification visit to Michigan expressed dissatisfaction with time line compliance within our due process hearing system. A specific concern identified by OSEP was that up to 33% of pending cases had been in process for more than 45 days and had no time line extension documented and on file on the date OSEP reviewed the hearings database.

The OSEP directed creation of a plan with the goal of correcting the problem no later than March 15, 2005. The preliminary steps, including soliciting hearing officer input and drafting the plan, have been completed. The hearing officers have received notice of the plan. They have also been afforded a brief period of time to bring their existing cases into compliance.

OSE/EIS 04-22

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This memorandum serves to notify the stakeholders of the operation of the sanctions elements of the plan. The sanctions reflect the Michigan Department of Education's authority under the "Procedures for Appointment of Local Special Education Due Process Hearing Officers" to remove a hearing officer from the list of trained hearing officers for failure to complete a hearing within 45 days or to timely file documentation to grant an extension to a specific date.

The gist of the requirement is that each hearing officer must, in every case pending before him or her, either render a written decision within 45 days or maintain and file with the Office of Administrative Law documentation of a grant of a requested time extension to a specific date *and* render a written decision by the extended date. This is the minimum standard embodied in the Federal Regulations.

Beginning with the date of this memorandum, if the Office of Administrative Law finds that a hearing officer has failed to comply with this requirement, he or she will be afforded a five day period to show that the determination is erroneous. If this showing is not made or if the hearing officer does not respond, sanctions will be imposed as follows:

- First instance – 30 day removal (from the list of trained hearing officers)
- Second instance – 90 day removal
- Third instance – permanent removal

These removals will not impair a sanctioned hearing officer's ability to proceed with cases already pending before him or her. Notice of the names of any hearing officers on removal status and the duration of their removal will be enclosed with the acknowledgement letter the Office of Administrative Law sends to the parties in all cases filed during the period of removal.

If a hearing officer is permanently removed, he or she will not be permitted to attend any subsequent hearing officer training sponsored by the Department and his or her name will be deleted from the list of trained hearing officers when the list is next published. Further, this/***** notice will inform the parties that the Office of Administrative Law will NOT appoint any hearing officer while he or she is on removal status.

Use of the acknowledgment letter to communicate removals will assure that those most interested in the information will receive it. It heightens, however, the Office of Administrative Law's need for districts to supply complete and accurate contact information for all the involved parties at the time notice of the hearing request is sent to the Office of Administrative Law. It is our expectation that all stakeholders would recognize the basic procedural fairness involved in assuring that all parties to the dispute receive these notices on an equal and timely basis and therefore, promptly supply the needed contact information to the Office of Administrative Law.

If you have any questions about this information, please contact Lauren Harkness by telephone at (517) 373-8369, by facsimile at (517) 373-9238 or by e-mail at harknessl@michigan.gov.

April 16, 2004

TO: Intermediate School District Superintendents, Intermediate School District Directors of Special Education, and Intermediate School District Coordinators of Planning, Monitoring, and Data Collection

FROM: Jacquelyn J. Thompson, Director
Office of Special Education and Early Intervention Services

SUBJECT: Inservice Training on Conducting Intermediate School District-Level Complaint Investigations

In a letter received by the Michigan Department of Education (MDE) on March 16, 2004, the United States Department of Education (USDOE), Office of Special Education Programs (OSEP), informed the Superintendent of Public Instruction about the results of the OSEP Continuous Improvement and Focused Monitoring System (CIFMS) conducted in Michigan during the week of November 16, 2003. In the letter, **the OSEP stated very forcefully its concern with Michigan's continued failure to improve compliance with the timeline related to resolving special education complaints, and the OSEP indicated that it would implement sanctions against Michigan, including identifying Michigan as a "high risk grantee," and the "imposition of special conditions" on federal money** allocated to the state.

Rule 340.1851(1) requires ISDs to investigate complaints consistent with Part 8 of the rules and the MDE's "Complaint Procedures." The Complaint Procedures were revised and went through public hearings during 2002. The superintendent approved them in February 2003, and that document has been in effect since then.

There are two significant problems at the ISD level that impede the state's efforts to comply with the timeline:

1. ISD investigation reports that exceed the 21-calendar day timeline; and
2. ISD investigation reports that do not adhere to the Complaint Procedures in content and format.

Therefore, the OSE/EIS is presenting an interactive teleconference on June 14, 2004, to improve results in meeting both required timelines and quality standards. There will be an afternoon session from 1:30 p.m. to 3:30 p.m. It is essential that those ISD-level complaint investigators who are relatively new to their investigation responsibilities participate in this teleconference.

April 16, 2004

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There are also experienced ISD-level personnel whose investigation reports do not meet the standards of the Complaint Procedures who would benefit from participation in this teleconference.

The details of the teleconference are:

Date: June 14, 2004
Time: 1:30 to 3:30 p.m.
Originating Site: See attached list of ISD sites
Registration: www.tcombridge.org/events/mde
How to Participate: Sign up at Website
Presenters: Ron Greiner, Coordinator, Policy and Compliance Program
David Brock, Supervisor, Policy and Compliance Program

If we do not receive your registration by June 1, 2004, we will be calling you to remind you of the importance of this training and the need to participate. A listing of the sites for the videoconference is enclosed.

For more details, please contact Malinda Lott at (517) 373-2979.

Enclosure

**MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND
EARLY INTERVENTION SERVICES
Complaint Investigation Videoconference Sites
Monday, June 14, 2004**

1:30-3:30 p.m.

COOR ISD

Copper Country ISD

Eastern UP ISD

Genesee ISD

Ingham ISD

Kent ISD

Macomb ISD

Marquette-Alger RESA

Oakland Schools

St. Clair ISD

Traverse Bay Area ISD

Van Buren ISD

Washtenaw ISD

Wayne RESA

Statewide

PARTICIPANTS IN THE IEPT MEETING

- Thirty-eight percent of the students received a documented invitation to the Individualized Education Program Team (IEPT) meeting. About 59 percent of students aged 19 and older received a documented invitation. Hispanic students received a documented invitation more than 55 percent of the time.
- More than three-quarters of the students (77 percent) attended the meeting. Students 17 to 18 years old attended at a higher rate (85 percent). Students with severe cognitive or multiple impairments attended at a rate of 30 percent, while students with autism attended at a rate of 63 percent.
- About two-thirds of the time (64 percent) it was documented that student preferences were considered in the development of the IEP. The preferences of black students were less likely to be considered (51 percent).
- An outside agency will be involved in making a successful transition for 41 percent of the students. Students who are visually impaired will receive outside assistance at a rate of 71 percent; those with severe cognitive or multiple impairments, at a rate of 61 percent; and students with mild or moderate cognitive impairments,¹ at a rate of 57 percent. The reported need for assistance from an outside agency was lower (35 percent) for students with speech and language impairments and those with learning disabilities.
- An outside agency likely to be responsible for providing or paying for transition services received a documented invitation to about 19 percent of the IEPT meetings. This was coded as “not applicable” for about one-half (49 percent) of the meetings.
- If a representative of another agency did not attend the IEPT meeting, steps were documented in about 9 percent of the IEPs to obtain his/her participation in the planning of transition services. This was coded as “not applicable” in more than two-thirds (69 percent) of the IEPs.

PARENT PARTICIPATION

- About three-quarters (74 percent) of the parents received a documented notification of the IEPT meeting. About 62 percent of parents of students aged 19 and older received a documented notification, while parents of younger students received a documented notification about 75 percent of the time.
- About 40 percent of the time the parental notice indicated that one of the purposes of the meeting would be the development of a statement of transition. Parents of students with autism received a documented notification of this 56 percent of the time; for students who were visually impaired, the rate was 50 percent.
- About 54 percent of the time parents received a documented notification that the ISD would invite their student to the IEPT meeting. Parents of students with autism received a documented notification of the invitation of their children 67 percent of the time.
- Notification to parents that other agencies were invited to the IEPT meeting was contained in about 15 percent of the IEPT meeting notifications. This was more prevalent for parents of students with

¹ The IEPs reviewed for this study were completed at a time when the terms “trainable mental impairment” and “educable mental impairment” were in use. Michigan’s new special education rules (June 6, 2002) refer to these students as having mild or moderate “cognitive impairments.” Current rule language is used in this report’s narrative.

autism (26 percent) and students with visual impairments (44 percent). For parents of students aged 19 and older, the rate was 30 percent.

- The date, time, location, and other attendees were indicated on 75 percent of the notifications. For students aged 19 and older the rate was 62 percent.
- Sixty-two percent of the parental notices informed parents that they might invite other individuals. This percentage dropped to 51 percent for parents of children aged 19 and older.

CONTENT OF THE IEP

- Current performance regarding transition services was stated in about 29 percent of the IEPT meeting notices. This percentage ranged from 25 percent for students aged 14 to 16 to 49 percent for students aged 19 and older. For students with autism, severe cognitive or multiple impairments, or visual impairments, the rate ranged between 44 and 60 percent.
- A student’s course of study was indicated on 27 percent of the IEPs. This varied from a low of 11 percent for the Asian students to a high of 38 percent for the Native American students.
- Needed transition services were noted in 75 percent of the IEP documents. These break down as follows:

| | |
|---|-----|
| ● Instruction | 73% |
| ● Development of employment and other post-school adult living objectives | 69% |
| ● Community experiences | 66% |
| ● Daily living skills | 66% |
| ● Related services | 60% |
| ● A functional vocational evaluation | 51% |
- The activities in the statement of need were rated as a “coordinated set of activities” in 41 percent of the IEPs. This rate was higher (49 percent) for students aged 19 or older. The rate for students aged 14 to 16 was 37 percent. For students with mild or moderate cognitive impairments, the rate was 50 percent; for those with visual impairments, 53 percent; and for students with severe cognitive or multiple impairments, the rate was 58 percent. For the students with hearing impairments, the rate was 18 percent. The rate was 32 percent for black students, while for Native Americans and Asians the rate was 51 percent.
- The activities in the statement of transition services were rated as “promoting the movement of the student from school to the desired post-school goals” 42 percent of the time. The rate for students aged 14 to 16 was 37 percent, while for those aged 17 and older, the rate was nearly 52 percent. The rate for students with severe cognitive or multiple impairments was 52 percent; for those with mild or moderate cognitive impairments, the rate was 53 percent.
- The IEP included a statement of interagency responsibilities 22 percent of the time. This issue was coded as “not applicable” for 30 percent of the students. The rate for students with visual impairments was 47 percent, while for those with mild or moderate cognitive impairments the rate was 29 percent.
- In 77 percent of the IEPs, statements of transition service needs and needed transition services were coded as being reviewed at least annually.
- Sixty percent of the IEPs reflected that the student had received documented notification by age 17 of the rights that will transfer to him/her when the age of majority is reached. The rate was higher

(80 percent) for students aged 17 to 18. This factor was coded “not applicable” for 28 percent of the students overall.

- The rate at which participating agencies from outside the school system were reported as failing to provide agreed-upon transition services was 1 percent. This factor was coded “not applicable” in 61 percent of the cases.
- The rate at which the ISD identified alternative strategies to meet the transition objectives of the student was 2 percent. This factor was coded “not applicable” in 82 percent of the cases.

Transition Requirements Checklist December

| PARTICIPANTS IN THE IEP MEETING | Yes (%) | No (%) | N/A (%) |
|---|----------------|---------------|----------------|
| 1. Did the public agency invite the student? | 38 | 59 | 2 |
| 2. Did the student attend the IEP meeting? [This question is not an IDEA 97 requirement.] | 76 | 23 | 0 |
| 3. Did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP? [The IEP evidence that the student's preferences and interests were integrated into the development of the PLEP, STSN, SNTS and Annual Goals & Objectives.] | 64 | 34 | 2 |
| 4. Will this student need involvement from any outside agency in order to make a successful transition? [This question is not an IDEA 97 requirement, however, the information is necessary to answer questions 4a and 4b, 8, 20a and 20b. Answer question 4 ONLY for the current IEP year.] | 41 | 42 | 17 |
| 4a. Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services? [If you answered "No" or "N/A" to question 4, answer question 4a "N/A".] | 19 | 32 | 48 |
| 4b. If a representative from any other agency did not attend, did the public agency take other steps to obtain their participation in the planning of any transition services? [If you answered "No" or "N/A" to question 4 and/or 4a, answer question 4b "N/A".] | 9 | 21 | 69 |
| 5. Was parent notice provided? [If the answer to question 5 is "No", the answers to questions 6,7,8,9, & 10 are "No".] | 74 | 23 | 2 |
| 6. Does the parent notice indicate that one of the purposes of the meeting will be the development of a statement of transition service needs or a statement of needed transition services? | 40 | 57 | 3 |
| 7. Does the parent notice indicate that the public agency will invite the student? | 53 | 44 | 3 |
| 8. Does the parent notice identify (by agency, position, and title) any other agency that will be invited to send a representative? [If you answered "No" or "N/A" to question 4, answer question 8 "N/A".] | 14 | 47 | 38 |
| 9. Does the parent notice indicate the date, time, and location of the meeting and who will be invited? | 74 | 23 | 3 |
| 10. Does the parent notice inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate? | 62 | 35 | 3 |
| 11. Does the IEP include a statement of current performance related to transition services? | 29 | 67 | 4 |

STATEMENT OF TRANSITION SERVICE NEEDS (STSN) **Yes (%) No (%) N/A (%)**

| | | | |
|---|----|----|---|
| 12. Does the IEP include a statement of transition service needs that specifies the student's courses of study that will be meaningful to the student's future and motivate the student to complete his or her education? | 27 | 69 | 4 |
|---|----|----|---|

STATEMENT OF NEEDED TRANSITION SERVICES (SNTS)

| | | | |
|--|----|----|---|
| 13. Does the IEP include a statement of needed transition services? [If the answer to question 13 is no, the answer to questions 14, 15, 16, & 17 is "No". If the student does not need a SNTS, the answer to questions 13, 14, 15, 16 & 17 is "N/A".] | 75 | 18 | 7 |
|--|----|----|---|

14. Does the statement of needed transition services consider:

| | | | |
|---|----|----|----|
| a. instruction; | 73 | 20 | 8 |
| b. related services; | 60 | 31 | 9 |
| c. community experiences; | 66 | 25 | 10 |
| d. development of employment and other post-school adult living objectives; | 69 | 23 | 9 |
| e. daily living skills; and | 66 | 24 | 10 |
| f. a functional vocational evaluation? | 51 | 36 | 13 |

| | | | |
|---|----|----|---|
| 15. Are the activities in the statement of needed transition services presented as a coordinated set of activities? | 41 | 51 | 8 |
|---|----|----|---|

| | | | |
|---|----|----|---|
| 16. Do the activities in the statement of needed transition services promote movement from school to the student's desired post-school goals? | 42 | 50 | 8 |
|---|----|----|---|

| | | | |
|--|----|----|----|
| 17. If appropriate, does the IEP include a statement of the interagency responsibilities or any needed linkages? [Answer question 17 for current IEP year and future years.] | 22 | 48 | 30 |
|--|----|----|----|

| | | | |
|--|----|----|---|
| 18. Are the statements of transition service needs and needed transition services reviewed at least annually? [Review previous year's IEPs.] | 77 | 18 | 5 |
|--|----|----|---|

| | | | |
|---|----|----|----|
| 19. Does the IEP include a statement that at least one year before the student reaches the age of majority under state law that the student has been informed of the rights under Part B that will transfer to him or her when he or she reaches the age of majority? | 60 | 13 | 28 |
|---|----|----|----|

| | | | |
|---|---|----|----|
| 20A. Did any participating agency from outside of the school system fail to provide agreed upon transition services contained in the IEP? | 1 | 38 | 61 |
|---|---|----|----|

| | | | |
|---|---|----|----|
| 20b. Did the public agency responsible for the student's education initiate a meeting to identify alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP? [If you answered "No" or "N/A" to question 4, answer question 20b "N/A".] | 1 | 16 | 82 |
|---|---|----|----|

Executive Summary: Michigan Transition Survey of Parents

Method

The present study is based on the responses of 1,033 parents who were surveyed as part of the Michigan Department of Education’s Statewide IEP (Individualized Education Program) Transition Services Review. The sample for this survey was drawn in two phases. First, 4,000 parents were sampled by matching them to their children who were part of an earlier survey on transition services. This first phase yielded 848 responses. In order to increase the response rate, a second sample of 1,000 parents was randomly drawn, yielding an additional 185 responses. The overall response rate for this study is 18–20 percent.

The Parent Survey was developed from items on the IEP Checklist Review and in collaboration with MDE–OSEEIS, a parent advisory committee, and Citizens Alliance to Uphold Special Education (CAUSE). After initial design and feedback, the instrument was tested with a volunteer group of 12 parents with transition-age students in special education. The final survey includes the following sections:

- Participation in the IEP Meeting
- Parent Participation
- Content of the IEP
- Satisfaction with the IEP and Transition Services
- Parental Views on the Role of the Parent, School, and Student in Preparing for Transition (open-ended)

Results

Participation in the IEP Meeting

- Eighty-three percent of parents reported that students attended his/her IEP meeting.
- Seventy-one percent reported that students answered questions at the meeting.
- Fewer parents reported that students engaged in more proactive behaviors during the IEP meeting, stating that they “asked questions,” “contributed to the discussion,” “provided suggestions about how learning could be improved,” and “stated goals for the future and education goals.”

Parent Participation

- Eighty-five percent of parents reported that they knew the course of study for their child would be discussed at the IEP meeting.
- Most parents indicated that they were informed of the date and time (92 percent) and the location (88 percent) of the meeting.

- Seventy-two percent indicated that they were asked in the letter/invitation to the IEP meeting if the stated time and location was convenient for them and given the option of selecting an alternative meeting time/location.
- Fifty-nine percent of parents indicated that they knew they could invite others to the meeting.

Content of the IEP

Parents were next asked a series of questions about the content of the IEP.

- Seventy-three percent of parents reported that the IEP included information about what courses their son/daughter would need to finish school
- While nearly three-quarters of surveyed parents indicated that the IEP included information about course work, they reported that the post–high school goals of their son/daughter were not as well covered.

Lower proportions of parents reported that the IEP statement of needed transition services contained activities that promote the post–high school goals of their son/daughter:

- 63 percent indicated that the IEP included needed instruction
- 55 percent indicated that the IEP included daily living skills
- 53 percent indicated that it included related services
- 52 percent each indicated that the IEP included a functional vocational evaluation or the development of employment and other post–high school living skills objectives
- 45 percent indicated that it included community experiences
- A majority of parents (59 percent) also reported that they understood the types of activities that might be considered to meet post–high school goals.
- Eighty-one percent of parents indicated that they knew their son/daughter would have the rights of an adult once they reached eighteen years of age.
- Less than one-half of parents (47 percent), however, had either a plan to inform their son/daughter of their rights as an adult or had identified who would inform them.

Satisfaction

A Likert scale was used to assess the degree of satisfaction among parents with the transition services that their son/daughter had received.

- Overall, approximately 60 percent of the parents who responded to the survey indicated that they are very satisfied or somewhat satisfied with the IEP process (27 percent = “very satisfied” and 33 percent = “somewhat satisfied”)
- Fifty-nine percent are very or somewhat satisfied with the help provided by the school to prepare their son/daughter for life after high school (32 percent = “very satisfied” and 27 percent = “somewhat satisfied”)
- Fifty-eight percent are very or somewhat satisfied with their son’s/daughter’s level of involvement in plans for life after high school (32 percent = “very satisfied” and 26 percent = “somewhat satisfied”)

Parental Views on the Role of the Parent, School, and Student in Preparing for Transition

The survey also included three open-ended questions about the role of the parent, school, and student in preparing the student for life after high school. Qualitative analysis of these questions reveals that respondents believe that all three have a responsibility to help the student prepare for meaningful employment. This implies a shared sense of responsibility as well as an opportunity for increasing collaboration to secure successful employment options.

More specifically, the parents:

- Want the school to work harder at meeting the individual educational needs of the student; to increase its role in teaching basic knowledge in reading, writing, and math, as well as basic life skills; and to place more emphasis on special needs services, assisting in vocational preparation, and teaching problem-solving;
- View their role in preparing their student for life after high school as one of providing support, teaching positive values and attitudes, and giving advice. Parents also indicated a shared responsibility with schools in helping students develop independent living skills;
- View the student's role as one of becoming more responsible, goal-oriented, and accountable.

Survey of Parents with Youth in Special Education

| Participation in the IEP meeting | Yes | No | NA |
|--|------------|-----------|-----------|
| 1a. Did your son/daughter attend the IEP meeting? | 0.83 | 0.10 | 0.07 |
| 1b. If no, do you know if steps were taken to invite your son/daughter? | 0.09 | 0.06 | 0.85 |
| 2. How did your son/daughter participate in the meeting? | | | |
| a. Asked questions | 0.41 | 0.59 | |
| b. Answered questions | 0.71 | 0.29 | |
| c. Contributed to the discussion | 0.51 | 0.49 | |
| d. Provided suggestions about how learning could be improved | 0.22 | 0.78 | |
| e. Stated goals for the future | 0.53 | 0.47 | |
| f. Stated education goals | 0.43 | 0.57 | |
| g. Other | 0.14 | 0.86 | |
| 3a. Did the school help your student identify his/her preferences and interests in the development of the IEP? | 0.72 | 0.17 | 0.11 |
| 3b. Did the school personnel ask your son/daughter what his/her hopes and dreams are? | 0.68 | 0.15 | 0.17 |
| 4. If you are a parent of a student 16 years or older, have you discussed involvement of other agencies (for example, Michigan Rehabilitation Services for employment) in planning for life after high school? | 0.22 | 0.14 | 0.63 |
| Parent Participation | | | |
| 5. Did you know before the IEP meeting that your student's course of study would be discussed at the meeting? | 0.85 | 0.08 | 0.07 |
| 6. Did the letter informing you about the IEP include: | | | |
| a. the date and time? | 0.92 | 0.02 | 0.06 |
| b. location of the meeting? | 0.88 | 0.04 | 0.08 |
| c. list of those invited to the meeting? | 0.82 | 0.11 | 0.08 |
| d. Does the notice ask if this time and place is convenient or what other place, date or time might work better for you? | 0.72 | 0.19 | 0.09 |
| e. Did you know that you could invite others who have knowledge or special expertise regarding you child and his/her IEP? | 0.59 | 0.35 | 0.06 |
| Content of the IEP | | | |
| Does the IEP include: | | | |
| 7. Information about courses that your son/daughter will need to take to finish school and to reach his/her post school goals | 0.73 | 0.21 | 0.07 |
| 8. Thinking back on your last IEP, do the activities in the statement of needed transition services promote the student's desired post school goals in the following areas? | | | |
| a. instruction | 0.63 | 0.21 | 0.16 |
| b. related services | 0.53 | 0.29 | 0.18 |
| c. community experiences | 0.45 | 0.35 | 0.20 |
| d. development of employment and other post school living objectives | 0.52 | 0.31 | 0.17 |
| e. daily living skills | 0.55 | 0.27 | 0.18 |
| f. a functional vocational evaluation | 0.52 | 0.29 | 0.19 |
| Did you understand what kinds of activities might be considered? | 0.59 | 0.25 | 0.16 |
| If yes, were your suggestions considered? | 0.53 | 0.07 | 0.40 |
| 9a. Do you know that your son/daughter will have the rights of an adult when he/she becomes 18 years old? | 0.81 | 0.12 | 0.06 |
| 9b. Is there a plan on how the student will be informed of the rights at least one year before his or her age of majority (18 years old) ? | 0.47 | 0.39 | 0.14 |
| 9c. Is there someone identified who will inform the student | 0.47 | 0.31 | 0.22 |

| | Very satisfied | Somewhat satisfied | Neither satisfied nor dissatisfied | Somewhat dissatisfied | Very dissatisfied | NA |
|--|----------------|--------------------|------------------------------------|-----------------------|-------------------|------|
| 10. In your opinion how satisfied are you with: | | | | | | |
| a. your son/daughter's progress in preparing for life after high school? | 0.27 | 0.33 | 0.12 | 0.10 | 0.12 | 0.07 |
| b. the help the school is providing to prepare your son/daughter for life after high school? | 0.32 | 0.27 | 0.12 | 0.10 | 0.13 | 0.06 |
| c. the level of your son/daughter's involvement in his/her plans for life after high school? | 0.32 | 0.26 | 0.15 | 0.10 | 0.10 | 0.08 |