

# Why It Matters: Indicators 1-14

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# Why It Matters: Indicators 1 through 14

## Indicator 1: Graduation

### Graduation Matters for Students with an Individualized Education Program (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

Michigan uses the cohort four-year graduation rate for the State Performance Plan/Annual Performance Report (SPP/APR) in alignment with the Elementary and Secondary Education Act.

### 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 \(MiBLSi\)](#) promotes positive behavior supports and literacy in schools throughout the state in collaboration with intermediate school districts. MiBLSi works with schools to develop infrastructures to ensure that the practices can be implemented with fidelity and will endure over time.

### For More Information

[Michigan's State Superintendent's Dropout Challenge](#)

[Michigan's Graduation Requirements](#)

[Education YES!](#)

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

National High School Center content has been incorporated into the [College and Career Readiness Center](#). This is where you will find graduation and other positive postsecondary outcome resources.

## **Indicator 2: Dropout**

### **Data on Dropout Matters for Students with an Individualized Education Program (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 State Performance Plan/Annual Performance Report (SPP/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 over 1,800 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 an IEP 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.
- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) conducts early intervention strategies in elementary schools. By supporting students in becoming more successful academically, socially and behaviorally, students may stay on track through secondary school and decrease their risk of dropping out.

### **For More Information**

[Michigan's State Superintendent's Dropout Challenge](#)

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

[National Dropout Prevention Center for Students with Disabilities \(NDPC-SD\)](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 3: Statewide Assessment**

### **Statewide Assessment Matters for Students with an Individualized Education Program (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**

For decades, Michigan students have been assessed using the Michigan Educational Assessment Program (MEAP). These assessments were taken using paper and pencil and provided limited feedback to students. In June 2014, the Michigan Legislature required the Michigan Department of Education (MDE) to develop a new test for spring 2015. The new assessment system, the Michigan Student Test of Educational Progress (M-STEP), was rolled-out in the spring of 2015. Unlike MEAP, M-STEP assessments are administered electronically in the spring only. English language arts, mathematics, science, and social studies are assessed at different grade levels.

### **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 reflects 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. The activities listed below provides additional information pertaining to improving assessment results.

- The MDE, Office of Special Education (OSE) and the Division of Accountability Services (DAS) coordinate with the Office of Educational Improvement and Innovation (OEII) in the development and dissemination of 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 DAS and the OSE have provided coordinated professional development opportunities to LEAs on the Michigan Statewide Assessment Selection Guidance document for participation in statewide assessments and continues to have this resource posted on the DAS web page. This will assist IEP teams to determine the appropriate assessment for each student. The DAS and OSE will continue to make updates to this document as guidelines and regulations change.
- Michigan's transition to online and computer adaptive assessments includes the needs of students with an IEP. Michigan educators and representatives from the DAS and OSE have participated in focus groups, item review, pilot testing and field testing of potential future assessments and testing engines for both general and alternate assessments. Special care has been taken to look at all assessment options to ensure the proper accommodations for students with an IEP are included.

### **For More Information**

Michigan Department of Education (MDE), [Division of Accountability Services \(DAS\)](#) (formerly known as the Bureau of Assessment and Accountability).

[Michigan Student Test of Educational Progress \(M-STEP\)](#)

Michigan Department of Education (MDE), [Office of Educational Improvement and Innovation \(OEII\)](#) (formerly known as the Office of School Improvement)

[Michigan's Integrated Behavior and Learning Support Initiative \(MiBLSi\)](#)

[Michigan's Integrated Technology Supports \(MITS\)](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 4A: Suspension/Expulsion**

### **Data on Suspension/Expulsion Matters for Students with an Individualized Education Program (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 (TA) from the Office of Special Education (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 an IEP 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 OSE identifies and monitors a district if more than five percent of its students with an IEP 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.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) works with Intermediate School Districts and Local Education Agencies to develop local capacity for Positive Behavior Support implementation by providing professional development, TA and resource materials. Districts with a significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi.

- The Continuous Improvement and Monitoring System’s 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 TA.

### **For More Information**

[Michigan State Board of Education’s Positive Behavior Support Policy](#)

National Technical Assistance Center on [Positive Behavioral Interventions and Supports \(PBIS\)](#)

[Michigan’s Integrated Behavior and Learning Support Initiative \(MiBLSi\)](#)

[Michigan’s State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 4B: Suspension/Expulsion by Race/Ethnicity**

### **Data on Suspension/Expulsion Matters for Students with an Individualized Education Program (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 (TA) from the Office of Special Education (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 an IEP through the Michigan Student Data System (MSDS). School districts report specific disciplinary actions for each student every school year.

The 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.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) works with Intermediate School Districts and Local Education Agencies to develop local capacity for Positive Behavior Support implementation by providing professional development, TA and resource materials. MiBLSi is also working with the National Center on Positive Behavioral Interventions and supports to develop a model to address disproportionality in regards to race and discipline. Districts with a significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi.
- 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 TA.

### **For More Information**

[Michigan State Board of Education's Positive Behavior Support Policy](#)

National Technical Assistance Center on [Positive Behavioral Interventions and Supports \(PBIS\)](#)

[Michigan's Integrated Behavior and Learning Support Initiative \(MiBLSi\)](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 5: Educational Environments: Ages 6-21**

### **Educational Environments Matter for Students with an Individualized Education Program (IEP)**

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

- Provides, with tiered supports, utilization of flexible instructional methods and materials, and collaborative practices between general education, special education and families, access to and achievement in the general education curriculum.
- Creates an inclusive and accepting educational community while providing greater social opportunities with the student's peer group.
- 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 an IEP to receive their education in the general education classroom to the maximum extent appropriate. Through the use of flexible instructional methodologies and materials, tiered supports, and collaboration between general education and special education providers, students with an IEP can achieve positive academic outcomes. 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. Additionally, there are several projects funded under the IDEA through the Office of Special Education (OSE) that provide a tiered model of support to districts in meeting the needs of students with an IEP.

- 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).

## **For More Information**

[Michigan's Integrated Behavior and Learning Support Initiative \(MiBLSi\)](#)

[Michigan's Integrated Technology Supports \(MITS\)](#)

[Statewide Autism Resources and Training \(START\)](#)

[Center for Educational Networking](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 6: Preschool Educational Environments: Ages 3-5**

### **Educational Environments Matter for Students with an Individualized Education Program (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.

Inclusive programs offer many benefits for children with and without disabilities, families of children with and without disabilities, and the community. Those benefits include, but are not limited to:

- Development of meaningful relationships between children with and without disabilities.
- Children without disabilities serve as peer role models to children with disabilities.
- Higher, developmentally appropriate, expectations are placed on children with disabilities.
- Participation increases in parents who have children with and without disabilities.
- Greater opportunities for collaboration between the general education setting and the specialists providing the therapies to the children.

## Michigan Information on Educational Environments

One of the goals of the Individuals with Disabilities Education Act (IDEA) is to enable students with an IEP 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?

The Office of Great Start (OGS) reviews preschool educational environments data annually. Local school districts whose educational environments percentages vary significantly from the state targets are considered for targeted training and technical assistance (TA).

- OGS developed and disseminated two TA documents that helped districts to determine appropriate educational environment codes. The educational environment worksheet that provided a detailed explanation of each code. The second was an educational environment decision tree document that assisted districts to select the appropriate environment codes.
- OGS and its TA grantee, Clinton County Regional Educational Service Agency (CCRESA), recorded a webinar to help districts understand and utilize the developed documents on determining appropriate educational environments.
- Dr. Barbara Smith created an [IDEA Provisions Supporting Preschool Inclusion handout](#) that briefly outlines provisions in the IDEA that support inclusive practices in the preschool.
- U.S. Department of Education and Health and Human Services released a [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#) on September 14, 2015. It states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. There is also an [executive summary](#) of this policy statement.

### For More Information

[Clinton County Regional Educational Service Agency \(CCRESA\), Early On® Training and Technical Assistance \(EOT&TA\)](#)

Michigan Department of Education (MDE), [Early Childhood Special Education - Ages 3-5](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

**Additional information regarding inclusion:**

Dr. Erin Barton and Dr. Barbara Smith created a [Fact Sheet of Research on Preschool Inclusion](#) that supports inclusive practices in the preschool.

In 2014, Dr. Phil Strain created an [Inclusion for Preschool Children with Disabilities: What We Know and What We Should Be Doing](#) handout.

## **Indicator 7: Preschool Outcomes**

### **Preschool Outcomes Matter for Students with an Individualized Education Program (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**

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 (OGS) 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 (TA) 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 TA 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), [Early Childhood Special Education - Ages 3-5](#)

[Early Childhood Training Center](#)

[Clinton County Regional Educational Service Agency \(CCRESA\), Early On® Training and Technical Assistance \(EOT&TA\)](#)

[Michigan’s State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

**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 State Performance Plan/Annual Performance Report (SPP/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 Grant Funded Initiatives 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**

[Indicator 8: Facilitated Parent Involvement Tool](#)

[Michigan Alliance for Families](#)

Wayne State University: [Parent Survey Results](#)

[Use of the NCSEAM Preschool and Part C Surveys to Address the SPP/APR Parent/Family Indicators PowerPoint](#) describing indicator measurement using the National Center for Special Education Accountability Monitoring (NCSEAM) Surveys

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **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 or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, White, or Hispanic or Latino) in special education and related services.

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, focused monitoring, corrective action plans and technical assistance to districts as needed.

- The OSE provides technical assistance to increase awareness of the impact of disproportionate representation and to improve identification policies, procedures and practices.

- Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) provides districts with technical assistance to implement a Multi-Tier System of Supports (MTSS) 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](#)

[U.S. Department of Education](#)

[Michigan’s State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **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 or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, White, or Hispanic or Latino) in specific disability categories (cognitive impairment, emotional impairment, specific

learning disability, speech and language impairment, other health impairment, and autism).

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 provides technical assistance to increase awareness of the impact of disproportionate representation and to improve identification policies, procedures and practices.
- 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](#)

[U.S. Department of Education](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 11: Child Find**

### **Child Find Matters for Students with an Individualized Education Program (IEP)**

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

- Provides a predictable, timely process for the potential need for the delivery of special education programs and services.
- Indicates that districts are compliant with federal and state requirements which will assist in contributing to open collaboration between families and school personnel.

## 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 provide notice of an offer of a free appropriate public education or determination of ineligibility for a child suspected of having a disability. This timeline is documented in the Michigan Administrative Rules for Special Education (MARSE) (R 340.1721b(1)). The timeline begins when the district receives 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 continues to collaborate with targeted stakeholders to review and update, as necessary.
- 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 \(CIMS\)](#)

Policy and Guidance Updates—[Building the Legacy](#): IDEA 2004

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## Indicator 12: Early Childhood Transition

### Early Childhood Transition Matters for Children with an Individualized Education Program (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 an IEP 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 \(CIMS\)](#)

Michigan Department of Education (MDE), [Early Childhood Special Education - Ages 3-5](#)

[National Early Childhood Transition Center](#)

[Clinton County Regional Educational Service Agency \(CCRESA\), Early On® Training and Technical Assistance \(EOT&TA\)](#)

## **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:

- 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.
- Is based on the individual child's needs, taking into account the child's strengths, preferences and interests.
- 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 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.

## **For More Information**

[National Secondary Transition Technical Assistance Center](#)

The Council for Exceptional Children, [Division on Career Development and Transition](#)

[National Dropout Prevention Center for Students with Disabilities \(NDPC-SD\)](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)

## **Indicator 14: Postsecondary Outcomes**

### **Postsecondary Outcomes Matter for Students with an Individualized Education Program (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 to impact successful post-school outcomes for students with an IEP in the areas of postsecondary education, post-school competitive employments and student engagement.
- Understanding the postsecondary life experiences of students with an IEP assists educators in ongoing education reform efforts to ensure career and college readiness.

### **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.

### **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.

- Survey results were shared 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 Services Association \(MTSA\)](#)

[National Secondary Transition Technical Assistance Center](#)

[National Dropout Prevention Center for Students with Disabilities \(NDPC-SD\)](#)

[Michigan's State Performance Plan/Annual Performance Report \(SPP/APR\)](#)