

Indicator 1: Graduation

Graduation Matters for Students With An IEP

- High school graduation is one of the critical steps students take toward independence, meaningful work, and realizing their dreams.
- Graduation rates are one indication of the degree to which educational services support student success.

Michigan Information on Graduation

In March 2009, the Office of Special Education Programs (OSEP) revised the graduation indicator language including the measurement and timeline to align with the *Elementary and Secondary Education Act* (ESEA). As a result of this revision, Michigan now uses the cohort four-year graduation rate for the Annual Performance Report (APR).

What is Michigan doing to improve graduation rates among students with an IEP?

Many statewide improvement activities have recently been expanded to include more schools. Many students benefiting from these efforts have not yet reached graduation age.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) supports positive behavior support and literacy in 45 middle schools and 36 high schools. <http://miblsi.cenmi.org/>
- The Reaching and Teaching Struggling Learners (RTSL) Initiative supports middle and high schools in adopting a Response to Intervention (RtI) framework in order to increase graduation rates and decrease dropout rates. <http://rtsl.cenmi.org>
- The Michigan Transition Outcomes Project (MI-TOP) promotes transition practices intended to increase graduation rates and promote successful transition to postsecondary roles. <http://mi-top.cenmi.org>

For More Information

Michigan's State Superintendent's Dropout Challenge

www.michigan.gov/dropoutchallenge

Michigan's Graduation Requirements

www.michigan.gov/highschool

Education YES!

www.michigan.gov/edyes

The National High School Center

www.betterhighschools.org

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 2: Dropout

Data on Dropout Matters for Students With An IEP

- National data demonstrate that students with an IEP have an increased risk of dropping out of school, and that high dropout rates are an indication that barriers to learning exist.
- Students with an IEP who drop out of school have more difficulty attaining meaningful employment and postsecondary education.
- Understanding the early warning signs that lead to dropout is critical to ensure student success.

Michigan Information on Dropout

Michigan reports dropout rates in the Annual Performance Report (APR), the Consolidated State Performance Report (CSPR), and the Michigan Cohort Graduation and Dropout Reports. The APR and CSPR use a dropout event rate based on federal reporting requirements.

What is Michigan doing to improve dropout rates among students with an IEP?

The State Superintendent's Dropout Challenge led to 1,100 elementary, middle, and high schools' commitment to reduce their risk for dropout.

Educators are using the early warning signs to make improvements for students with Individualized Education Programs (IEPs) by analyzing grades, course failure, and attendance data related to graduation and dropout. These factors also impact successful transitions and positive postsecondary outcomes. This integrated approach strengthens the support system for students.

- The Reaching and Teaching Struggling Learners (RTSL) Initiative will continue to support middle and high school teams to adopt a Response to Intervention (RtI) framework in order to increase graduation rates and decrease dropout rates. The 2010-2011 Cohort 1 buildings (three middle schools and ten high schools) continued to build these interventions.

- The Michigan Transition Outcomes Project (MI-TOP) promotes transition practices intended to decrease dropout rates and promote successful transition to postsecondary roles.
- In 2010, the Michigan Department of Education (MDE) hosted a Dropout Prevention Summit to share student success stories from the 1,100 schools who joined the State Superintendent's Dropout Challenge.

For More Information

Michigan's State Superintendent's Dropout Challenge

www.michigan.gov/dropoutchallenge

Center for Educational Performance and Information (CEPI), Graduation and Dropout Review and Comment Application (GAD) User's Guide

http://www.michigan.gov/documents/cepi/GAD_Cohort_User_Guide_416354_7.pdf

National Dropout Prevention Center for Students With Disabilities (NDPC-SD)

www.ndpc-sd.org

Indicator 3: Statewide Assessment

Statewide Assessment Matters for Students With An IEP

- Statewide assessment provides the opportunity for more meaningful access to and achievement in the general education curriculum.
- Statewide assessment encourages parents and teachers to have high expectations for students regardless of individual differences.
- Statewide assessment results inform school efforts to improve instruction and learning for all students.

Michigan Information on Statewide Assessment

The Michigan State Board of Education adopted the Michigan Educational Assessment System (MEAS) in October 2001. All students, including students with disabilities, participate in the MEAS. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME), Michigan's Alternate Assessment Program (MI-Access and MEAP-Access), and Michigan's English Language Proficiency Assessment (ELPA).

Assessments of students in grades 3-8 and 11 in the areas of reading and mathematics are used to determine adequate yearly progress (AYP).

What is Michigan doing to improve assessment results among students with an IEP?

In October 2005, the Michigan State Board of Education approved the *Vision and Principles of Universal Education* as a framework and foundation for policy development by the state board, the Michigan Department of Education (MDE), and local and intermediate school districts. The *Vision and Principles of Universal Education* reflect the beliefs that each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. Rigorous targets for all students in the state assessment system are evidence that Michigan is committed to the education of all Michigan students.

- The MDE, Office of Special Education (OSE) and the Bureau of Assessment and Accountability (BAA) coordinate with the Office of Educational Improvement and Innovation (OEII)—the office responsible for disseminating information on state content standards and high school reform.
- The Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) provides Response to Intervention (RtI) strategies to improve access to the general education curriculum for students with an IEP and to improve academic and behavioral performance.
- The BAA and the OSE have finalized guidelines for participation in statewide assessments and posted this information on the BAA web page. This will assist IEP teams to determine the appropriate assessment for each student.

For More Information

Michigan Department of Education (MDE), Bureau of Assessment and Accountability (BAA)
www.michigan.gov/baa

Michigan Department of Education (MDE), Office of Educational Improvement and Innovation (OEII) (formerly known as the Office of School Improvement)
www.michigan.gov/osi

Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi)
<http://miblsi.cenmi.org>

Michigan’s Integrated Technology Supports (MITS)
<http://mits.cenmi.org>

Michigan’s State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 4A: Suspension/Expulsion

Data on Suspension/Expulsion Matters for Students With An IEP

- Data on the rates of suspension/expulsion for students with an IEP prompts districts to examine how discipline decisions are made.
- Districts with high rates of suspension/expulsion receive technical assistance from the OSE regarding additional supports that enable students with an IEP to remain in school and receive appropriate instruction.

Michigan Information on Suspension/Expulsion Rates

School districts report disciplinary actions for students who have Individualized Education Programs (IEPs) through the Michigan Student Data System (MSDS) and a data verification process. School districts report specific disciplinary actions for each student every school year.

The Office of Special Education (OSE) identifies and monitors a district if more than five percent of its students with IEPs received out-of-school suspensions/expulsions for greater than ten days cumulatively during the school year. The OSE reviews the district's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and alignment with procedural safeguards to ensure compliance with the *Individuals with Disabilities Education Act (IDEA)*. Districts are required to revise those policies, procedures, and practices that may lead to inappropriate suspensions and expulsions.

What is Michigan doing to improve suspension/expulsion rates among students with an IEP?

On September 12, 2006, the State Board of Education adopted a policy on positive behavior support stating that each school district should implement a system of school-wide positive behavior support strategies. The vision of this policy is to advance a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavioral interventions and supports provide effective strategies that promote appropriate social behavior and respectful learning environments.

- The Continuous Improvement and Monitoring System's (CIMS) electronic workbook provides districts with feedback regarding their suspension and expulsion data to assist improvement efforts.
- Districts that demonstrate a significant discrepancy in rates of suspension/expulsion participate in focused monitoring and are provided with information and technical assistance.
- The OSE collaborates with the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) personnel to continue to reduce the rates of suspension/expulsion in the state through positive behavioral interventions and supports. Districts with a

significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi and Reaching and Teaching Struggling Learners initiatives.

For More Information

Michigan State Board of Education's Positive Behavior Support Policy

www.michigan.gov/mde/0,1607,7-140-6530_6564_35177---,00.html

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

www.pbis.org

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

<http://miblsi.cenmi.org>

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 4B: Suspension/Expulsion by Race/Ethnicity

Data on Suspension/Expulsion Matters for Students With An IEP

- Data on the rates of suspension/expulsion for students with an IEP prompts districts to examine how discipline decisions are made.
- Districts with high rates of suspension/expulsion receive technical assistance from the OSE regarding additional supports that enable students with an IEP to remain in school and receive appropriate instruction.

Michigan Information on Suspension/Expulsion Rates by Race/Ethnicity

School districts report disciplinary actions for students who have Individualized Education Programs (IEPs) through the Michigan Student Data System (MSDS) and a data verification process. School districts report specific disciplinary actions for each student every school year.

The Office of Special Education (OSE) identifies and monitors those districts with significant discrepancies in their suspensions/expulsions for one or more racial/ethnic groups. The OSE reviews the districts' policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and alignment with procedural safeguards. Districts are required to revise those policies, procedures, and/or practices that may lead to inappropriate suspensions and expulsions.

What is Michigan doing to improve suspension/expulsion rates among students with an IEP?

On September 12, 2006, the State Board of Education adopted a policy on positive behavior support stating that each school district should implement a system of school-wide positive behavior support strategies. The vision of this policy is to advance a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavioral interventions and supports provide effective strategies that promote appropriate social behavior and respectful learning environments.

- The Continuous Improvement and Monitoring System's (CIMS) electronic workbook provides districts with feedback regarding their suspension and expulsion data to assist improvement efforts.
- Districts that demonstrate a significant discrepancy in rates of suspension/expulsion by race/ethnicity—and have policies, procedures, and practices that contribute to the discrepancy—are provided with technical assistance.
- The OSE collaborates with the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) personnel to continue to reduce the rates of suspension/expulsion in the state through positive behavioral interventions and supports. Districts with a significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi and the Reaching and Teaching Struggling Learners (RTSL) Initiative.

For More Information

Michigan State Board of Education's Positive Behavior Support Policy

www.michigan.gov/mde/0,1607,7-140-6530_6564_35177---,00.html

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

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Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

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Indicator 5: Educational Environments: Ages 6-21

Educational Environments Matter for Students With An IEP

Educating students with an IEP in age-appropriate general education classrooms, to the maximum extent possible, matters because this environment:

- Supports access to and achievement in the general education curriculum.
- Creates an inclusive and accepting educational community.
- Supports educators, parents, and all students to have expectations for successful academic performance and appropriate behavior.

Michigan Information on Educational Environments

One of the goals of the *Individuals with Disabilities Education Act* (IDEA) is to enable students with disabilities to receive their education in the general education classroom to the maximum extent appropriate. The IDEA refers to this as the “least restrictive environment.” The appropriate environment may be different for each student because the least restrictive environment is individually determined based on the student’s unique educational needs.

What is Michigan doing to improve educational environment rates among students with an IEP?

State Board of Education policies on Positive Behavior Support and Universal Education create a framework for districts to understand the importance of inclusive and constructive educational environments for all students.

The Office of Special Education (OSE) reviews educational environments data annually. Local school districts whose educational environments percentages vary significantly from the state targets are considered for monitoring activities.

- The OSE assists districts in reviewing their policies and procedures related to educational environments and requires them, as needed, to develop and implement corrective action plans.
- Districts with low percentages of students with an IEP in general education receive priority for consideration for technical assistance from statewide initiatives such as Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi), Statewide Autism Resources and Training (START), and Michigan’s Integrated Technology Supports (MITS).
- The new state IEP is increasing the ties between IEP development and the general education curriculum.

For More Information

Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi)

<http://miblsi.cenmi.org>

Michigan’s Integrated Technology Supports (MITS)

<http://mits.cenmi.org>

Statewide Autism Resources and Training (START)

www.gvsu.edu/autismcenter

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 7: Preschool Outcomes Measurement

Preschool Outcomes Matter for Students With An IEP

- Federal law requires a child to be assessed in three areas: social-emotional, knowledge and skills, and appropriate behaviors. This is also an early childhood education best practice.
- Children are more successful when teachers and service providers use assessment data about the whole child when planning and delivering instruction and services.

Michigan Information on Preschool Outcomes Measurement

Michigan's preschool special education programs are required to collect information on the performance of children entering and exiting those programs. The Office of Special Education (OSE) and the Office of Great Start, Early Childhood Education & Family Services (OGS/ECEFS) work together to collect and report data for this indicator.

What is Michigan doing to improve preschool outcomes rates among students with an IEP?

The Michigan Department of Education (MDE) developed a procedural and technical assistance handbook, with accompanying online training sessions. The purpose of these materials is to clarify all aspects of data collection about reporting child outcomes and to use data to improve preschool outcomes for children. The materials incorporate:

- The OGS will develop awareness level opportunities, provide technical assistance to preschool teachers and service providers about measurement tools and data collection, and provide sustained learning opportunities.
- The OGS and HighScope Educational Research Foundation will monitor data measuring this indicator and develop additional improvement activities to improve the system:
 - Individually, to improve children's IEPs based on results.
 - Locally, to support districts in improving outcomes and to support districts not meeting targets.

- Statewide, to improve policy and program decision making, including personnel development.

For More Information

Michigan Department of Education (MDE), Office of Great Starts (OGS)

www.michigan.gov/ecse

The Early Childhood Outcomes (ECO) Center

www.fpg.unc.edu/~eco/index.cfm

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 8: Facilitated Parent Involvement

Facilitated Parent Involvement Matters for Students With An IEP

Research suggests that students with involved parents are more likely to:

- Earn higher grades and test scores.
- Be promoted and earn credits.
- Attend school more regularly.
- Demonstrate appropriate social skills.
- Graduate from high school.
- Go on to higher education.

Michigan Information on Facilitated Parent Involvement

The *Individuals with Disabilities Education Act* (IDEA) requires districts to develop ways to involve parents in their child's education. The IDEA refers to parent involvement 1,299 times throughout the entire act, describing parent participation in the Individualized Education Program (IEP) process as well as identification, evaluation, educational placement, and all other parent rights under the law.

Michigan sent surveys to all parents of preschool children (ages 3 through 5) and to one-third of all parents of school-aged children (ages 6 through 26) who receive special education services. For the Annual Performance Report (APR), data for preschool children is reported for ages 3 through 5, and data for school-aged children is reported for only ages 6 through 21. There are separate versions of the survey for parents of preschool children and parents of school-aged children.

The parent survey measures families' perceptions of the schools' efforts to involve them in their child's education. This indicator is not about parents taking the initiative to become involved, nor is the indicator about parent satisfaction. School efforts for involving families include establishing and maintaining relationships, engaging families as partners in improving the academic and behavioral performance of their children, and jointly planning and participating in IEP team meetings.

What is Michigan doing to improve facilitated parent involvement rates among students with an IEP?

Survey results were used for an Office of Special Education (OSE) general supervision initiative—the Continuous Improvement and Monitoring System (CIMS). Parent survey results were reported to districts for use in their planning.

- Michigan's Mandated Activities Projects (MAPs) are working to identify the key evidence-based practices of facilitated parent involvement that connect this indicator with student outcomes.
- Wayne State University maintains a public website that helps districts and parents access and interpret parent survey results.

For More Information

National Center for Special Education Accountability Monitoring (NCSEAM)

www.accountabilitydata.org

Parent Resource

www.michigan.gov/mde/0,1607,7-140-6530_6598_31834-173245--,00.html

Michigan Alliance for Families

<http://www.michiganallianceforfamilies.org/>

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 9: Disproportionate Representation in Special Education and Related Services

Disproportionate Representation Matters for Students With An IEP

When districts inappropriately identify students for special education and related services, it may result in educational and economic consequences such as:

- Limited access to the general education curriculum with appropriate supports.
- Lowered expectations.
- Poor school attendance.
- High dropout rates.
- Low graduation rates.
- Higher rates of unemployment.
- Increased likelihood of incarceration.
- Increased discipline.

Michigan Information on Disproportionate Representation in Special Education and Related Services

The Michigan Department of Education (MDE), Office of Special Education (OSE), monitors districts that have a two-year pattern of over-representation of racial/ethnic groups (American Indian, Asian, Black, Hispanic, White) in special education and related services.

Selection of focused monitoring activities is based on the degree of over-representation. The focused monitoring process determines if the over-representation is the result of inappropriate identification policies, procedures, or practices.

What is Michigan doing to improve disproportionate representation rates among students with an IEP?

Michigan addresses disproportionate representation through data verification, state monitoring, corrective action plans, and technical assistance to districts as needed.

- The OSE works to improve districts' awareness of the impact of disproportionate representation due to inappropriate identification policies, procedures, or practices.
- The OSE continues to provide technical assistance to improve identification policies, procedures, and practices for all students.
- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) provides districts with technical assistance to implement a tiered approach to working with students facing challenges in the general education classroom prior to considering a referral for special education services.

For More Information

Michigan Department of Education (MDE), Office of Special Education (OSE)
Disproportionate Representation Resources

http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html

U.S. Department of Education

www.ed.gov

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

Indicator 10: Disproportionate Representation in Specific Disability Categories

Disproportionate Representation Matters for Students With An IEP

When districts inappropriately identify students for special education and related services, it may result in educational and economic consequences such as:

- Limited access to the general education curriculum with appropriate supports.
- Lowered expectations.
- Poor school attendance.
- High dropout rates.
- Low graduation rates.
- Higher rates of unemployment.
- Increased likelihood of incarceration.
- Increased discipline.

Michigan Information on Disproportionate Representation in Specific Disability Categories

The Michigan Department of Education (MDE), Office of Special Education (OSE), monitors districts that have a two-year pattern of over-representation of racial/ethnic groups (American Indian, Asian, Black, Hispanic, White) in specific disability categories (cognitive impairment, emotional impairment, specific learning disability, speech and language impairment, other health impairment, and autism).

Selection of focused monitoring activities is based on the degree of over-representation. The focused monitoring process determines if the over-representation is the result of inappropriate identification policies, procedures, or practices.

What is Michigan doing to improve disproportionate representation rates among students with an IEP?

Michigan addresses disproportionate representation through data verification, state monitoring, corrective action plans, and technical assistance to districts as needed.

- The OSE works to improve districts' awareness of the impact of disproportionate representation due to inappropriate identification policies, procedures, or practices.

- The OSE continues to provide technical assistance to districts to improve identification policies, procedures, and practices for all students.
- Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) provides districts with technical assistance to implement a tiered approach to working with students facing challenges in the general education classroom prior to considering a referral for special education services.

For More Information

Michigan Department of Education (MDE), Office of Special Education (OSE)
Disproportionate Representation Resources
http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html

U.S. Department of Education
www.ed.gov

Michigan’s State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 11: Child Find

Child Find Matters for Students With An IEP

Meeting required evaluation timelines matters for children with an IEP and their parents because it:

- Provides for the timely delivery of special education programs and services.
- Contributes to a bond of trust between families and school personnel, which contributes to an overall sense of competency and collaboration.
- Indicates that districts are compliant with federal and state requirements.

Michigan Information on Child Find

Michigan is required to have policies and procedures in place to ensure that all children suspected of having a disability are identified, located, and evaluated within specific timelines. Michigan has established a 30-school-day timeline to evaluate and complete an Individualized Education Program (IEP) for a child suspected of having a disability. This timeline is documented in the *Michigan Administrative Rules for Special Education (MARSE)* (R 340.1721c(2)). The timeline begins when the district obtains signed, parental consent to evaluate the child. The timeline may be extended if agreed to by both the parent and the district.

What is Michigan doing to improve child find rates among students with an IEP?

The Office of Special Education (OSE) is committed to ensuring that both the requirements and the intent of the *Individuals with Disabilities Education Act* (IDEA) are implemented and met. The OSE continues to implement improvements in order to obtain compliance with federal requirements, including Child Find. The OSE works with the Office of Great Starts (OGS) to provide a statewide system that effectively coordinates the Child Find process.

- The OSE continues to improve and refine data collection for this indicator.
- Michigan continues to provide training, technical assistance, and support to districts through the OSE program accountability unit.

For More Information

Michigan's Continuous Improvement and Monitoring System (CIMS)

<http://cims.cenmi.org>

Policy and Guidance Updates—Building the Legacy: IDEA 2004

<http://idea.ed.gov>

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 12: Early Childhood Transition

Early Childhood Transition Matters for Children With An IEP

- The earlier services are provided, the greater the chance that a child can begin school ready to learn.
- Knowledge of the supportive services provided to children before the age of three will enhance the preschool planning process.

Michigan Information on Early Childhood Transition

Early childhood transition is an effort to promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

In Michigan, children from birth through age two with disabilities are supported by *Early On*[®] and sometimes special education services. Transition data are collected to help ensure that as children grow, they and their families receive uninterrupted support from birth through their transition to school-age support services.

Districts are required to develop Individualized Education Programs (IEPs) for all children referred by *Early On* who are eligible for special education programs and services prior to their third birthday. If the child is found to be eligible for programs and/or services, the district is required to implement the IEP by the child's third birthday.

What is Michigan doing to improve early childhood transition rates among students with an IEP?

The Office of Special Education (OSE) collaborates with the Office of Great Starts (OGS) regarding early childhood transition. Michigan is a birth mandate state (special education services are available from birth). Therefore, the transition process for the majority of children and their families is seamless.

- The Michigan Department of Education continues to work with *Early On* Training and Technical Assistance (EOT&TA)—as well as with districts—to define, support, and monitor transition activities from Part C to Part B.
- The OSE continues to collaborate with the OGS in order to improve transition from Part C to Part B services.
- *Early On* and Part B systems are implementing plans and interagency agreements designed to improve the transition process.

For More Information

Michigan's Continuous Improvement and Monitoring System (CIMS)

<http://cims.cenmi.org>

Michigan Department of Education (MDE), Office of Great Starts (OGS)

www.michigan.gov/ecse

National Early Childhood Transition Center

<http://www.hdi.uky.edu/>

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 13: Secondary Transition

Secondary Transition Matters for Students With An IEP

- Supportive academic and community experiences assist in making the educational experience meaningful for students.
- Positive student engagement in school experiences reduces dropout rates and contributes to higher achievement and graduation rates.
- Effective transition practices engage students, families, educators, and community members in a collaborative, meaningful process.

Michigan Information on Secondary Transition

The Michigan Department of Education (MDE), Office of Special Education (OSE) collects secondary transition information through Individualized Education Program (IEP) reviews. These data inform the direction and design of statewide support. The term transition services means a coordinated set of activities for a child with a disability that:

- a) Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability in order to facilitate the child's movement from school to post-school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- b) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
- c) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

What is Michigan doing to improve secondary transition rates among students with an IEP?

The Michigan Transition Outcomes Project (MI-TOP) supports the implementation of effective transition practices to ensure that all students are prepared for postsecondary education, employment, and independent living. The OSE has embedded components of this indicator into the Continuous Improvement and Monitoring System (CIMS). This has yielded two primary benefits: a statewide consistency in compliance expectations and defined measures of both compliance and quality.

- The OSE is working to improve district-level data collection, analysis, and compliance.
- Michigan is engaged in a comprehensive effort to design and implement a district-level technical assistance model that will improve statewide performance on this indicator and support improved postsecondary outcomes.
- The OSE and Michigan Rehabilitation Services (MRS) are collaborating to assist educators in developing and providing transition supports at the earliest possible age.

For More Information

Michigan Transition Outcomes Project (MI-TOP)

<http://mi-top.cenmi.org>

National Secondary Transition Technical Assistance Center

www.nsttac.org

The Council for Exceptional Children, Division on Career Development and Transition

www.dcdt.org

National Dropout Prevention Center for Students With Disabilities (NDPC-SD)

www.ndpc-sd.org

National Post-School Outcomes (NPSO) Center

www.psocenter.org

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis

Indicator 14: Postsecondary Outcomes

Postsecondary Outcomes Matter for Students With An IEP

- Making the educational system better for *all* students is a desired outcome of this indicator.
- Postsecondary outcomes data assist in determining the effectiveness of the education system.
- Understanding the postsecondary life experiences of students with an IEP assists educators in ongoing education reform efforts.
- Identifying system strengths and weaknesses allows for targeting improvement efforts to ensure resources are used efficiently and effectively.

Michigan Information on Postsecondary Outcomes

The Office of Special Education (OSE) conducted a survey of exiting students utilizing a modified version of the *National Post-School Outcomes Center (NPSO) revised Stage 1: Post-School Data Collection Protocol*. The OSE divided the state's districts into thirds, which are then surveyed every three years. Michigan has one district with a student population greater than 50,000, which must be surveyed every year.

What is Michigan doing to improve postsecondary outcome rates among students with an IEP?

The Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) initiated the linking of secondary transition data to graduation, dropout, assessment results, reason for leaving school, and postsecondary outcomes data.

- The OSE continues to create and make available online modules to provide training on a standardized method for planning the student's successful exit from school.
- The Michigan Transition Outcomes Project (MI-TOP) shares survey results with postsecondary service providers to improve services that assist students.
- The OSE and Michigan Rehabilitation Services (MRS) are collaborating to assist educators in developing and providing transition supports at the earliest possible age.

For More Information

Michigan Transition Outcomes Project (MI-TOP)

<http://mi-top.cenmi.org>

Michigan Transition Services Association (MTSA)

www.michigantsa.com

National Post-School Outcomes (NPSO) Center

www.psocenter.org

National Secondary Transition Technical Assistance Center

www.nsttac.org

National Dropout Prevention Center for Students
With Disabilities (NDPC-SD)

www.ndpc-sd.org

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

www.michigan.gov/ose-eis