

Directions: Please review the following summary of Michigan’s performance on indicator #1.

1. **Indicator –1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Overview of Issue/Description of System or Process:

The State of Michigan does not grant diplomas with the exception of the Michigan School for the Deaf. Graduation requirements in Michigan, are set by locally elected school boards and these requirements can vary from district to district. The Local Education Agencies (LEAs) also decide whether to grant various certificates of attainment that are alternatives to a regular diploma (e.g., certificate of completion). While Michigan 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); GEDs are accepted for college admission. All LEAs are required to report to the state the number of students who graduate with a standard high school diploma.

Calculating Michigan State-wide Graduation Rate For All Students

The Michigan Department of Education works with the Center for Educational Performance Information(CEPI), an external agency, to obtain statistical calculations of performance data regarding graduation rates for students. The calculation methodology used to determine general education and special education graduation and dropout rates differ, making comparisons difficult. The CEPI calculates graduation, retention, and dropout rates from the headcount report (IM-4203) turned in by school districts. Current calculations do not allow for the disaggregation of graduation rates for disabled and non-disabled students. Form IM-4203 requires 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 2003 to fall 2004. 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 the student did not move into the next grade level. Dropout is any unaccounted-for student. Starting in 2002-2003, 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 fall 2007.

Calculating Special Education Graduation Rate

The graduation rate for students with IEPs are calculated using the methodology outlined by the U.S. Department of Education, Office of Special Education Programs (OSEP). The statistics available on special education graduation are from the statewide special education database, Michigan Compliance Information System (MICIS).

The OSEP calculates graduation rates by dividing the number of students aged 14 and older who graduated with a standard diploma by the number of students 14 and older who are known to have left school (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, dies, or dropped out).

Baseline Data for FFY 2004 (12/2/03 – 12/1/04)

Table 1: Center for Educational Performance in Information (CEPI)
Estimated State-Wide Graduation Rates For All Students
1998 to 2004

	Graduation
1998	83.32
1999	81.40
2000	79.64
2001	80.85
2002	86.25
2003	84.83
2004	88.69

Table 2: State-Wide Graduation for Students with IEPs (MICIS)
1999-2004

Year	Graduation		Other Exit Reasons		Total	
	Count	Row %	Count	Row %	Count	Row %
1998	4,707	35.04%	8,726	64.96%	13,433	100.00%
1999	5,034	35.08%	9,316	64.92%	14,350	100.00%
2000	5,302	41.01%	7,626	58.99%	12,928	100.00%
2001	5,485	42.60%	7,392	57.40%	12,877	100.00%
2002	6,769	50.98%	6,510	49.02%	13,279	100.00%
2003	7,046	54.95%	5,777	45.05%	12,823	100.00%
2004	8,312	67.05%	4,085	32.95%	12,397	100.00%

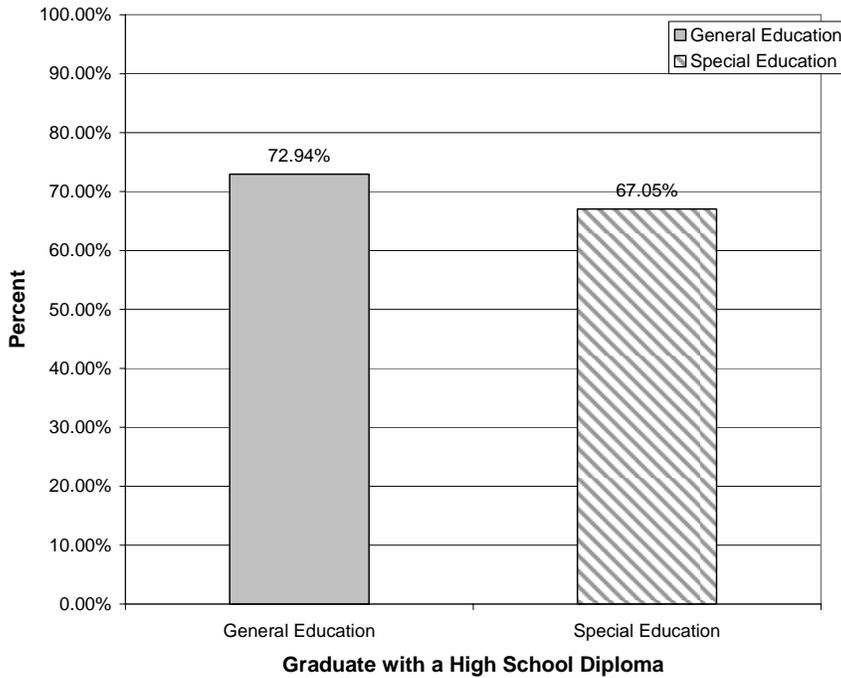
Discussion of Baseline Data:

Table 1 above conveys Michigan's graduation rate for all students as calculated by CEPI. Table 2 shows the graduation rate for students with disabilities using OSEP calculation methods.

The four-year graduation rate for all students in 2003-2004, as estimated by CEPI, was 88.69%. The dropout rate during the 2003-2004 school year was 3.00%. 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 rates in fall 2007. The CEPI is waiting until the SRSD has collected five 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.

A second calculation was carried out utilizing OSEP's methodology for the computation of graduation rate for general education students "leaving school" in order to make the statistical comparison between the performance of students with disabilities to that of students in general education. Although this is not an officially utilized methodology by the Center for Education Performance and Information (CEPI), it was felt that such a comparison would be helpful in evaluating Michigan's special education graduation rate. As can be seen in Table 3 below, the calculated special education graduation rate (67.05%) was 5.89% lower than the calculated estimated general education graduation rate (72.94%). Based on this method of calculation, the baseline for students with disabilities on this indicator is 67.05

Table 3: Comparisons of General Education and Special Education
Utilizing the OSEP Calculation Methodology
School Year 2003-2004



The goal of Michigan's Education YES! is to have a graduation rate of 80% and a dropout rate less than 20%. The MDE sets the same target for graduation for students with IEPs. Although Michigan has not met this target for the population of students with IEPs in 2004-2005, the data trend of the last few years depicts a movement toward reaching this goal. Students with hearing impairment, visual impairment and other health impairment have already met the Education YES! Graduation standard, as calculated by the OSEP methodology.

OSE/EIS Proposed Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma will increase to 69%.
2006 (2006-2007)	Michigan Education YES! 80% Graduation Rate. Michigan target 71% The percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma will increase to 71%.
2007 (2007-2008)	The percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma will increase to 73%.
2008 (2008-2009)	The percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma will increase to 75%.
2009 (2009-2010)	The percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma will increase to 77%.
2010 (2010-2011)	The percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma will increase to 80%.