Michigan Part B
Annual Performance Report

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MICHIGAN Department of Education

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*For details of changes, please see "Michigan APR Amendments, April 14, 2008" document.

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Annual Performance Report (APR)
February 2008 Overview

This Annual Performance Report (APR) reflects a summary of Michigan's progress on its State Performance Plan (SPP) during FFY 2006 (2006-2007). The current versions of the SPP and APR can be found on the Michigan Department of Education website at www.michigan.gov/ose-eis.

The report addresses data from each of Michigan's school districts. The December 1, 2006 School Code Master references 834 school districts:

- Over 500 traditional Local Education Agencies,
- Over 200 charter schools, known in Michigan as Public School Academies,
- 57 Intermediate School Districts and Regional Educational Service Agencies, and
- State agencies

Within each Indicator, the number of districts reflected in the calculations varies depending on the data verifications and the requirements, e.g. not all districts have a preschool program or students with disabilities and some do not include secondary grade.

Process Used to Develop the APR:
The APR was developed under leadership from the Office of Special Education and Early Intervention Services (OSE/EIS) at the Michigan Department of Education (MDE). Staff, contractors, grantees, and representatives from key stakeholder organizations were involved in indicator teams. These teams, with the help of the Office of Educational Assessment and Accountability, Office of Early Childhood Education and Family Services, and the Center for Educational Performance and Information, analyzed data collection strategies, available data, variables that impact progress and slippage, and improvement strategies/activities.

The SPP/APR core team is organized according to four critical questions:

1. Are children with disabilities entering school ready to learn at high levels?
   Indicators 6, 7, 11, & 12
2. Are students with disabilities achieving at high levels?
   Indicators 3, 4, 5, 8, 9, & 10
3. Are students with disabilities prepared for success beyond high school?
   Indicators 1, 2, 13, &14
4. Does the infrastructure support the implementation of IDEA?
   Indicators 15, 16, 17, 18, 19, 20

Through on-going communication, the core team:

a. supports the indicator leads within each of the four areas
b. develops and implements reporting practices
c. recommends system-level resources in order to complete indicator activities
d. coordinates technical assistance activities across indicators, and
e. assures quality in the report's data.

On an ongoing basis, the MDE works with federal technical assistance centers for consultation, and/or resources. The following national centers, networks and organizations have been utilized:

- Center on Positive Behavioral Interventions and Supports (PBIS)
- Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
- Early Childhood Outcomes Center (ECO Center)
- Great Lakes East Comprehensive Center
- National Association of State Administrators of Special Education - IDEA Partnership (NASDSE)
- National Center on Educational Outcomes (NCEO)
- National Center for Special Education Accountability Monitoring (NCSEAM)
- National Dissemination Center for Children with Disabilities (NICHCY)
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
- National Early Childhood Technical Assistance Center (NECTAC)
- NIMAS Development and Technical Assistance Centers (NIMAS-CAST)
- National Implementation Research Network (NIRN)
- National Post-School Outcomes Center (NPSOC)
- National Secondary Transition Technical Assistance Center (NSTTAC)
- North Central Regional Resource Center (NCRRC)
- Technical Assistance in Data Collection, Analysis, and Report Preparation (Westat)

National center guidance is evident throughout the indicator overview and activity sections. Staff turned to the centers for guidance in improvement planning which included tasks such as alignment with NCSEAM's eight general supervision components, monitoring activities to match aspects of the disproportionality rubric, and use of the post-secondary outcomes checklist. State IDEA funded grantees, as well as the federally-funded regional and national resource center research and evaluation specialists, provided expert consultation.

The Special Education Advisory Committee (SEAC)[1] provided stakeholder input as did other communities of practice, core teams, partner organizations, and parent networks. A more complete listing of stakeholder involvement and process strategies and issues is presented in the Part B State Performance Plan Overview (February 2008 Update/Revisions).

Data Strengths

The granularity, scope, and quantity of special education related-data helps the OSE/EIS consider statewide improvements for all students. The data-driven decision methods are listed below:

Data Collection Improvements: This year's Annual Performance Report (APR) describes improved data entry, collection, cleansing, and analysis practices. These changes activated several cycles of system advancement. Collaboration with other MDE offices, the Center for Educational Performance and Information (CEPI), and

[1] Michigan's IDEA mandated special education State Advisory Panel

external data consultants produced improvements in the Single Record Student Database (SRSD). Changes in the SRSD fields and data resolution processes as well as the associated technical assistance are likely to increase the data reliability of several indicators such as graduation, dropout, and suspension/expulsion.

Public Access to Data and Information

The OSE/EIS consulted with the following data systems experts to increase data system capacity:

- Interagency Information Systems (IIS) developed the MDE public reporting link, and maintained web support to LEAs as they review student subgroup data.
- Wayne State University's (WSU) Center for Urban Studies designed data portals for local and state views of both disproportionality and parent involvement data.
- Public Sector Consultants (PSC) served the Transition Outcomes Project with transition and post-secondary data.

The Office of Early Childhood Education & Family Services (OECE&FS) worked with High/Scope Educational Research Foundation to collect and analyze preschool outcomes data.

Monitoring and Reporting

The OSE/EIS continued the use of an electronic workbook for the Service Provider Self-Review (SPSR) component of its Continuous Improvement and Monitoring System (CIMS) (See Appendix A). This creates improved monitoring and effective use of existing data.

Sampling Strategies

The OSE/EIS adjusted survey strategies to better align with specific indicators. External consultants continued to develop, enhance, and/or revise their methods to further improve the collection of both compliance and results data. For example, WSU and PSC provided guidance for sampling specifications which were inclusive of steps to assure data were representative, random, and stratified.

Improvements in Reporting Demographic Information

All data team members are working together toward consistent implementation of the new Office of Management and Budget (OMB) race/ethnicity codes by 2011. Meanwhile, they are implementing consistent reporting practices for students identified as multi-racial.

Relationships Among Indicators

The OSE/EIS has begun a strategic analysis of which indicators are most likely to impact the system, i.e., the 'deep drivers' of the system. This approach implies a systematic analysis within and across the federal clusters of FAPE in the LRE[2], General Supervision, and Disproportionality. For example, by addressing the interrelationships among indicators such as Disproportionate Representation, Graduation, Educational Environment, Student Achievement, and Parent

[2] Free Appropriate Public Education in the Least Restrictive Environment

Involvement, the analysis may provide new opportunities for system success. The coming year will provide continued opportunities for the OSE/EIS to build effective connections.

Parent Involvement

A new parent support and involvement initiative, awarded to the Michigan Alliance for Families (Alliance), is beginning to link families and schools in a stronger partnership. This work includes the federally-funded Parent Training and Information Center (PTI) as well as other family entities. The work of this initiative is directly linked to Indicator 8, Family Involvement; in addition, other initiatives tied to other Indicators work collaboratively with the Alliance, such as the Michigan Special Education Mediation Program.

Working Relationships Among LEA, ISD, and State Entities

New systems of accountability influenced leaders at all levels of the system. This need for collaboration resulted in increased frequency and quality of coordinated LEA, Intermediate School District (ISD), and state learning opportunities. The OSE/EIS has continued to expand communication, information dissemination and guidance strategies to key stakeholders involved in meeting requirements of the IDEA. For example, monthly conference calls are held with ISD Special Education Directors and with ISD Monitors. Quarterly meetings are also held with these important staff. The Michigan IDEA Leadership Institute, initiated in 2005, continues to provide guidance and information to a broad and inclusive audience of educators, administrators, advocates and parents. These efforts are tied to improvement in both general supervision and student outcomes.

Public Reporting

Annual public reporting on the required indicators districts is accomplished through the following:

- Verification-The OSE/EIS assured that school districts had the opportunity to review the data proposed for posting and gave them an opportunity to prepare communications for their community about resulting improvement plans.
- Posting Individual District Data- The OSE/EIS provided each District's performance on the required indicators with comparisons to the state or federal target, and where available, trend data.
- Posting Overall Indicator Performance- The Indicators and the executive summaries of the SPP and APR were posted to the Michigan Department of Education website.
- Collaboration with Community and Parents- The OSE/EIS works with the parent grantees to promote awareness of the public reporting process;
- Collaboration with Additional Stakeholders-The OSE/EIS collaborated with stakeholder groups such as the SEAC to provide input on content and format of the Public Reports.
- Shared Leadership with Intermediate School Districts (ISDs)**-** The OSE/EIS and ISD personnel worked to provide information to staff and the public regarding improvement activities, responsibilities of LEAs, the State Education Agency (SEA), and others in the reporting process.

- Shared Learning-The OSE/EIS' first public reporting cycle provided staff with an additional opportunity to understand Local Educational Agency (LEA) capacity to reflect and analyze data submissions. As the OSE/EIS identified error patterns in local data entry, LEAs were assisted in making changes to data collection systems and data entry practices to reduce future data errors and/or omissions. These in turn impact the quality of the state's accountability processes and are foundational elements to drive better decision making.

Improving Systems for Effective General Supervision
The OSE/EIS has initiated an assessment of the status and integration of the components of the general supervision system using the NCSEAM framework. This began with a full day learning opportunity for all staff and contractors as well as all state initiative directors. The focus was to expand and enhance the understanding of the components of general supervision and the linkages across the office and state initiatives. This work is essential to effective implementation of the requirements of the IDEA. Especially critical are the interrelationships among monitoring, data collection and analysis, technical assistance and personnel development, and fiscal management. This will enhance decision-making regarding the nature and scope of future improvement activities.

System Changes in Complaints and Due Process
During FFY 2006, the OSE/EIS initiated the design of a single-tier State Complaint system. In addition, the OSE/EIS completed the first year of a new single-tier Due Process Hearing System, including utilization of Administrative Law Judges, pursuant to an Interagency Agreement with the State Office of Administrative Hearings and Rules (SOAHR).

Michigan's Integrated Improvement Initiatives
In order to effectively implement all improvement strategies, the OSE/EIS has created Michigan's Integrated Improvement Initiatives (MI 3) (see Appendix B). MI 3 supports the adoption, coordination and implementation of research-based strategies. A key component is using research available through the National Implementation Research Network (NIRN). The data-driven decisions resulting from the APR require efficacy in the implementation of all improvement strategies to sustain results over time. Working with Dr. Dean Fixsen and staff from NIRN, the OSE/EIS is building strategies to coordinate and integrate the use of evidence-based practices to support effective implementation across the state.

State Personnel Development Grant
The new State Personnel Development Grant (SPDG) is supporting the scale-up of Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). This is a research-based positive behavior support and literacy intervention initiative that uses a Response to Intervention (RtI) framework. This scale-up will move this effective initiative from 250 schools to 900 over the next several years. MiBLSi is linked to several indicators in the APR that report on student achievement and progress.

Michigan's Determination Status and OSEP's November 2007 Verification Visit:

The OSEP's response to last year's APR submission and the verification visit led to several adjustments to OSE/EIS' process and methods. While the OSE/EIS often focuses on both compliance and results within an indicator, the OSE/EIS understands the priority to meet compliance deadlines. For example, LEA correction of findings of noncompliance found through state complaints, due process, and monitoring will occur as soon as possible but no later than one year from the date of notification. These compliance findings will be reported separately. When monitoring reveals a need for systemic improvements that are qualitative and linked to results, not compliance, these changes may be completed over a longer period, e.g. within two years through an improvement planning process.

With the OSEP guidance, the OSE/EIS staff clarified the action items and deadlines of the monitoring, findings, enforcement, and improvement steps in the Continuous Improvement and Monitoring System (CIMS) work cycle. Issuance of a monitoring report will now explicitly address the comprehensive set of expectations and deadlines associated with findings and corrective action. These steps will raise a shared sense of urgency for correction and improvement and result in clear expectations for compliance.

Indicators 16, 17, and 18 (State Complaints, Due Process Complaints and Hearings, and Resolution Sessions) did not require responses to the OSEP Determination. However, the OSE/EIS identified actions for improvement, which are included under new/changed activities within each indicator.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. Data used to calculate graduation and dropout rates came from the Single Record Student Database (SRSD), maintained by the Center for Educational Performance and Information (CEPI). As students with disabilities leave their school district, school district personnel report in the SRSD the exit status of each student (e.g. graduated, dropped out, moved to a new district)
3. Michigan is changing its calculation methodology for exiting students. A discussion of the implementation of the National Governors Association (NGA) cohort method for calculating graduation and its potential impact of graduation rates and the setting of performance targets will follow.
4. In January 2007 Michigan passed final legislation outlining the Michigan Merit Curriculum, a comprehensive set of graduation requirements intended to provide all Michigan students with a challenging curriculum that will prepare them for postsecondary success in education and/or employment. Students who are expected to graduate as the class of 2011 are subject to these graduation requirements. Prior to this, only Civics was a state mandated credit. All other graduation requirements were determined at a local education agency (LEA) level.

Monitoring Priority: FAPE in the LRE[3] / Graduation (Results Indicator)

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))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

[3] Free Appropriate Public Education in the Least Restrictive Environment

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of youth with disabilities graduating with a regular diploma	70.6% n=5578	80%	**69.0%** n=9408	**Target Not Met**

$$\frac{\text{Number of students with IEPs who graduated with a regular high school diploma}}{\text{Number of students with IEPs who Graduated with a regular high school diploma + Number who received a certificate/GED + Dropped out + Aged out}^{4}\text{ + Deceased}} \times 100$$

$$\frac{9408}{9408 + 237 + 3946 + 0 + 49}$$

Source: Single Record Student Database

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Convene a referent group to reset graduation targets to be reported in the 2008 SPP/APR, because of the new graduation requirements and the new NGA cohort calculation.	A referent group of key stakeholders was convened to examine the state target in light of Michigan's new graduation requirements and the National Governors Association (NGA) cohort calculation approved by the US Department of Education. The recommended targets were reviewed by the Special Education Advisory Committee[5] (SEAC) and reset to match Education YES! targets, Michigan's accountability target under No Child Left Behind (NCLB). This was completed in conjunction with the FFY 2005 submission.
2005-2011	2. Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	Michigan Department of Education (MDE) leadership from the Office of School Improvement and Office of Special Education and Early Intervention Services (OSE/EIS) presented at and participated in the 2007 NDPC conference and conceptualized state strategies to address improving dropout rates for students of diverse learning needs.

[4] Michigan serves students with disabilities through age 25. The US Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Therefore, the category "Aged Out" is zero in Michigan.
[5] Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Discussion
		Michigan deployed enhanced components of this conceptual model into its year long initiative "Reach and Teach for Learning" within which building teams developed locally applicable strategies for improving performance and decreasing dropout amongst students.
2005-2011	3. Continue to disseminate local educational agency (LEA) data reports on graduation rates by disability and ethnicity.	The OSE/EIS posted LEA-level graduation data on the IDEA Public Reporting webpage. As a result of IDEA public reporting feedback, the OSE/EIS sent a memo to the field in summer, 2007 detailing common reporting errors and providing access to technical assistance for correctly reporting exit data for students with disabilities. Michigan continued to expand Intermediate School District (ISD) and LEA level data reports in the form of data portraits that disaggregate data by factors such as disability and ethnicity. The OSE/EIS assessed and improved the processing of exit data. The OSE/EIS developed business rules that delineated how exit data are downloaded, cleaned, summarized and analyzed.
2006-2008	4. Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum (enacted April 2006), to inform educators about the SPP targets and available resources.	Michigan convened the High School Student Support and Intervention Action Team which identified key identification and intervention strategies for students, school personnel and community members that address students at risk of failure and dropout. The team also developed models of a series of 5-year "hypothetical" course of study plans for students with various barriers to learning and achievement. The resulting document was presented to the Deputy Superintendent and disseminated to the field in the winter 2007. The information in this document has been used to guide and influence both the Reach and Teach for Learning project and the Michigan Transition Outcomes Project (MI TOP).

Timelines	Activities	Discussion
		The OSE/EIS worked collaboratively with the Office of School Improvement and key education stakeholders to develop guidance, training and supporting documents, information, resources and training on the requirements of the Michigan Merit Curriculum and how students with diverse abilities might achieve this rigorous graduation standard. Michigan has begun the process of raising field awareness through presentations at the MI TOP workshops, the Michigan Idea Leadership Institute, the Michigan Association of Administrators of Special Education, and the Michigan Association of Intermediate School Administrators regional meetings, and individually to the field.
2006-2011	5. Work through the Continuous Improvement and Monitoring System (CIMS), using Focused Monitoring, to determine LEAs that need technical assistance to improve graduation rates.	For the second consecutive year, the CIMS Focused Monitoring process utilized data on drop-out and graduation rates as one of the three targeted indicators in selecting LEAs/PSAs for site visitation. The other two factors were Educational Setting and Identification Rate data. This resulted in a statistical rating for every Michigan district. Following a data validation procedure, districts whose combined ratings were in the lowest quartile of all districts were identified. Through a multi-faceted review of data, interviews, and student record reviews, the OSE/EIS team examined district policies, procedures, practices, supervision, and infrastructure related to their past and current data. If districts were found to have non-compliant practices leading to excessive drop-out rates and poor graduation rates, districts were offered technical assistance in the development of a mandatory improvement plan, and were required to provide documentation of corrective action within one year. Michigan has incorporated aspects of both quality and compliant elements of transition into the CIMS. Michigan continued to evaluate both the feasibility and practicality

Timelines	Activities	Discussion
		of further incorporation of these requirements into CIMS. Graduation rate work was also included into the LEA determination process which drives the CIMS site selection for the 2007-2008 school year.
2006-2011	6. Develop and implement best practices leading to graduation and successful transition to post secondary roles.	The OSE/EIS initiated collaboration with the National Secondary Technical Assistance Center (NSTTAC) and received technical assistance from the NSTTAC. A Michigan team attended the NSTTAC State Planning Institute. Team members developed state strategies to address improving transition practices for youth with disabilities, thought to be a key intervention for improving graduation and dropout rates for students with diverse learning needs. Michigan deployed components of this conceptual model into the Transition Outcomes Project and is integrating this learning into the secondary redesign initiative. Michigan convened two Summits for Model High Schools attended by over 1000 school personnel from across the state, for the purpose of modeling collaborative general/special education practices in high performing schools. This was done in partnership with the Office of School Improvement, the International Center for Leadership in Education, Michigan Education Association, Michigan Association of Secondary School Principals, and the Michigan Association of Administrators of Special Education. Michigan convened three workshops for secondary transition and special education personnel for the purpose of disseminating best practices leading to graduation and successful transition to postsecondary roles. In collaboration with the International Center for Leadership in Education (ICLE) and the

Timelines	Activities	Discussion
		Great Lakes East Comprehensive Center (GLECC), Michigan is continuing and enhancing the Reach and Teach for Learning design as a Model Schools initiative by adding key components of the Model Schools framework. This collaborative design aligns with the Michigan School Improvement Framework as part of the general/special education shared work.
2006-2007	7. Target improved performance of special education students at the middle school level in mathematics and English language arts (ELA).	The MI-Illuminations toolkit design emerged from a State Improvement Grant (SIG) general education/special education collaboration using a root cause mapping process initiated among English Language Arts (ELA) stakeholders in 2005. The MI-Illuminations Toolkit has been refined and is in the final stages of development. The SIG's Math initiative, *Michigan Mathematics Program Improvement* (MMPI), has addressed two of five Grade Level Content Expectations (GLCEs) strands in the School Improvement Framework. MMPI offered support to both special and general education teachers through product and personnel development regarding instructional sequencing, diagnostic inventories and instructional planning. Two types of personnel development sessions have been developed. The "Number Strand" workshop, six full days, is conducted over three to four months. The "Geometry Strand" is comprised of three full days of training spread over one to two months. As of June 30, 2007, three ISDs participated in the '6-Series' Number Strand Workshop. One ISD completed the '3 Series' Geometry Stand. That ISD was awarded a sub-grant to continue to build capacity and sustainability for the project. Michigan began the scale up process for the Michigan Integrated Behavior and Literacy Support Initiative (MiBLSi). MiBLSi is a statewide initiative that combines intensive

Timelines	Activities	Discussion
		literacy instruction and support with School-wide Positive Behavior Support for the purpose of improving reading and school culture. MiBLSi currently serves a total of 239 schools including 5 middle schools who have been participating for 2 years. Each of these schools have a leadership team that have attended three data review sessions for the purpose of analysis and action planning. Local coaches for these teams have attended coaches meetings and local staff participated in focused Behavior Management training. Staff from these local teams also attended the state MiBLSi conference. An additional 15 middle schools began participating in this initiative in June 2007. They have received training in: • The foundations of Positive Behavior Support (PBS) parts one, two and three • Assessment and scoring of Reading curriculum-based measures • Foundations of school wide reading • Targeted behavior interventions and support • Strategic reading interventions and support • Training in data management systems Three high schools joined the initiative in May, 2007 as pilot sites. Presentations were provided on school wide positive behavior support and are focusing on the implementation of PBS. They have received five full days of training on Foundations for school wide behavior support. Staff from each school have been trained in the behavior management data system. Coaches have attended coaches meetings.

Explanation of Progress or Slippage that occurred for FFY 2006:

Michigan did not meet its FFY 2006 graduation target of 80% for students with disabilities.

Graduation rates amongst students with disabilities slipped for the first time in three years. However, the discrepancy does not represent a statistically significant

change, essentially indicating that graduation rates for students with disabilities was flat between the FFY 2005 and FFY 2006 reporting periods. It is anticipated that rates will begin to demonstrate incremental improvement in coming years as a result of the State Performance Plan focus.

Data Reporting Issues

During the 2005-2006 school year (FFY2005) Michigan initiated the use of the CEPI's Single Record Student Database (SRSD) for collecting data used to calculate graduation rates because of OSEP's requirement to move from a December graduation calculation to a summer calculation. A critical factor in the determination of exit status (and hence accurate and complete data) on students with disabilities is the accuracy of reporting from local education agencies. Despite Michigan's multiple technical assistance (TA) efforts on this topic, challenges still exist. For example, during the 2005-2006 (FFY 2005) reporting cycle, the largest local education agency in the state reported only 236 students as exiting (in the category "returned to general education"). They reported no other students in any of the exit categories (e.g., graduated). Following SEA guidance regarding the accurate coding of exit status, that district then reported to the SEA all of its exit data for the 2006-2007 school year (FFY2006). This contributed to the higher statewide total of 9,498 students reported as "graduated." This improvement in the accuracy of data reporting reflects improvement in appropriate data collection. The result, while appearing to be an decrease in the graduation rate, is a more accurate picture of graduation rates for Michigan.

Legislative Changes

In addition, Michigan has initiated a legislative requirement as part of the 2007 State School Aid Act, which requires Intermediate School Districts to employ a person knowledgeable in reporting graduation and dropout data. The pupil auditing manual establishes procedures for ISDs to audit the data used for computing graduation and dropout rates, especially exit codes. This is expected to significantly improve the quality of data being submitted by districts and eliminate changes made to data through the appeals process.

Changes in Calculation

For current reporting purposes, Michigan has continued to use an event method of calculating graduation which provides a snapshot of the graduation rate for a particular year amongst the current year seniors. This method does not account for students who drop out between ninth and eleventh grade, however, and tends to over-represent the graduation rate in that it includes all graduates regardless of the number of years taken to graduate. The consolidated state performance report, which will be submitted in December 2008, will use the cohort methodology of calculating graduation rates for the graduating class of 2007. In this report, graduates will be reportable by subgroup for the first time.

Beginning with the graduating class of 2007, Michigan will change to an accountability system for high schools in which a graduation rates include only "on-time" graduates who earn diplomas in four years. The state will use a "four-year adjusted cohort graduation rate" calculated by tracking individual students from the

time they were enrolled as first-time ninth-graders, with a four-year expected completion rate. This calculation aligns with the guidelines provided by the National Governors Association Graduation Counts Compact. The new rate will replace the estimated four-year graduation rate ("event rate") that was not fully compliant with NCLB and will provide a more accurate description of the number of students who graduate within four years of high school. In the summer of 2007, Michigan applied for and was granted an amendment to the Accountability Workbook to allow some students to use five years as the standard number of years to graduate with a regular diploma. On a case by case basis, students with disabilities can be given a fifth year to finish high school credits and be recorded as an on-time graduate.

The graduation rate reported by the CEPI for 2004-2005 was 87.7. The formula used to calculate that rate was an estimate based on the number of students that enrolled and dropped out in each grade during the school year (event method). Once finalized, the cohort graduation rate of the class of 2007 is expected to be around 77%. The target for making Adequate Yearly Progress for high schools is a graduation rate of 80%. After examining graduation data for two consecutive years under the cohort model (2007 and 2008), the Michigan Department of Education will reassess targets and determine if new ones should be established. When this information becomes available, the OSE/EIS will also reexamine targets and determine if they need to be reset to be consistent with NCLB requirements.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2009-2010	1. *Change in #1*: Convene a referent group to reset graduation targets to be reported in the 2010 SPP/APR.	To maintain consistency within SEA objectives: The current SPP targets are set to the Ed YES/NCLB target (actually higher because the ED YES has a static target of 80%, and the SPP target rises to 85% in the last year of this SPP). • Summer 2008 – 2006-2007 the SRSD graduation rate will be finalized based on the NGA cohort method. • Summer 2009 – 2007-2008 the SRSD graduation rate will be finalized and will include the first group of potential "5 year" successful leavers. • During FFY 2009 Michigan will reset Ed YES/NCLB targets based on these two data points. Once those targets are reestablished the OSE/EIS will want to reexamine SPP targets and reset for consistency. Input from the SEAC will be part of this process. The reset targets will be reported

Timelines	New and Revised Activities	Justification
		in the FFY 2008 APR submitted 2010.
2008-2011	2. New: Initiate collaborative work with the Office of School Improvement and key education stakeholders to integrate special education practices developed for students receiving special education services known to support school completion into common educational practice across the state.	This would include continued work on guidance, supporting materials and training related to the Michigan Merit curriculum graduation requirements and the Personal Curriculum option and the Educational Development Plan process mandated by state law for all students.
2008-2011	*New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM[6] General Supervision Framework	The OSE/EIS has determined that increased coordination among the work within these indicator clusters is critical to achieving positive outcomes for students and meeting indicator targets. In conjunction with Michigan's State Personnel Development Grant, the *Michigan Integrated Improvement Initiatives (MI 3),* the OSE/EIS reorganized the work of the *Transition Outcomes Project* and *Reach and Teach for Learning* project into a combined effort. This action links and provides a platform for aligning improvement activities that prepare students for post-school success. Michigan plans to develop a statewide, deliverable performance improvement system for Effective Transition Practices. Drawing on evidence-based practices for successful transition and effective implementation this effort is aligned with the School Improvement Framework and the *Reaching And Teaching Struggling Learners* project.

[6] National Center for Special Education Accountability Monitoring

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 70.6%. This represents progress from FFY 2004 data of 69.7%. Michigan did not meet its FFY 2005 target of 80%.	Michigan revised the baseline, targets and improvement activities for this indicator in its SPP and OSEP accepts those revisions. OSEP looks forward to Michigan's data demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.	**Response to Identified Concerns**: • Increased data analysis led to the identification of LEA errors in coding exiting students. This analysis prompted the OSE/EIS to increase guidance and technical assistance (TA) specifically targeted at the proper coding of exiting students. • The MDE convened an inter-departmental team to develop, in collaboration with key stakeholders, guidance and technical assistance materials and trainings to assist LEA and ISD personnel in their understanding of and ability to help students meet Michigan's new graduation requirements. In addition to comprehensive support documents describing the graduation credit requirements and content expectations, the team produced initial guidance on the Personal Curriculum, a tool intended to allow students to individualize the graduation requirements based on disability and individualized need.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. Data used to calculate graduation and dropout rates came from the Single Record Student Database (SRSD), maintained by the Center for Educational Performance and Information (CEPI). As students with disabilities leave their school district, school district personnel report in the SRSD the exit status of each student (e.g. graduated, dropped out, moved to a new district)
3. Michigan is changing its calculation methodology for exiting students. A discussion of the implementation of the National Governors Association (NGA) cohort method for calculating graduation and its potential impact of graduation rates and the setting of performance targets will follow.
4. In January 2007 Michigan passed final legislation outlining the Michigan Merit Curriculum, a comprehensive set of graduation requirements intended to provide all Michigan students with a challenging curriculum that will prepare them for postsecondary success in education and/or employment. Students who are expected to graduate as the class of 2011 are subject to these graduation requirements. Prior to this, only Civics was a state mandated credit. All other graduation requirements were determined at a local education agency (LEA) level.

Monitoring Priority: FAPE in the LRE[7] / Dropout (Results Indicator)

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

[7] Free Appropriate Public Education in the Least Restrictive Environment

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of youth with IEPs dropping-out	25.2% n=2,017 (unaudited 9/06 SRSD)	11.5%	**28.9%** n=3946 (unaudited 9/07 SRSD)	**Target Not Met**
$\frac{\text{Number of students with IEPs who dropped out}}{\text{Number with IEPs who graduated with a regular high school diploma + Number received a certificate/GED + Dropped out + Aged out}^{8}\text{ + Deceased}}$ X 100				
$\frac{3946}{9408 + 237 + 3946 + 0 + 49}$				

Source: Single Record Student Database

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Target improved performance of special education students at the middle school level in mathematics and English language arts (ELA).	The MI-Illuminations toolkit design emerged from a State Improvement Grant (SIG) general education/special education collaboration using a root cause mapping process initiated among English Language Arts (ELA) stakeholders in 2005. The MI-Illuminations Toolkit has been refined and is in the final stages of development. The SIG's Math initiative, *Michigan Mathematics Program Improvement* (MMPI), has addressed two of five Grade Level Content Expectations (GLCEs) strands in the School Improvement Framework. MMPI offered support to both special and general education teachers through product and personnel development regarding instructional sequencing, diagnostic inventories and instructional planning. Two types of personnel development sessions have been developed. The "Number Strand" workshop, six full days, is conducted over

[8] Michigan serves students with disabilities through age 25. The US Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Therefore, the category "Aged Out" is zero in Michigan.

Timelines	Activities	Discussion
		three to four months. The "Geometry Strand" is comprised of three full days of training spread over one to two months. As of June 30, 2007, three Intermediate School District (ISDs) participated in the '6-Series' Number Strand Workshop. One ISD completed the '3 Series' Geometry Stand. That ISD was awarded a sub-grant to continue to build capacity and sustainability for the project. Michigan began the scale up process for the Michigan Integrated Behavior and Literacy Support Initiative (MiBLSi). MiBLSi is a statewide initiative that combines intensive literacy instruction and support with School-wide Positive Behavior Support for the purpose of improving reading and school culture. MiBLSi currently serves a total of 239 schools including 5 middle schools who have been participating for 2 years. Each of these schools have a leadership team that have attended three data review sessions for the purpose of analysis and action planning. Local coaches for these teams have attended coaches meetings and local staff participated in focused Behavior Management training. Staff from these local teams also attended the state MiBLSi conference. An additional 15 middle schools began participating in this initiative in June 2007. They have received training in: • The foundations of Positive Behavior Support (PBS) parts one, two and three • Assessment and scoring of Reading curriculum-based measures • Foundations of school wide reading • Targeted behavior interventions and support • Strategic reading interventions and support • Training in data management systems Three high schools joined the initiative in May, 2007 as pilot sites. Presentations were provided on school wide positive behavior support and are focusing on the

Timelines	Activities	Discussion
		implementation of PBS. They have received five full days of training on Foundations for school wide behavior support. Staff from each school have been trained in the behavior management data system. Coaches have attended coaches meetings.
2006-2011	2. Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	Michigan Department of Education leadership from the Office of Special Education and Early Intervention Services (OSE/EIS) presented at and participated in the 2007 NDPC conference and conceptualized state strategies to address improving dropout rates for students of diverse learning needs. Michigan deployed enhanced components of this conceptual model into its year long initiative "Reach and Teach for Learning" within which building teams developed locally applicable strategies for improving performance and decreasing dropout amongst students.
2006-2007	3. Convene a referent group to reset graduation targets to be reported in the 2008 SPP/APR, because of the new graduation requirements and the new NGA cohort calculation.	A referent group of key stakeholders was convened to examine the state target in light of Michigan's new graduation requirements and the National Governors Association (NGA) cohort calculation approved by the US Department of Education. The recommended targets were reviewed by the Special Education Advisory Committee[9] (SEAC) and reset to match Education YES! targets, Michigan's accountability target under No Child Left Behind (NCLB). This was completed in conjunction with the FFY 2005 submission.
2005-2011	4. Continue to disseminate local educational agency (LEA) data reports on graduation rates by disability and ethnicity	The OSE/EIS posted LEA-level graduation data on the IDEA Public Reporting webpage. As a result of IDEA public reporting feedback, the OSE/EIS sent a memo to the field in summer, 2007 detailing common reporting errors and providing access to technical assistance for correctly reporting exit data for students with disabilities. Michigan continued to expand Intermediate School District (ISD) and LEA level data

[9] Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Discussion
		reports in the form of data portraits that disaggregate data by factors such as disability and ethnicity. The OSE/EIS assessed and improved the processing of exit data. The OSE/EIS developed business rules that delineated how exit data are downloaded, cleaned, summarized and analyzed.
2006-2008	5. Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum (enacted April 2006), to inform educators about the SPP targets and available resources.	Michigan convened the High School Student Support and Intervention Action Team which identified key identification and intervention strategies for students, school personnel and community members that address students at risk of failure and dropout. The team also developed models of a series of 5-year "hypothetical" course of study plans for students with various barriers to learning and achievement. The resulting document was presented to the Deputy Superintendent and disseminated to the field in the winter 2007. The information in this document has been used to guide and influence both the Reach and Teach for Learning project and the Michigan Transition Outcomes Project (MI TOP). The OSE/EIS worked collaboratively with the Office of School Improvement and key education stakeholders to develop guidance, training and supporting documents, information, resources and training on the requirements of the Michigan Merit Curriculum and how students with diverse abilities might achieve this rigorous graduation standard. Michigan has begun the process of raising field awareness through presentations at the MI TOP workshops, the Michigan Idea Leadership Institute, the Michigan Association of Administrators of Special Education, and the Michigan Association of Intermediate School Administrators regional meetings, and individually to the field.

Timelines	Activities	Discussion
2006-2011	6. Work through the Continuous Improvement and Monitoring System (CIMS), using Focused Monitoring, to determine LEAs that need technical assistance to improve graduation rates.	For the second consecutive year, the CIMS Focused Monitoring process utilized data on drop-out and graduation rates as one of the three targeted indicators in selecting LEAs/PSAs for site visitation. The other two factors were Educational Setting and Identification Rate data. This resulted in a statistical rating for every Michigan district. Following a data validation procedure, districts whose combined ratings were in the lowest quartile of all districts were identified. Through a multi-faceted review of data, interviews, and student record reviews, the OSE/EIS team examined district policies, procedures, practices, supervision, and infrastructure related to their past and current data. If districts were found to have non-compliant practices leading to excessive drop-out rates and poor graduation rates, districts were offered technical assistance in the development of a mandatory improvement plan, and were required to provide documentation of corrective action within one year. Michigan has incorporated aspects of both quality and compliant elements of transition into the CIMS. Michigan continued to evaluate both the feasibility and practicality of further incorporation of these requirements into CIMS. Graduation rate work was also included into the LEA determination process which drives the CIMS site selection for the 2007-2008 school year.
2006-2011	7. Develop and implement best practices leading to graduation and successful transition to post secondary roles.	The OSE/EIS initiated collaboration with the National Secondary Technical Assistance Center (NSTTAC) and received technical assistance from the NSTTAC. A Michigan team attended the NSTTAC State Planning Institute. Team members developed state strategies to address improving transition practices for youth with disabilities, thought to be a key intervention for improving graduation and dropout rates for students with diverse learning needs.

Timelines	Activities	Discussion
		Michigan deployed components of this conceptual model into the Transition Outcomes Project and is integrating this learning into the secondary redesign initiative. Michigan convened two Summits for Model High Schools attended by over 1000 school personnel from across the state, for the purpose of modeling collaborative general/special education practices in high performing schools. This was done in partnership with the Office of School Improvement, the International Center for Leadership in Education, Michigan Education Association, Michigan Association of Secondary School Principals, and the Michigan Association of Administrators of Special Education. Michigan convened three workshops for secondary transition and special education personnel for the purpose of disseminating best practices leading to graduation and successful transition to postsecondary roles. In collaboration with the International Center for Leadership in Education (ICLE) and the Great Lakes East Comprehensive Center (GLECC), Michigan is continuing and enhancing the "Reach and Teach for Learning" design as a Model Schools initiative by adding key components of the Model Schools framework. This collaborative design aligns with the Michigan School Improvement Framework as part of the general/special education shared work.
2006-2011	8. Develop strategic initiatives through the Parent Involvement grant that focus on reducing dropout rates	There was no formal action on this activity for 2006-2007. Beginning in the Fall of 2007 the MI TOP initiated the development of a system improvement strategy designed to improve both the quality of the Individualized Education Program (IEP) process and the states compliance to IDEA 04 requirements. The development of this strategy is being done in partnership with the Parent

Timelines	Activities	Discussion
		Involvement grantees and other stakeholders.

Explanation of Progress or Slippage that occurred for FFY 2006:

Michigan did not meet its FFY 2006 dropout target of 11.5%. The percentage of students with disabilities reported as dropping out of high school rose following three years of declining percentages of students with disabilities reported as dropping out. Michigan is now using the OSEP formula with Single Record Student Database (SRSD) data (first used in the July 1, 2006 reporting system) to calculate dropout rates.

Data Reporting Issues

During the 2005-2006 school year (FFY 2005) the OSE/EIS initiated the use of its SRSD to comply with the federal requirement to move from December 1 data to July 1 data. A critical factor in the determination of exit status for students is the accuracy of reporting from the local education agency. Despite Michigan's multiple technical assistance (TA) efforts on this topic challenges still exist. During the 2005-2006 (FFY 2005) reporting cycle the largest local education agency in the state reported 239 students in the category "returned to general education." Following guidance from the SEA regarding the accurate coding of student status, that district reported to the SEA its entire exit file for the 2006-2007 school year (FFY 2006) totaling 1,311 students in the category "dropped out." This error in reporting nearly doubled the number of students reported as dropouts *for the entire state (1,935 students reported as dropouts for FFY 2005 vs. 3,946 for FFY 2006).* This improvement in the accuracy of data reporting reflects improvements in appropriate data collection. The result, while appearing to be an increase in the dropout rate, is a more accurate picture of dropout rates for Michigan.

Technical Assistance

Since the end of FFY 2006, the SEA has continued to provide added technical assistance on this issue. The OSE/EIS sent a memo to the field on July 7, 2007 detailing common reporting errors and providing access to technical assistance for correctly reporting exit data for students with disabilities.

The OSE/EIS and CEPI continue to provide follow up technical assistance to the field for correctly reporting exit data for students with disabilities.

Working with data consultants and grantees, the OSE/EIS assessed and improved (October, 2007) the handling and processing of exit data. The OSE/EIS has developed business rules that delineate how exit data are downloaded, cleaned, summarized and analyzed.

Changes in Calculation

For current reporting purposes, Michigan has continued to use an event method of calculating graduation which provides a snapshot of the graduation rate for a particular year amongst the current year seniors. This method does not account for students who drop out between ninth and eleventh grade, however, and tends to over-represent the graduation rate. The consolidated state performance report which will be submitted in December 2008 will use the event method of calculating graduation rates and will reflect the graduating class of 2007. In this report, graduates will be reportable by subgroup for the first time. This report will use the cohort methodology in 2009. A more detailed accounting of the cohort methodology can be found in the report for Indicator 1 (Graduation).

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2006-2007	1. Convene a referent group to reset graduation targets to be reported in the 2008 SPP/APR (submitted in 2010). *Change: Timeline to 2008-2010*	To maintain consistency within SEA objectives: The current SPP targets are set to the Ed YES/NCLB target (actually higher because the ED YES has a static target of 80%, and the SPP target rises to 85% in the last year of this SPP). • Summer 2008 – 2006-2007 the SRSD graduation rate will be finalized based on the NGA cohort method. • Summer 2009 – 2007-2008 the SRSD graduation rate will be finalized and will include the first group of potential "5 year" successful leavers. • During FFY 2009 Michigan will reset Ed YES/NCLB targets based on these two data points. Once those targets are reestablished the OSE/EIS will want to reexamine SPP targets and reset for consistency. Input from the SEAC will be part of this process. The reset targets will be reported in the FFY 2008 APR submitted 2010.
2006-2011	2. Continue to work through the Continuous Improvement and Monitoring System (CIMS), using Focused	Michigan is updating the language of the activity for this indicator to create consistency with the language in

Timelines	New and Revised Activities	Justification
	Monitoring, to determine LEAs that need technical assistance to improve graduation rates. *Change: update language from SPP 2005*	Indicator 1.
2006-2008	3. Utilize statewide dissemination of information and training on high school reform, including the Michigan Merit Curriculum, to inform education practitioners about the SPP targets and available resources. *Change: update language (See Activity 4 above)*	Michigan is updating the language of the activity for this indicator to create consistency with the language in Indicator 1.
2008-2011	*New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM[10] General Supervision Framework	The OSE/EIS has determined that increased coordination among the work within these indicator clusters is critical to achieving positive outcomes for students and meeting indicator targets. In conjunction with Michigan's State Personnel Development Grant, the *Michigan Integrated Improvement Initiatives (MI 3),* the OSE/EIS reorganized the work of the *Transition Outcomes Project* and *Reach and Teach for Learning* project into a combined effort. This action links and provides a platform for aligning improvement activities that prepare students for post-school success. Michigan plans to develop a statewide, deliverable performance improvement system for Effective Transition Practices. Drawing on evidence based practices for successful transition and effective implementation this effort is aligned with the School Improvement Framework and the *Reaching and Teaching Struggling Learners* initiative.

[10] National Center for Special Education Accountability Monitoring

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 25.2%. This represents progress from FFY 2004 data of 25.5%. Michigan did not meet its FFY 2005 target of 13%.	Michigan revised the baseline and improvement activities for this indicator in its SPP and OSEP accepts those revisions. OSEP looks forward to Michigan's data demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.	**Response to Identified Concerns**: • Continue Technical Assistance/Personnel Development to analyze data as the data calculation requirements shift per statutory /regulatory changes • Transition Outcomes Project (TOP) work

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. In FFY 2005, the US Department of Education did not permit the scores from the MI-Access Supported Independence and Participation assessments (two of Michigan's three alternate assessments based on alternate achievement standards) to be used in Adequate Yearly Progress (AYP) proficiency calculations, since they did not meet all of the No Child Left Behind (NCLB) criteria. For FFY 2006, the Michigan Department of Education (MDE) developed new MI-Access Participation and Supported Independence assessments that meet the NCLB criteria. Therefore, the scores from these assessments have been included, and Michigan anticipates this will be reported consistently in future APRs.
3. Michigan also administered a new high school (grade 11) assessment, the Michigan Merit Examination (MME), in spring 2006. As part of the U.S. Department of Education's peer review process for approving state assessments, the MDE applied an equating methodology in order to link the scales of the previous grade 11 assessment and the new MME. This provided a common scale to compare student performance across years at the achievement category level (Not Proficient, Partially Proficient, Proficient, Advanced). Comparisons of student performance at any other level are not appropriate due to the differences in the assessments.

Monitoring Priority: FAPE in the LRE[11] / Assessment (Results Indicator)

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. (20 U.S.C. 1416 (a)(3)(A))

[11] Free Appropriate Public Education in the Least Restrictive Environment

Measurement:

A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

B. Participation rate =

a. # of children with IEPs in assessed grades;
b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

a. # of children with IEPs in assessed grades;
b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data[12]**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target**
A: Percent of districts meeting the State's AYP objectives for progress for the disability subgroup	100%[a]	88%	**99.70%** [b]	**Target met**

[a] 399 of 399 districts meeting the State's AYP objectives for progress for disability subgroup for at least one grade range

[b] 386 of 387 districts meeting the State's AYP objectives for progress for disability subgroup for at least one grade range

Table 1: Students with Disabilities Subgroup – Number of Districts with a Grade Range that Did Not Make AYP

Academic Year	Grade Range	English Language Arts	Mathematics
2006-2007	Elementary (3-5)	27	5
	Middle School (6-8)	70	36
	High School (11)	36	33

[12] The number of Districts with AYP determinations being reported for 2005-2006 has been amended from what was reported in last year's SPP/APR to include only those districts that have enough students with disabilities to have a subgroup calculation. It is being provided with the APR for 2006-2007 in order to appropriately compare the data across the two years.

Table 2: B(a-e) Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.[13]

Participation Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA[14]	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
a. # of Children with IEPs in assessed grades[15]	15803	15803	17308	17308	17352	17352	17597	17597	17836	17836	17931	17931	13892	13892
b. # and % of Children with IEPs in regular assessment with no accommodations	9142 57.8%	8080 51.1%	9616 55.6%	7999 46.2%	9013 51.9%	7235 41.7%	9670 55.0%	7378 41.9%	10615 59.5%	8739 49.0%	10687 59.6%	8587 47.9%	3969 28.6%	3476 25.0%
c. # and % of Children with IEPs in regular assessment with accommodations	3164 20.0%	4590 29.0%	4102 23.7%	6157 35.6%	4623 26.6%	6792 39.1%	4032 22.9%	6546 37.2%	3442 19.3%	5400 30.3%	3297 18.4%	5425 30.3%	6541 47.1%	7009 50.5%
d. # and % of Children with IEPs in alt. assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
e. # and % of Children with IEPs in alt. assessment against alt. achievement standards	3387 21.4%	2999 19.0%	3530 20.4%	3082 17.8%	3587 20.7%	3209 18.5%	3769 21.4%	3520 20.0%	3633 20.4%	3514 19.7%	3758 21.0%	3706 20.7%	2907 20.9%	2907 20.9%
Total # and Overall Participation Rate[16]	15693 99.3%	15669 99.2%	17248 99.7%	17238 99.6%	17223 99.3%	17236 99.3%	17471 99.3%	17444 99.1%	17690 99.2%	17653 99.0%	17742 98.9%	17718 98.8%	13417 96.6%	13392 96.4%

Source: MDE/Office of Educational Assessment and Accountability (OEAA)

[13] This data was generated to complete Table 6 (see Appendix H)
[14] English Language Arts
[15] Students included in a, but not b-e above are the result of MI enrollment data being gathered on 9/26/06 and the assessment windows occurring from 10/9/06-11/17/06 (grades 3-8) and 2/19/07-4/6/07 (grade 11). In addition, MI does not count students with invalid scores as assessed.
[16] The bottom row represents the total #s and rates of students with disabilities who participated in state assessment.

Table 3: C(a-e) Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.[17]

Proficiency Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
a. Number of Children with IEPs in assessed grades	15803	15803	17308	17308	17352	17352	17597	17597	17836	17836	17931	17931	13892	13892
Total # of Participants[18]	15693	15669	17248	17238	17223	17236	17471	17444	17690	17653	17742	17718	13417	13392
b. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations[19]	5009 31.9%	6338 40.4%	4910 28.5%	5714 33.1%	4172 24.2%	3907 22.7%	3799 21.7%	2701 15.5%	3525 19.9%	2445 13.9%	2904 16.4%	2771 15.6%	275 2.0%	269 2.0%
c. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	1057 6.7%	2836 18.1%	1203 7.0%	3359 19.5%	1489 8.6%	2532 14.7%	1511 8.6%	1814 10.4%	1047 5.9%	1140 6.5%	814 4.6%	1369 7.7%	717 5.3%	628 4.7%
d. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
e. # and % of Children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	1463 9.3%	1361 8.7%	1657 9.7%	1450 8.4%	1477 8.6%	1643 9.5%	1336 7.6%	1777 10.2%	1234 7.0%	1862 10.5%	1548 8.7%	2043 11.5%	1494 11.1%	2156 16.1%
Total # and Overall Proficiency Rate for Children with IEPs	7529 48.0%	10535 67.2%	7770 45.0%	10523 61.0%	7138 41.4%	8082 46.9%	6646 38.0%	6292 36.1%	5806 32.8%	5447 30.9%	5266 29.7%	6183 34.9%	2486 18.5%	3053 22.8%

Source: MDE/OEAA

[17] This data was generated to complete Table 6 (see Appendix H)
[18] Michigan added this row and used it as the denominator when the "Total # and Overall Proficiency Rate for Children with IEPs" was calculated. The bottom row should be based on the # of students with disabilities participating in the state regular or alternate assessments, not the total # of students with IEPs in a given grade.
[19] Students included in a, but not b-e above are the result of MI enrollment data being gathered on 9/26/06 and the assessment windows occurring from 10/9/06-11/17/06 (grades 3-8) and 2/19/07-4/6/07 (grade 11). In addition, MI does not count students with invalid scores as assessed.

Table 4: B(a-e) – Participation Targets

Measurable and Rigorous Target							
School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005-06	95%	95%	95%	95%	95%	95%	95%
	98.1%	98.6%	99.1%	97%	98.1%	97.5%	91.3%
2006-07	95%	95%	95%	95%	95%	95%	95%
	99.3%	99.7%	99.3%	99.3%	99.2%	98.9%	96.6%
	All Targets met for the 2006-2007 School Year						

Measurable and Rigorous Target							
School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005-06	95%	95%	95%	95%	95%	95%	95%
	98.4%	98.9%	99.2%	97.5%	98.9%	98.1%	04.1%
2006-07	95%	95%	95%	95%	95%	95%	95%
	99.2%	99.6%	99.3%	99.1%	99%	98.8%	96.4%
	All Targets met for the 2006-2007 School Year						

Table 5: C(a-e) – Proficiency Targets

Measurable and Rigorous Target							
School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005-06	50%	48%	46%	45%	43%	41%	52%
	53.3%	46.8%	45%	43.3%	38.4%	35.3%	25.1%
2006-07	50%	48%	46%	45%	43%	41%	52%
	48%	45%	41.4%	38%	32.8%	29.7%	18.5%
	All Targets not met for the 2006-2007 School Year						
Measurable and Rigorous Target							
School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005-06	59%	56%	53%	50%	46%	43%	44%
	68.2%	59%	48.5%	35.3%	29.2%	31.9%	21.7%
2006-07	59%	56%	53%	50%	46%	43%	44%
	67.2%	61%	46.9%	36.1%	30.9%	34.9%	22.8%
	Target met	Target met	Target not met	Target not met	Target not met	Target not met	Target not met

*The targets displayed in Tables 4 and 5 match those articulated by the *Michigan Consolidated State Application Accountability Workbook* (Amended July 2007).

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2005-2011	1. Implement regular English Language Arts (ELA) and mathematics assessments in grade 3 through 8.	This activity was completed in Fall 2005 and continues to be implemented annually.
2005-2011	2. Implement Functional Independence ELA and mathematics assessments as part of MI-Access, the state alternate assessment program.	This activity was completed in Fall 2005 (Grades 3-8) and Spring 2006 (Grade 11)
2006-2007	3. Implement Participation and Supported Independence English language arts and mathematics assessments as part of MI-Access, the state alternate assessment program.	This activity was completed in Spring 2007 (Grades 3-8 and 11)
2005-2011	4. Implement required elements of the NCLB accountability systems as outlined in the Michigan Consolidated State Application Accountability Workbook, including: • Membership in Michigan Department of Education (MDE) workgroups • Continued support for improvements to the Michigan DRAFT *Guidelines for Determining Participation in State Assessment for Students with Disabilities*.	There was ongoing collaboration between the Office of Special Education and Early Intervention Services (OSE/EIS) and OEAA to recruit stakeholders for review committees & development team. The High School Student Support and Intervention Team prepared 5-year "hypothetical" plans for special and general education students and presented to the Deputy Superintendent, Chief Academic Officer winter 2007. The OSE/EIS, OEAA, Office of School Improvement (OSI), and Office of Educational Technology and Data Coordination (OETDC) collaborated in the implementation of an OSEP General Supervision Enhancement Grant (GSEG) to develop a comprehensive model using existing general assessments to develop alternate assessments based on modified achievement standards (AA-MAS) and curricular and instructional

Timelines	Activities	Discussion
		supports.
2006-2008	5. Determine the role of the OSE/EIS Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR) component with respect to participation and proficiency in statewide assessments. Determine if performance on statewide assessments should become a Focused Monitoring priority.	The SPSR component of CIMS was used to assist districts in ensuring appropriate student participation in statewide assessments. This guided the modifications required for students to fully participate in state assessments, and the development of a plan if this area needed improvement. In the redesign of the CIMS alignment with performance on statewide assessment as a priority is anticipated. The OSE/EIS and OEAA continue to collaborate on monitoring issues related to state assessment.
2005-2011	6. Participate with the Office of School Improvement (OSI), Field Services Unit teams to provide targeted technical assistance to High Priority Schools.	The OSI and the OSE/EIS piloted a Reach and Teach Initiative to systemically address struggling learners. Several schools in the initiative were either high priority schools or at risk for becoming high priority schools. They received technical assistance (TA) on Response To Intervention (RtI) approaches to improve outcomes for all students.
2005-2011	7. Determine the level of involvement with Michigan's State Improvement Grant (SIG) building level systems change model.	SIG consultants presented their work on mathematics at all six 2007 OEAA Fall Conferences. In addition, the SIG consultants will be working with the OSEP GSEG grant for developing an AA-MAS with curricular and instructional supports.
2005-2011	8. Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to develop support systems and sustained implementation of a data-driven, problem-solving	MiBLSi provided RtI strategies and data-driven problem-solving through the Reach & Teach initiative to support implementation of sustainable change in schools.

Timelines	Activities	Discussion
	model.	
2005-2008	9. Continue to update 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. Use the new training videotape *In Michigan All Kids Count*, the updated manuals, web casts and teleconferences for technical assistance.	There were September and February webcasts for MI-Access Coordinators and assessment administrators. The OEAA updated the Fall 2006 *MI-Access Participation & Supported Independence Scoring Rubrics Online Learning Program.*
2005-2008	10. Improve the production of the MEAP Braille and enlarged print assessment.	The MEAP program has continued to work more closely with the American Printing House for the Blind to improve their Braille and enlarged print assessments. MEAP assessment administrator booklets for Braille will be developed.
2005-2011	11. Continue dissemination of information on the appropriate use of assessment accommodations, using conference sessions, joint presentations with accommodations/assistive technology groups and newsletter articles.	The OEAA disseminated through its Fall 2007 conferences held in six locations throughout MI, issues of *The Assist* newsletter, and *MEAP/MME Coordinator Updates,* and through the listserv messages to the MI-Access district assessment coordinators.

Explanation of Progress that occurred for FFY 2006:

Michigan improved the participation rate on statewide assessment for grade 11 students with disabilities. The data submitted for FFY 2005 indicated that grade 11 participation rates for English language arts and mathematics were 91.3% and 94.1% respectively. Grade 11 was the only grade where Michigan did not meet its target of 95% participation. For FFY 2006, Michigan has improved the participation rate for Grade 11 to 96.6% for English language arts, and 96.4% for mathematics. As indicated in Table 2, the participation rate for all grades is now well above the 95% target.

In the FFY 2005 report, Michigan was able to report overall grade 11 participation rates, but was unable to disaggregate this data to yield the number and percent of students with IEPs that participated in the regular assessment with or without accommodations. Due to the implementation of the new Michigan Merit Examination, Michigan is now able to provide this data in Table 2 for FFY 2006, and will be able to report it consistently in future APRs.

In the FFY 2005 report, Michigan was unable to report on the number and percentage of students with IEPs that were proficient or above as measured by the regular assessment with or without accommodations for grade 11. Due to the implementation of the new Michigan Merit Examination, Michigan is now able to provide this data in Table 3 for FFY 2006, and will be able to report it consistently in future APRs.

Table 3 also indicates a significant increase in the number and percentage of students with IEPs who were proficient or above as measured against alternate achievement standards, as compared to the APR submitted for FFY 2005. This is primarily due to the fact that for FFY 2005, the US Department of Education did not permit the scores from the MI-Access Supported Independence and Participation assessments (two of Michigan's three alternate assessments based on alternate achievement standards) to be used in proficiency calculations. For FFY 2006, the scores from the new MI-Access Participation and Supported Independence assessments that meet all of the NCLB criteria have been included, and Michigan anticipates this will be reported consistently in future APRs.

Michigan's targets for proficiency are the same for all students. Table 7 lists the grade level targets separately for English language arts and mathematics by year. Comparing the performance indicated on Table 5 with the targets shown on Table 7 for FFY 2006 reveals that Michigan's students with IEPs met the targets for proficiency in grades 3 and 4 for mathematics.

Explanation of Slippage that occurred for FFY 2006

Michigan's targets for proficiency are the same for all students. Table 3 lists the grade level targets separately for English language arts and mathematics by year. Comparing the performance indicated on Table 3 with the targets shown on Table 5 for FFY 2006 reveals that Michigan's students with IEPs did not meet the targets for proficiency in grades 3-8 and 11 for English language arts, and grades 5-8 and 11 for mathematics.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2007- 2009	1. New: As part of its efforts to ensure the appropriate participation of all students with disabilities in statewide assessment, Michigan has chosen to develop an Alternate Assessment based on Modified Achievement Standards (AA-MAS). The MDE has received a General Supervision Enhancement Grant (GSEG) from the U.S. Department of Education to develop and implement the assessment, as well as a comprehensive online learning	Michigan anticipates that a significant number of students with disabilities who have previously taken the general assessment with accommodations and/or some who have previously taken the MI-Access Functional Independence assessments (Alternate Assessments based on Alternate Achievement Standards or AA-AAS) will be more appropriately assessed

Timelines	New and Revised Activities	Justification
	program designed to ensure appropriate student participation and support instruction. Michigan's AA-MAS will be piloted in Winter 2009 (January-February) and operational in Fall 2009 (October-November).	with an AA-MAS.
2008 - 2011	2. *New:* The National Alternate Assessment Center (NAAC) has recently completed a comprehensive alignment study of all three of Michigan's Alternate Assessments based on Alternate Achievement Standards (AA-AAS). As a result, the MDE now has a significant amount of data indicating the alignment between these AA-AAS and state content standards. The MDE will review this data and make needed revisions to the assessment design or items necessary to ensure that state content standards are being appropriately measured for each student population assessed by Michigan's three AA-AAS in the content areas of English language arts, mathematics, and science.	In order to ensure that Michigan's AA-AAS are appropriately assessing state content standards, the state has worked closely with a group of independent experts at the NAAC to aid in the development of information to help ensure alignment, and support curriculum and instruction for students with disabilities.
2007- 2011	3. *New:* The MDE, as part of a state consortium, has been awarded a three-year General Supervision Enhancement Grant (GSEG) from the U.S. Department of Education to study the consequential validity of Alternate Assessments based on Alternate Achievement Standards (AA-AAS). Michigan, along with Pennsylvania, Wisconsin, and the North Central Regional Resource Center (NCRRC) will conduct a nine-year longitudinal study to gather consequential evidence.	Michigan will participate in this study in order to ensure that its AA-AAS are having their intended consequences, in addition to providing valuable curricular and instructional information for Michigan educators, parents, and other stakeholders related to students with disabilities who participate in Michigan's AA-AAS.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
(3a) Michigan's FFY 2005 reported data for this indicator are 100%. Michigan met its FFY 2005 target of 88%.	Michigan met its target and OSEP appreciates Michigan's efforts to improve performance.	Response to OSEP Identified Concerns: None required
(3b) Michigan's FFY 2005 reported data for this indicator for Grade 3 Math are 98.4%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 3 English Language Arts are 98.1%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 4 Math are 98.9%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 4 English Language Arts are 98.6%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 5 Math are 99.2%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 5 English Language Arts are 99.1%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 6 Math are 97.5%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 6 English Language Arts are 97%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 7 Math are 98.9%. Michigan met its FFY 2005 target of 95%.	Michigan revised the targets for Indicator 3B in its SPP and OSEP accepts those revisions. The FFY 2005 APR does not include the revised targets; it includes targets from the SPP submitted in December 2005. In the FFY 2006 APR, due February 1, 2008, the State must include the revised targets. Michigan met its target and OSEP appreciates Michigan's efforts to improve performance.	Table 4 includes the revised targets for 3B. The complete table for ALL years is included below in Table 6

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
(3b continued) Michigan's FFY 2005 reported data for this indicator for Grade 7 English Language Arts are 98.1%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 8 Math are 98.1%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 8 English Language Arts are 97.5%. Michigan met its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 11 Math are 94.1%. This represents slippage from FFY 2004 data of 97.3%. Michigan did not meet its FFY 2005 target of 95%. Michigan's FFY 2005 reported data for this indicator for Grade 11 English Language Arts are 91.3%. This represents slippage from FFY 2004 data of 97.3%. Michigan did not meet its FFY 2005 target of 95%.	Michigan revised the targets for Indicator 3B in its SPP and OSEP accepts those revisions. The FFY 2005 APR does not include the revised targets; it includes targets from the SPP submitted in December 2005. In the FFY 2006 APR, due February 1, 2008, the State must include the revised targets. Michigan met its target and OSEP appreciates Michigan's efforts to improve performance. OSEP looks forward to Michigan's data demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.	Table 4 includes the revised targets for 3B. The complete table for ALL years is included below in Table 6
(3c) Michigan's FFY 2005 reported data for this indicator for Grade 3 Math are 68.2%. Michigan met its FFY 2005 target of 59%. Michigan's FFY 2005 reported data for this indicator for Grade 3 English Language Arts are 53.3%. Michigan met its FFY 2005 target of 50%. Michigan's FFY 2005 reported data for this indicator for Grade 4 Math are 59%. Michigan met its FFY 2005 target of 56%. Michigan's FFY 2005 reported data for this indicator for Grade 4 English Language Arts are 46.8%.	Michigan revised the targets for Indicator 3C in its SPP and OSEP accepts those revisions. The FFY 2005 APR does not include the revised targets; it includes targets from the SPP submitted in December 2005. In the FFY 2006 APR, due February 1, 2008, the State must include the revised targets.	Table 5 includes the revised targets for 3C for the FFY 2006. A complete table for ALL years is included below in Table 7.

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
(3c continued)This represents slippage from FFY 2004 data of 49.4% for Elementary School English Language Arts (ELA). Michigan did not meet its FFY 2005 target of 48%. Michigan's FFY 2005 reported data for this indicator for Grade 5 Math are 48.5%. This represents slippage from FFY 2004 data of 51.7% for Elementary School Math. Michigan did not meet its FFY 2005 target of 53%. Michigan's FFY 2005 reported data for this indicator for Grade 5 English Language Arts are 45%. This represents slippage from FFY 2004 data of 49.4% for Elementary School ELA. Michigan did not meet its FFY 2005 target of 46%. Michigan's FFY 2005 reported data for this indicator for Grade 6 Math are 35.3%. This represents progress from FFY 2004 data of 32.4% for Middle School Math. Michigan did not meet its FFY 2005 target of 50%. Michigan's FFY 2005 reported data for this indicator for Grade 6 English Language Arts are 43.3%. This represents progress from FFY 2004 data of 38.7% for Middle School ELA. Michigan did not meet its FFY 2005 target of 45%. Michigan's FFY 2005 reported data for this indicator for Grade 7 Math are 29.2%. This represents slippage from FFY 2004 data of 32.4% for Middle School Math. Michigan did not meet its FFY 2005 target of 46%. Michigan's FFY 2005 reported data for this indicator for Grade 7 English Language Arts are 38.4%. This represents slippage from FFY 2004 data of 38.7% for Middle School ELA. Michigan did not meet its FFY 2005 target of 43%. Michigan's FFY 2005 reported data for	Michigan revised the baseline by adding additional grade assessments in math Grades 3, 5, 6 and 7; and in English Language Arts in Grades 3, 6 and 8. The State met its target and OSEP appreciates the State's efforts to improve performance. Michigan revised the targets for Indicator 3C in its SPP and OSEP accepts those revisions. The FFY 2005 APR does not include the revised targets; it includes targets from the SPP submitted in December 2005. In the FFY 2006 APR, due February 1, 2008, the State must include the revised targets. The State met its target and OSEP appreciates the State's efforts to improve performance. OSEP looks forward to Michigan's data demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.	Table 5 includes the revised targets for 3C for the FFY 2006. A complete table for ALL years is included below in Table 7. Table 5 above includes the revised targets for 3C. Table 5 includes the proficiency rates for students at each grade level, by content area.

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
this indicator for Grade 8 Math are 31.9%. This represents slippage from FFY 2004 data of 32.4% for Middle School Math. Michigan did not meet its FFY 2005 target of 43%. Michigan's FFY 2005 reported data for this indicator for Grade 8 English Language Arts are 35.3%. This represents slippage from FFY 2004 data of 38.7% for Middle School ELA. Michigan did not meet its FFY 2005 target of 41%. Michigan's FFY 2005 reported data for this indicator for Grade 11 Math are 21.7%. This represents slippage from FFY 2004 data of 23.8% for High School Math. Michigan did not meet its FFY 2005 target of 44%.		

April 14, 2008 Update: Based on the work reported in Indicator #15, on April 7, 2008, the OSEP directed the State to document program-specific follow-up activities related to uncorrected noncompliance within each affected indicator. The table with that information follows.

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
1.	3	1.	Inappropriate determination of participation in alternate assessments.	Discovered through Service Provider Self Review (SPSR) District Status: Improvement Plan completed in January 2008. CORRECTED: Verified by ISD Monitor
2.	3	2.	Inappropriate determination of participation in alternate assessments.	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.

Table 6 B(a-e) – Participation Targets*

Measurable and Rigorous Target							
School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005-06	95%	95%	95%	95%	95%	95%	95%
2006-07	95%	95%	95%	95%	95%	95%	95%
2007-08	95%	95%	95%	95%	95%	95%	95%
2008-09	95%	95%	95%	95%	95%	95%	95%
2009-10	95%	95%	95%	95%	95%	95%	95%
2010-11	95%	95%	95%	95%	95%	95%	95%

Measurable and Rigorous Target							
School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005-06	95%	95%	95%	95%	95%	95%	95%
2006-07	95%	95%	95%	95%	95%	95%	95%
2007-08	95%	95%	95%	95%	95%	95%	95%
2008-09	95%	95%	95%	95%	95%	95%	95%
2009-10	95%	95%	95%	95%	95%	95%	95%
2010-11	95%	95%	95%	95%	95%	95%	95%

Table 7: C(a-e) – Proficiency Targets*

School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	60%	59%	57%	56%	54%	53%	61%
2010-11	70%	69%	68%	67%	66%	65%	71%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%

*The targets displayed in Tables 6 and 7 match those articulated by the *Michigan Consolidated State Application Accountability Workbook* (Amended July 2007).

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. Michigan requires all districts to report suspension and expulsion data in the state's Single Record Student Data (SRSD) system three times a year: September, February and June. This system is maintained by the Center for Educational Performance and Information (CEPI).
3. The Office of Special Education and Early Intervention Services (OSE/EIS) worked closely with the CEPI to modify the discipline fields in the SRSD so that the reported data reflect all of the requirements needed for the various OSEP reports.
4. Memos from the Michigan Department of Education (MDE) Deputy Superintendent, the CEPI, and the Director of Special Education to all districts emphasized the need to attend to the new requirements in the data collection fields and to provide accurate and complete data in a timely fashion
5. This year, the OSE/EIS revised the business rules for indicator 4 by determining that the minimum number of suspensions/expulsions for reporting for any district would be ten (instead of five which was used previously.) The change was made in order to be consistent with the minimum number of cases used in reporting district data for other indicators.

Monitoring Priority: FAPE in the LRE[20] / Suspension and Expulsion

(Results Indicator)

Indicator 4A: Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

The MDE identifies significant discrepancy in the rates of suspensions and expulsions by calculating the following steps:

- Each district's total number of students with disabilities, who were suspended/expelled for greater than ten (10) days divided by the total

[20] Free Appropriate Public Education in the Least Restrictive Environment

number of students with disabilities in the district. This results in a district rate of suspensions/expulsions.

- The mean rate and the standard deviation for all districts reporting suspension/expulsion data.
- The number of districts at or above two standard deviations from the mean.
- The number of districts with fewer than ten (10) total suspensions/ expulsions were removed from the list after the mean was determined.
- The districts with significantly discrepant rates for two years, FFY 2005 and 2006.
- The percentage of districts in the state that fall at or above two standard deviations with more than ten (10) suspensions/expulsions greater than ten (10) days.

A district is defined as having a significant discrepancy in rates of suspensions and expulsions if the rate is at or above two standard deviations from the mean and has had more than ten students suspended/expelled for more than ten (10) days in a school year.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions	2.3%[a] (19 of 814 districts reporting students with IEPs)	<10%	**<1.0%** [b] (6 of 814 districts reporting students with IEPs)	**Target met**

Source: Single Record Student Database (SRSD)

The FFY 2005 APR denominator for this indicator included only LEAs with students with IEPs that had suspensions/expulsions greater than 10 days. This yielded a significant discrepancy rate of 3%. When the denominator is all districts with students with IEPs, the result is 2.3% of districts being identified by the state as having a significant discrepancy. The FFY 2006 calculation reflects data available at the time of submission of the APR and will be recalculated after final verification data are available.

[a] FFY 2005 applied one year of data. When cell size of 10 is applied the percentage dropped to 1.8% and the number dropped to 15 districts.

[b] FFY 2006 applied two years of data. The six (6) districts are a subset of the FFY 2005 districts.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Utilize the Michigan IDEA Leadership Institute to provide statewide training for education administrators and others on the improvement of special education suspension and expulsion rates.	The Office of Special Education and Early Intervention Services (OSE/EIS) provided several statewide opportunities through the Michigan IDEA Leadership Institute (MILI) for education administrators and others including representatives of the Secondary Principals organization in the improvement of special education suspension and expulsion rates. Extensive technical assistance was also provided through the CEPI Technical Assistance Manual, the Michigan Compliance and Information System (MI-CIS) help desk and workshops presented at the Intermediate School District (ISD) level for their LEAs.
2006-2008	2. Work with Michigan's Compliance Information System (MI-CIS) and SRSD data system referent groups and LEA/ISD stakeholders to develop a discipline data collection process to be followed by all districts.	A data collection tool, developed by an ISD Special Education Director, was modified and disseminated to districts as a resource for use by principals, secretaries and special education administrators.
2006-2011	3. Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	The OSE/EIS continued to collect and analyze suspension/expulsion data for all districts and determined their progress toward meeting the APR target. • Michigan continues to verify the discipline data submitted in the SRSD system, because all data fields that districts intentionally code as zero and all fields that districts skip or inadvertently leave blank, default to zero. This makes it impossible to determine the accuracy of the zero reported data. As a result, districts which reported zeros or left fields blank are required to complete a Verification of Suspension/ Expulsion Data Form (see Appendix C). • In order to complete the 2006 analysis by the February submission

Timelines	Activities	Discussion
		deadline, a November 1st cutoff date was established for districts to verify their data. As of November 1st 2007, 92.99% of all districts had either reported their discipline data in the SRSD or had completed and submitted to the OSE/EIS, a Verification of Suspension/Expulsion Data form. The data reported here is a summary of Wayne State University's (WSU) analysis of the data from both the SRSD and the verified data. • Once the SRSD data was verified, it was submitted to WSU, a collaborative partner with the OSE/EIS for analysis.
2006-2009	4. Provide information and technical assistance from the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) project to districts that demonstrate a significant discrepancy in rate of suspension/expulsion.	The OSE/EIS has initiated discussion with the new State Personnel Development Grant, Michigan's Integrated Improvement Initiatives (MI 3), which is providing oversight to and coordination among all state projects and SPP activities. These discussions are intended to facilitate the prioritization of technical assistance from projects such as MiBLSi to districts with high suspension/expulsion rates.

Explanation of Progress that occurred for FFY 2006:

The OSE/EIS believes that the communication efforts described in the Overview, along with the efforts of the ISDs to assist their districts with timely data submission, is resulting in data that provides a more accurate picture of the rates of suspensions and expulsions in the state.

Michigan continues to verify the discipline data submitted in the SRSD system since all data fields that districts intentionally code as zero and all fields that districts skip or inadvertently leave blank, default to zero. In FFY 2006, 50% of the districts reported zeros, an improvement over FFY 2005 submission when 75% reported zeros.

Those districts that reported zeros were required to verify their data. Verified data indicates that an additional 34 districts (4.1%) reported suspension/expulsion numbers. This increase in reporting resulted in a total of 461 districts representing

56.36% of the state's districts. This is an increase of districts reporting suspension/expulsion data over the previous 29.36 % for FFY 2005.

Efforts targeted on these data, through the MILIs, work with ISD Directors, as well as targeted technical assistance (TA) mechanisms have been effective in addressing the data issues.

When the new ten case minimum business rule was applied to the final FFY 2005 data analysis, the number of districts with significantly discrepant discipline rates decreased from 19 to 15 districts.

The OSE/EIS is contacting the remaining 57 districts that did not verify their data by the November cutoff in order to review the accuracy and completeness of their discipline data. The same follow-up activities used in previous years in order to obtain 100% of the 2005-2006 discipline data will be used. These activities consist of phone calls to each district that has not verified its data and collaborating with the ISD directors and/or administrators to obtain the data. Once 100% of the data has been received, WSU will run another analysis to establish an accurate list of districts that are significantly discrepant in their suspension/expulsion rates.

The OSE/EIS believes the effort to secure more accurate data is having a positive effect on both the districts' data collection procedures and the awareness that districts need to attend to their discipline procedures.

A comparison of the final 2005 districts with those identified in the initial 2006 analysis indicates that six (6) districts have significantly discrepant discipline rates for both years. These districts are participating in a review of their policies, procedures and practices (relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) to identify those that may lead to inappropriate suspensions and expulsions of students with disabilities. Nine (9) districts identified in 2005, however, have improved their practices to the point that they are no longer on the list.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

The MDE is not revising its target at this time. Given the increase in the amount of districts submitting data using the state's data collection SRSD system and the increased response of districts to the verification process, the MDE wants to continue its technical assistance to districts and to monitor trend data.

Timelines	New and Revised Activities	Justification
2006-2007	1. *Delete:* Implement plan to collect data on new sub indicator 4B. Analyze data and set targets for 2007 APR.	Reporting is not required pursuant to the Instructions for FFY 2006 SPP/APR.

Timelines	New and Revised Activities	Justification
2006-2009	2. The OSE/EIS will continue to disseminate materials on disproportionate representation from the National Center for Culturally Educational Systems (NCCRESt) as part of Michigan's disproportionality focus. *Change:* This activity was relocated to Indicators 9 and 10.	Since Indicator 4b reporting is no longer required, this activity was redirected to the work of Indicators 9 and 10.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 3%. Michigan met its FFY 2005 target of less than 10%.	Michigan revised improvement activities for this indicator in its SPP and OSEP accepts those revisions. In its improvement activities, Michigan indicated that it completed a review of LEAs that show significant discrepancy in the suspension/expulsion rate of students with IEPs for the 2005 data submission. Therefore, the State indicated that it reviewed, and if appropriate revised (or required the affected LEAs to revise) policies, procedures and practices, but did not indicate that the review, and if appropriate, revision covered policies, practices and procedures relating to development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Response to Identified Concerns: 1. The previously identified 19 districts with significantly discrepant rates of suspensions and expulsions have been reduced to 15. 2. Data for these districts has been compared to their FFY 2006 data to establish district trends. The six (6) districts with a two year pattern are reviewing their policies, procedures and practices which may relate to their suspension/expulsion rates. The OSE/EIS has provided a Self Review to assist districts in this review. The Self Review emphasizes adherence to the State Board of Education's newly adopted policy that schools implement Positive Behavior Support Systems. In addition, the Self Review also requires an examination of the district's policies, practices and procedures regarding special education procedural safeguards along with development and implementation of IEPs relative to students with disabilities. This is being supplemented by a Focused Monitoring site visit. 3. Relative to the nine (9) districts that demonstrated a one year significant discrepancy in FFY 2005, the status is the following:

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
	Michigan must demonstrate in the FFY 2006 APR that when it identified significant discrepancies, it has reviewed, and if appropriate revised (or required the affected LEAs to revise) policies, practices and procedures relating to each of the following topics: development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards for: 1) the 19 LEAs identified as having significant discrepancies in the FFY 2005 APR; and 2) any LEAs identified as having significant discrepancies in the FFY 2006 APR. Michigan met its target and OSEP appreciates Michigan's efforts to improve performance.	a. One charter school closed during the 2006-2007 school year. No follow-up was possible. b. Among six of the remaining districts, during the 2006-2007 school year fewer than ten students received suspensions/expulsions greater than ten days. • Three districts had zero long term suspensions/ expulsions • One district had one long term suspension/expulsion • One district had two long term suspensions/ expulsions • One district had six long term suspensions/ expulsions c. The other districts significantly decreased the number of students who received suspensions/expulsions greater than ten days and are no longer on the significant discrepancy list for 2006-2007. 4. With more detailed data collection in place for the 2007-2008 school year, reviewing the data submitted through the February 15, 2008 window, most of these districts continue to improve. • Four have zero suspensions/expulsions >10 days for any students with disabilities • Three additional districts have fewer than ten suspensions/ expulsions >10 days for any students with disabilities 5. Beginning with the FFY 2007, Michigan is implementing the annual review of policies, procedures and practices in districts a. relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA, as required by 34 CFR

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
		§300.170(b) b. based on one year of data that reflects a significant discrepancy.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The Office of Special Education and Early Intervention Services (OSE/EIS) is using Educational Environment indicator language rather than the previous Least Restrictive Environment (LRE). This is a global commitment to all educators' responsibility to each student in all educational environments, including students with disabilities who may require specialized instruction and/or services to progress and achieve in the general education curriculum. It is also consistent with the 618 data collection terminology.
3. The §618 data reported in this indicator is based on the December 1, 2006 Child Count. For the first time, during this count period, students receiving special education programs/services in private school settings were reported separately. See page 57 for additional details.
4. The OSE/EIS educational environment data are considered core elements in the work on Indicators 1, 2, 9, 10, and 13, particularly in response to slippage in Indicator 5.
5. As the OSE/EIS considered the Office of Special Education Programs (OSEP) requirement to provide Determinations for each Local Education Agency (LEA) and Public School Academy (PSA[21]), the department chose to add Educational Environment to the list of measures considered. This re-emphasized the importance placed on this Indicator. Determination data reflected the number of students who were removed from regular class less than 21% of the day.

Monitoring Priority: FAPE in the LRE[22] / Educational Environment

(Results Indicator)

Indicator 5: Percent of children with IEPs aged 6 through 21:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements. (20 U.S.C. 1416(a)(3)(A))[23]

Measurement:

A. Percent = [(# of children with IEPs served in the regular class 80% or more of the

[21] Charter Schools are known in Michigan as Public School Academies
[22] Free Appropriate Public Education in the Least Restrictive Environment
[23] At the time of the release of this package, revised forms for collection of Section 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2006-2007 State reported data collections (Per Ruth Ryder's response on April 8, 2008 national technical assistance conference call, the language for A and B were adjusted to be consistent with §618 forms).

day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served in the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
A. Increase the percentage of students served inside the regular class 80% or more of the time	54.0% (118,455)	55%	**50.3%** (108,426)	**Target not met**
Percentage of students served inside the regular class 40-79% of the time	22.9% (50,334)	Not an APR reporting requirement	26.2% (56,526)	Not an APR reporting requirement
B. Decrease the percentage of students served inside the regular class less than 40% of the time	17.9% (39,182)	16.9%	**18.5%** (39,769)	**Target not met**
C. Decrease the percentage of students served in separate facilities	5.2% (11,346)	5.1%	**5.0%** (10,735)	**Target met**
D. Total percentage (Total numbers)	100% (219,317)		100% (215,456)	

Source: §618 Table 3 and Michigan Compliance Information System (MI-CIS)

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Continue to consider districts for participation in Focused Monitoring based upon their educational environment performance data. At least 16 districts will participate in Focused	The OSE/EIS annually identified districts for Focused Monitoring based on educational environment data. The process for identifying districts is changing from a three year average to those districts

Timelines	Activities	Discussion
	Monitoring based on their average educational environment performance over three school years. These districts are significantly below the state target.	identified in the Determination process as significantly below the state target. Each district, which is Focus Monitored, is required to notify its community of the purpose for the OSE/EIS visit and the availability of the monitoring report, when it is received.
2006-2011	2. Review the Continuous Improvement and Monitoring System (CIMS) LEA Service Provider Self Review (SPSR) data to analyze the educational environments Key Performance Indicator (KPI) ratings. This educational environment data will be factored into the identification of districts targeted for technical assistance.	LEAs that identified themselves in the CIMS SPSR educational environment KPI as needing improvement, received technical assistance from their Intermediate School Districts (ISDs).
2006-2011	3. Develop a rubric for ISDs to use with LEAs that have been identified for technical assistance as a result of their SPSR data. The rubric will help districts identify root causes for their educational setting percentages and move their educational environment percentages closer to the state targets.	ISDs assisted LEAs that identified themselves as needing improvement in the area of educational environments. A rubric was developed for ISDs to use as part of their technical assistance to the LEAs.
2006-2011	4. Gather, verify, and analyze district educational environment data by disability category, ethnicity, and community size (urban, suburban, and rural). Where discrepancies exist, implement activities including use of a rubric to be developed. Districts will be required to review and rate their policies and procedures related to their educational environment data and develop improvement plans.	Educational environment data was analyzed by disability category, ethnicity and community size. Districts, whose educational environments data varied significantly from the state target, were identified and will review their policies and procedures using the OSE/EIS rubric. ISDs assist the LEAs to develop and implement plans to improve their educational environment data.

Timelines	Activities	Discussion
2006-2011	5. Provide technical assistance to districts to assist them with issues such as: • understanding how to report educational environment data accurately. This activity will concentrate on defining what constitutes time in special education environment and time in regular education. • helping data entry staff in LEAs and ISDs to improve the accuracy and consistency of student data reporting. Emphasize accuracy of data reported for separate facilities.	The OSE/EIS continued to assist districts to understand how to report educational environments data accurately. Technical assistance (TA) was provided to districts by the Center for Educational Performance and Information (CEPI), the Michigan Compliance Information System (MI-CIS) and the OSE/EIS.
2006-2011	6. Prioritize targeted districts to receive technical assistance from Response to Intervention (RtI) statewide initiatives such as: a. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) that supports school wide Positive Behavior Support (PBS) and literacy achievement. b. Michigan's State Improvement Grant (SIG) mathematics and English Language Arts Adequate Yearly Progress (AYP) Middle School study group resources and products.	Following the State Board of Education adoption of the Positive Behavior Support (PBS) policy (2006), districts have initiated a variety of efforts to address this policy. During the 2006-2007 school year, the availability of the MiBLSi initiative was expanded to secondary schools, with a plan to use funds provided July 1st through the State Personnel Development Grant (SPDG). The OSE/EIS also co-hosted two Summits for Model High Schools in partnership with the International Center for Leadership in Education. Model high schools from across the country that have had substantial, documented success in helping all learners succeed provided data and strategies for success. In a related initiative in the largest ISD, strategies shared through the Summit are being analyzed for implementation.

Timelines	Activities	Discussion
2006-2011	7. Initiate a comparative study of the correlation in Michigan school districts between environment and achievement (linking with indicator #3 on AYP proficiency) to determine the relationship between educational environment and student performance. Report results to the public including general education administrative organizations as well as institutions of higher education as a resource to their general and special education pre-service curricula.	As a first step, the OSE/EIS worked with the Office of Educational Assessment and Accountability (OEAA) and the CEPI on ways to create interfaces between these two data structures. This initiative lays the groundwork for comparative study of the correlation between environment data and achievement of students with disabilities.

Explanation of Progress that occurred for FFY 2006:

A decrease in the percentage of students served in separate facilities has been reported and the target was met. This progress is attributed to several factors as discussed below.

Changing Practices

Changing practices appear to be contributing to a decrease in the percentage of students served in separate facilities. During follow-up contacts with LEAs, several larger districts explained the decrease in their separate facilities percentage and the increase in students served outside general education >60% of the day as the result of moving students with more severe impairments out of separate facilities and into general education buildings.

Some LEA administrators stated that they are beginning to understand and appreciate the effectiveness of team teaching and co-teaching. They explained that these options assure special education students with disabilities have access to the general education curriculum. This changing mindset may also be influencing a shift from more restrictive to less restrictive environments.

Improved Data

Improved data appear to have created some shift in percentages in educational environments. Several districts reported significant improvements in the accuracy of their data due to implementation of new data systems. Most districts reported improved staff training for data entry personnel and greater attention to correctly entering data.

Some LEAs reported that understanding the OSE/EIS is including educational environments as one of the LEA Determination indicators is causing them to place greater emphasis on data accuracy and methods for increasing the time students with disabilities spend in general education environments. This may also account for the shift from separate facilities to general education buildings.

Economic Factors

In some cases, LEAs have been forced to close or consolidate schools due to declining enrollment in the overall student population. This results in fewer buildings and provides a more efficient use of remaining buildings. Several LEAs stated these efficiencies caused them to create or expand general education options to meet the needs of students with disabilities. This may also have impacted a reduction in placements in separate facilities and increased placement in general education buildings.

Impact of Monitoring

Focused monitoring was determined, in part, on district data on education environments. For districts that were focused monitored, attention to district performance in this area has been heightened at the community level and changes have been implemented.

Explanation of Slippage that occurred for FFY 2006:

The target was not met for expected increases in the percentage of students served outside the regular class <21% of the time. The target for decreasing the percentage of students served outside the regular class >60% was not met. This slippage is attributed to several factors, as discussed below.

Improved Data

Much of the slippage may be the result of more accurate reporting. Many districts reported in follow-up contacts that the FFY 2005 data was incorrect due to misunderstanding of new reporting procedures. Several districts indicated they changed data systems and, in the transfer of data, errors occurred.

In addition, changes in the §618 data collection appear to have contributed to the decrease in the number/percentage of students with disabilities who were inside the regular education classroom at least 80% of day. The 2006-2007 data collection regarding students with disabilities who were *parentally placed in private settings* changed to an unduplicated count. Because more than 1600 Michigan students served by special education in private school settings served inside the regular education classroom at least 80% of the day, this change affected the number and percentage of students in this category from FFY 2005. A few LEAs report a pattern of parents moving children with milder impairments into private schools while leaving children more significant impairments in the LEAs, given that the LEAs can provide comprehensive programs and services. This may also account for a shift in percentages of students served in more restrictive environments and a reduction of students served in regular classrooms.

Current Improvement Trends

Given the results reported for 2006-07, it is important to compare to more recent reporting to determine if the trend is continuing. A review of the December 2007 data shows that the percentage of students removed from general education <21% of the day is now 52.7%, and is again moving toward the state target of 55%.

In reviewing the data from FFY 2006, it was noted that many districts met or exceeded the targets set by the Michigan Department of Education (MDE). Of the

815 LEAs, 50% met or exceeded the target of 55% for the percentage of students who were removed from the regular class <21% of the day. Also, 80.1% of the districts met or exceeded the target of 16.9% set for the percentage of students who were removed from the regular class > 60% of the day.

Other Influences

During verification conversations with districts not meeting the targets, LEA administrators reported the following relative to decreases in the number of students served outside general education <21% of the day and increase in students served outside general education >60% of the day.

1. Initiation of block scheduling at the middle and high school levels with a special teacher assigned to the block has resulted in an increase in the amount of time students spend in the special education settings. Students with disabilities experiencing difficulties in core subjects are removed or assigned to the special education teacher for instruction.
2. Districts are changing curricula to match the new Michigan Merit Curriculum and associated graduation requirements enacted by the state legislature. It is considered to be one of the most rigorous curricula in the country. In some cases, students with disabilities who are in need of more support to achieve are being placed in special education for more time (and more support).
3. Other districts noted the local data entry for 2005 was incorrect due to the initiation of the new method for reporting these particular data. Data clerks were confused about new directions for the 2005 count. The 2005 data was used to reset and raised state targets.
4. Some districts erroneously counted the time students with disabilities spent in co-teaching classes as time in a special education environment. This data entry error, corrected in subsequent reporting, may have influenced the emerging improvement noted with the FFY 2007 reporting (50.3 to 52.7%).
5. Several districts reported change to a new data system in 2005 from the Registry Management System (RMS) to the MI-CIS system. This resulted in numerous data errors. One district indicated that it switched to a new data system and miscalculated the general education percentages.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2007-2011	1. *Change APR #4 to:* Verify and analyze educational environment data for the set of districts whose separate facility percentages vary most significantly from the state targets. Assist districts in reviewing their policies and procedures related to their	The OSE/EIS is specifying the sources which will be used to target the twenty districts required to develop improvement plans. • Service Provider Self Review (SPSR) process, • Focused Monitoring or

Timelines	New and Revised Activities	Justification
	environment data, and require them, as needed, to develop and implement improvement plans.	• Determination ranking
2007-2010	2. *Change APR #7 to:* The OSE/EIS will work with the CEPI, the Office of Educational Assessment and Accountability (OEAA) and the Office of School Improvement (OSI) in order to develop processes to streamline access to state performance data.	The OSE/EIS needs to work with other state agencies which collect and maintain performance data and which analyze the data for school improvement purposes. This collaboration across state agencies will result in a system to access and efficiently coordinate data needed to complete the comparative study.
2008-2009	3. *Change APR #7 to:* Once performance and environment data are available in a format which allows comparisons, the OSE/EIS will seek assistance from expert resources to assist with data analysis.	The OSE/EIS will need to identify resources with skills needed to correlate and interpret the data in order to easily identify best practice districts. Comparing data from two separate information systems requires the skill and time of data managers and analysts. The resulting information will be used to identify districts with best practices relative to educational performance.
2009-2011	4. *New:* Convene an ISD and LEA staff stakeholder group to study districts where a high percentage of students are served <21% outside the regular classroom and who also have improving performance data in order to determine best practice and essential elements of their delivery systems. Models will be disseminated to the field through Michigan's IDEA Leadership Institute and other technical assistance mechanisms.	Before the ISD and LEA stakeholder group could be convened, the data system interfaces need to be completed. This improvement in quality data collection is essential for stakeholder decision-making. LEA input into the stakeholder group is essential. Methods for dissemination of the best practices have been expanded to include a wider range of forums. Following the results of the correlation study, the ISD and LEA stakeholder group will be convened to identify best practice and essential elements of successful delivery systems. Models will be disseminated through ISD and LEA leadership initiatives.
2007-2008	5. *New:* In response to the factors related to slippage, the	Consistent with NCSEAM recommendations, Indicator slippage

Timelines	New and Revised Activities	Justification
	OSE/EIS is re-aligning its efforts to raise the visibility of practices, procedures, and policies in high performing districts relative to educational environments. These strategies will be shared to assist districts in their improvement planning.	provides an opportunity to identify state specific improvement strategies. Multiple statewide Guidance/TA/ Personnel Development opportunities will highlight successful practices relative to educational environment.
2007-2008	6. *New:* The OSE/EIS State Performance Plan (SPP) Indicator leads analyze how educational environment impacts other Indicators, particularly disproportionate representation and post-secondary outcomes. Indicator leads will do cross-cutting work among educational environment, disproportionate representation, and post-secondary outcomes.	In the new system of OSEP accountability, compliance and results indicators need to be simultaneously considered and supported. Program Improvement, CIMS and the State Personnel Development Grant staff are committed to creating systems of redundancy to investigate and recommend strategies which will improve educational environment data and student success.
2008-2011	7. *New:* Develop and implement a more integrated set of activities across • The FAPE in the LRE SPP indicators • Michigan's Integrated Improvement Initiative's (MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	This will become part of an integrated system of data driven intervention designed to enhance the impact of discrete indicator activities.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
A. Removed from regular class less than 21% of the day; Michigan's FFY 2005 reported data for this indicator are 54.01%. Michigan met its FFY 2005	Michigan revised the targets for this indicator in its SPP and OSEP accepts those revisions. Michigan met its target and OSEP appreciates the State's efforts to improve	Response to Identified Concerns: None required per FFY 2005 data

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
target of 46%.	performance.	
B. Removed from regular class greater than 60% of the day; Michigan's FFY 2005 reported data for this indicator are 17.87%. Michigan met its FFY 2005 target of 21.5%.	Michigan revised the targets for this indicator in its SPP and OSEP accepts those revisions. Michigan met its target and OSEP appreciates the State's efforts to improve performance.	Response to Identified Concerns: None required per FFY 2005 data
C. Served in public or private separate schools, residential placements, or homebound or hospital placements. Michigan's FFY 2005 reported data for this indicator are 5.17%. This represents slippage from FFY 2004 data of 4%. Michigan did not meet its FFY 2005 target of less than 4%.	Michigan revised the targets for this indicator in its SPP and OSEP accepts those revisions. OSEP looks forward to Michigan's data demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.	Response to Identified Concerns: • LRE was included as an LEA Determination factor • Practices in districts with the highest percentage of students served in separate facilities were analyzed.

April 14, 2008 Update: Based on the work reported in Indicator #15, on April 7, 2008, the OSEP directed the State to document program-specific follow-up activities related to uncorrected noncompliance within each affected indicator. The table with that information follows.

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
3.	5	1.	Accommodations and modifications were not specifically addressed in Individualized Education Program (IEP) team reports or used in general education classes in a planned manner.	Discovered through Focused Monitoring (FM) District Status: Increased monitoring supervision and technical assistance (TA) for 3 months to achieve 100% compliance.
4.	5	3.	Students with disabilities	Discovered through FM

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			were placed in special education classrooms during periods of time when there was no identified student need.	District Status: Increased monitoring supervision and TA for 3 months to achieve 100% compliance.
5.	5	4.	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through FM District Status: Increased monitoring supervision and TA for 3 months to achieve 100% compliance.
6.	5	5.	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through FM District Status: Increased monitoring supervision and TA for 3 months to achieve 100% compliance.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. Please see the following language from the FFY 2006 APR Checklist, p. 14:

> "For the February 1, 2008 submission of the APR, please note the following: The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6: therefore States need not report on Indicator 6 for FFY 2006."

Monitoring Priority: FAPE in the LRE[24] / Preschool Educational Environment

(Results Indicator)

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

Michigan Part B FFY 2005 SPP / APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 53.4%. Michigan met its FFY 2005 target of 49%.	Michigan revised its improvement activities for this indicator and OSEP accepts those revisions. Michigan met its target and OSEP appreciates Michigan's efforts to improve performance. Please note that, due to changes in the 618 State-reported data collection, this indicator will change for the FFY 2006 APR, due February 1, 2008. States will be required to describe how they will collect valid and reliable data to provide baseline and targets in the FFY 2007 APR, due February 1, 2009.	Response to Identified Concerns: This expectation changed with the publication of the 11/07 APR Checklist. (See Overview)

[24] Free Appropriate Public Education in the Least Restrictive Environment

Part B State Performance Plan (SPP) for 2005-2010*

Overview of the State Performance Plan Development:

1. See General Overview pages 1-6.
2. For this indicator, the stakeholder team included select members of the State Early Childhood Redesign team who considered several issues including:
   - the effectiveness of the OSEP approved sampling methodology,
   - challenges that resulted from selection of a new grantee/contractor and the design and implementation of data collection strategies for the Preschool Outcomes System, and
   - the meaningfulness of data that resulted from these processes.
3. The stakeholder team will continue the review process in order to determine any process redesign issues that should be addressed in future data collection efforts and to establish baseline and targets for the FFY 2008 SPP/APR.
4. The Michigan Department of Education (MDE) developed a procedural and technical assistance handbook in conjunction with the High/Scope Educational Research Foundation. The purpose of this document is to clarify all aspects of data collection related to reporting child outcomes. The handbook incorporates
   - information about the new reporting requirement,
   - an overview of the seven assessment tools recommended by the MDE,
   - an alignment of the tools to the *Michigan Early Childhood Standards of Quality for Prekindergarten* as adopted by the State board of Education,
   - information about the frequency of data collection and the population of children to be included, and
   - description of and suggestions for the rating process, and related resource information.
5. A complete copy of the revised SPP is available on the MDE, OSE/EIS website at www.michigan.gov/ose-eis.

Monitoring Priority: FAPE in the LRE[25] / Preschool Outcomes

(Results Indicator)

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

** Per the OSEP instructions for the February 1, 2008 submission, States must submit progress data and improvement activities for Indicator 7 using the SPP template.*

[25] Free Appropriate Public Education in the Least Restrictive Environment

Measurement:

A. Positive social-emotional skills (including social relationships):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level

comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

This SPP requires the submission of new child outcome data for children with disabilities, ages three through five who are eligible for services under Section 619 of Part B of IDEA 2004. The MDE will be required to collect information from all Intermediate School Districts (ISDs) and Local Education Agencies (LEAs) on the performance and results of participation in the program for children with disabilities ages three through five. This SPP will be similar to Indicator 6 (Preschool Educational Environment) in that the Office of Special Education and Early Intervention Services (OSE/EIS) and the Office of Early Childhood Education and Family Services (ECE&FS) share program and service responsibility for children with IEPs ages three through five years old.

In preparation for this data collection, the MDE completed the following efforts. High/Scope Educational Research Foundation (High/Scope) was awarded the Preschool Measurement Outcomes Grant. This grantee will be funded for three to five years to assist the MDE in collecting, aggregating, and presenting preschool

outcomes data. They will also assist the MDE in developing an electronic data collection system for this indicator.

In the spring of 2006, Directors from the OSE/EIS and ECE&FS wrote a joint memo informing the ISD Directors of Special Education of the work involved with this SPP Indicator. The memo included a request for the completion of a survey (see Appendix D-memo) by those responsible for early childhood preschool special education at the ISD or LEA level. The survey was designed to secure information about the preschool assessments being used at that time by each entity. An Advisory Committee was formed to assist the MDE in the creation of a list of approved assessment tools used for this data collection.

Implementation of Michigan's OSEP Approved Sampling Plan (see Appendix E)–is summarized below. The 57 ISDs were divided into 3 cohorts for the data collection. The first cohort was identified via a representative sample of all ISDs in the state. Michigan has instituted a tiered implementation process by sampling two-thirds (cohorts 1 and 2) in the second year and transitioning to capturing data on the universe (cohorts 1, 2 and 3) of participating children by the third year with the exception of one district with greater than 50,000 students that will report annually on all 3 to 5 year olds served in Early Childhood Special Education (ECSE) programs. The timeline of data collection for the February 2007 baseline data report was September through October 2006. Entry data for children entering preschool special education programs and/or related services in the three OSEP defined outcome areas was collected.

The MDE conducted an "Assessment Fair" in conjunction with the Michigan Association of Administrators of Special Education's (MAASE)[26] Summer Institute. The Fair provided an opportunity for special education administrators and appropriate staff to meet with the publishers of the approved assessment tools. Participants heard an overview of each tool, engaged in question and answer sessions, and made plans for working directly with the publishers. As a result, ISDs were able to make informed decisions about the assessment tools they selected for use by the LEAs they serve. The Fair was videotaped and made available for download by ISDs and LEAs. Staff from the ECE&FS and High/Scope conducted several regional training and technical assistance sessions for the ISDs in Cohorts One and Two.

The following assessment tools were selected as approved instruments by the OSE/EIS and ECE&FS:

- Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
- Battelle Developmental Inventory (BDI-2)
- Brigance Inventory of Early Development
- Carolina Curriculum for Preschoolers with Special Needs
- Child Observation Record (COR)
- Creative Curriculum Checklist for Early Childhood

[26] Michigan's state affiliate of the Council of Administrators of Special Education

- Learning Accomplishment Profile – Third Edition (LAP-3)

The first six (6) of these instruments are among the most commonly reported among 43 states according to the Regional Resource Center's (RRC) analysis of the 2005 SPP. The Advisory Committee assisted the MDE in the creation of the Michigan Child Outcome Summary Form (COSF). Michigan's seven point COSF was based on the National Early Childhood Outcomes Center's (ECO) seven point scale. This scannable form was used to summarize the data for each child. Assessments were conducted by classroom teachers, related service providers, school psychologists, or other trained school personnel.

Comparable to Same Age Peers Defined: MDE, the Early Childhood Redesign team members, and High/Scope have identified typically developing peers as follows:

Age	Amount of Delay	Approximate Functional Age	Status
3 year olds	0-6 months	30-36 months	Typical
4 year olds	0-9 months	39-42 months	Typical
5 year olds	0-9 months	51-60 months	Typical

Nineteen (19) of the 57 ISDs in Cohort 1 completed the data collection on preschoolers entering Part B programs or services. The data was submitted to the MDE on scannable forms. The MDE then sent the data to High/Scope for analysis. The entry data was collected within 30 days of the initial IEP completion. The FFY 2006 report includes both entry and exit data for all children enrolled in special education programs and/or related services in 2005-2006 and 2006-2007. Status at exit data was reported within 30 days of program or service completion.

A total of 1,544 children were assessed and included in the Feb. 1, 2007 SPP. Table 1 below shows the percentage of those children who were found to be functioning at a level comparable to same age peers and at a level below same age peers. It is important to note in this and subsequent tables that the total sample sizes varies due to missing data from 1,528 – 1,529.

Table 1--Entry Data for FFY 2005 (2005-2006):

Entry Data for FFY 2005	Number of Children	% of Children
A. Positive Social-Emotional Skills (Including Social Relationships)		
a) the percent of children functioning at a level comparable to same aged peers	382	25%
b) the percent of children functioning at a level below same aged peers	1147	75%
B. Acquiring and Using Knowledge and Skills		
a) the percent of children functioning at a level comparable to same aged peers	256	17%
b) the percent of children functioning at a level below same aged peers	1272	83%
C. Taking Appropriate Action to Meet Needs		
a) the percent of children functioning at a level comparable to same aged peers	535	35%
b) the percent of children functioning at a level below same aged peers	993	65%

Sources: High/Scope Educational Research Foundation

Discussion of Entry Data: Entry data was reported for 1,544 children who entered preschool special education programs or related services for the first time during September and October of 2006. Nearly three-fourths (73%) of the children were assessed using a tool/method other than the seven state identified tools. Among those districts who indicated they used one of the seven identified tools, 28% used the Brigance, none used the AEPS, and other tools had limited use.

Discussion of Progress Data: Of the 1,544 children who entered preschool special education programs and/or services during 2006-2007, 294 children exited by June 2007 and had progress data reported.

Specifically, progress data were collected on Cohort 1 of the Continuous Improvement and Monitoring System (CIMS), meaning that data were collected on one-third of all Cohort 1 ISDs. The OSEP approved this sampling methodology. Note that progress data are only reflective of children who received at least six months of programs and/or services. Finally, because the MDE collected data on a sufficient number of students, results are generalizable to all eligible students.

Age: The average age of the entry sample of 1544 children was 46.1 months. The average age of the 294 children in the sample at initial assessment was 52.3 months, and 59.9 months at the exit assessment.

Method: High/Scope collected and analyzed data from the Michigan Child Outcomes Summary Forms (COSF). The forms were completed by ISD/LEA service area staff.

Scannable COSF: ISDs were sent scannable forms which are a slight variation of the Early Childhood Outcomes Center COSF. Service providers and/or teachers completed the forms and returned them to their local special education director on a regular basis. ISD special education directors submitted the forms to High/Scope via certified mail on November 1st, and June 30th.

Valid/Reliable Data: All scannable forms were audited and verified. Auditing conducted by MDE and High/Scope staff consisted of the review of all missing and/or incorrect data. Verification consisted of comparing scanned data to actual scannable forms to confirm accuracy of data entry procedures, and working directly with LEAs to address any other potential errors in the data such as missing information, misspelled names, incorrect birthdates, and unapproved assessment tools used for capturing data.

Table 2 -- Progress Ratings for FFY 2006

A. Positive Social-Emotional Skills (Including Social Relationships)	**Number of Children**	**% of Children**
a. Percent of preschool children who did not improve functioning	6	2.0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	38	12.9%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	97	33.0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	93	31.6%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	60	20.4%
Total	**N = 294**	

Note: Due to rounding, numbers do not equal 100%.

B. Acquiring and Using Knowledge and Skills (including early language/ communication and early literacy):	**Number of Children**	**% of Children**
a. Percent of preschool children who did not improve functioning	12	4.1%

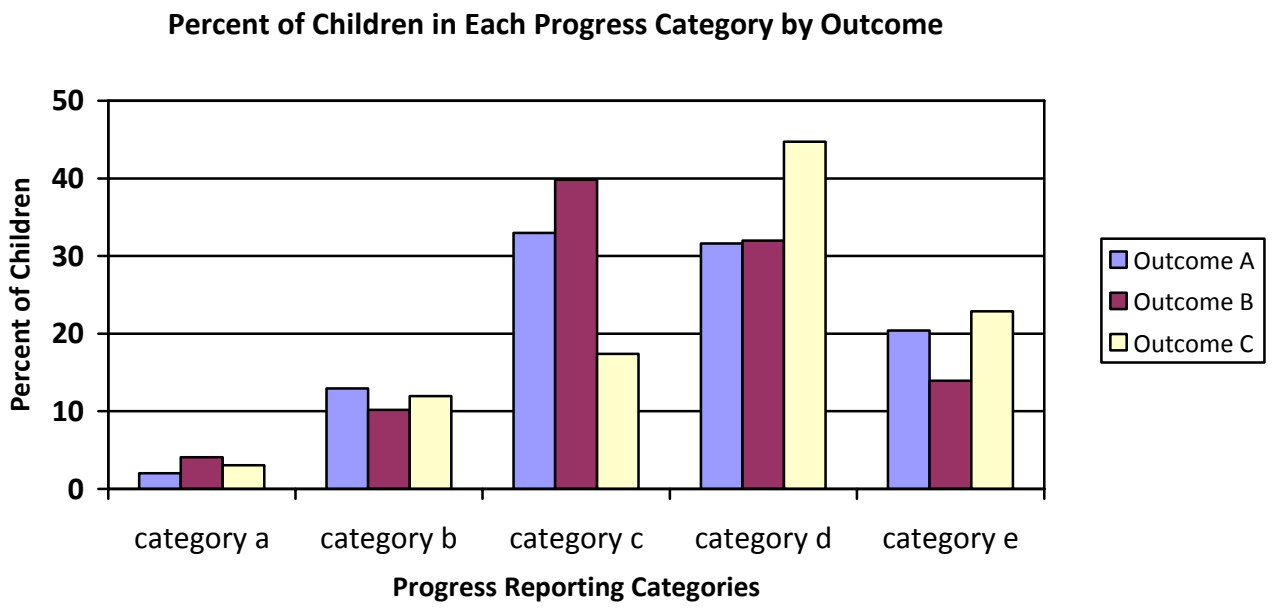
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	30	10.2%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	117	39.8%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	94	32.0%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	41	14.0%
Total	**N = 294**	

Note: Due to rounding, numbers do not equal 100%.

C. Taking Appropriate Action to Meet Needs	**Number of Children**	**% of children**
a. Percent of preschool children who did not improve functioning	9	3.1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	35	12.0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	51	17.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	131	44.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	67	22.9%
Total	**N = 293***	

*In one (1) case the entry and exit data was not available for this outcome.
Source: High/Scope

Note: Due to rounding, numbers do not equal 100%.



FFY	Measurable and Rigorous Target
2006 (2006-2007)	ECE&FS will report entry data and progress data for this indicator in FFY 2006.
2007 (2007-2008)	ECE&FS will report progress data for this indicator in FFY 2007.
2008 (2008-2009)	ECE&FS will report progress data and set targets for this indicator in FFY 2008.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007	Grantee facilitates implementation of measurement tools and data analysis from Cohort One and Two sites.	ECE&FS staff High/Scope
2006-2007	Report analyzed data from Cohort One sites on all preschoolers entering during the fall of 2006.	ECE&FS staff High/Scope
2006-2008	Grantee will work with MDE staff and the Michigan	ECE&FS staff

Timelines	Activities	Resources
	Compliance Information System (MI-CIS) to build an electronic data collection and reporting system.	Grantees
2006-2008	Develop awareness level opportunities and provide technical assistance to Section 619 preschool teachers and service providers about the measurement tool(s) and data collection. Sustained learning opportunities will be provided.	ECE&FS staff OSE/EIS staff High/Scope
2006-2008	ECE&FS with grantee will establish a stakeholder referent group to review the child progress/outcome data and recommend strategies and develop statewide initiatives to improve methods of instruction to positively impact child outcomes.	ECE&FS staff High/Scope Work group
2007-2008	Incorporate the work of this indicator into the Key Performance Indicators (KPIs) of the Service Provider Self-Review (SPSR) of the Continuous Improvement & Monitoring System (CIMS).	OSE/EIS staff ECE&FS staff CIMS staff
2007-2010	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 improve service area policy and procedures • Statewide, to improve policy and program decision making, including personnel development.	OSE/EIS staff ECE&FS staff CIMS staff Grantees
2009-2011	Re-assess progress, activities and resources needed to effect systems change on this indicator.	ECE&FS staff High/Scope ISDs & LEAs

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Entry data provided.	Michigan reported the required entry data and activities. Michigan must provide progress data and improvement activities with the FFY 2006 APR, due February 1, 2008.	Response to Identified Concerns: The OSE/EIS provided progress data and improvement activities

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The Office of Special Education and Early Intervention Services (OSE/EIS) implemented a statewide support system for parents and families of children with disabilities. The project was awarded to the Michigan Alliance for Families during fall, 2006. Michigan's Parent Training and Information Center, the Citizens' Alliance to Uphold Special Education (CAUSE) participates in the Alliance.
3. Statewide surveys of parents/families of children and school age students with IEPs were disseminated to one-third of all parents of school age children (approximately 78,800 families) and all parents of children ages 3 to 5 years who receive special education services (approximately 22,700 families) with the exception of one district with greater than 50,000 students that will report annually.
4. The Preschool Parent Survey (50 NCSEAM items) and the School Age Parent Survey (25 NCSEAM items) were available in English, Spanish, and Arabic. Families also were given the option to complete the survey online, or via a telephone interviews using Computer Assisted Telephone Interviewing (CATI) technology.
5. The OSE/EIS received guidance during the 2007 OSEP/Westat Data Managers' Meeting to differentiate Preschool from School Age reporting. The initial target was set using a Composite Weighted Ratio. From FFY 2006 forward the OSE/EIS intends to supplement the Composite with discrete Preschool and School-Age data.
6. A focus over the FFY 2006 was to integrate parents into shared work across state initiatives in partnership with other stakeholder groups.

Monitoring Priority: FAPE in the LRE[27] / Facilitated Parent Involvement

(Results Indicator)

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

[27] Free Appropriate Public Education in the Least Restrictive Environment

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Composite Weighted Ratio: (3-26) 21.14%[a]	Composite Weighted Ratio: *Maintain 21%*	Composite Weighted Ratio: (3-21) **23.59%**[a]	Composite Weighted Ratio: ***Target met***
	[2,663[b] / 12,595[c]] x100		[5,881[b] / 24,932[c]] x 100	
	Preschool: (3-5) 30.46%[a]		**Preschool:** (3-5) 34.32%[a]	
	[1,095[b] / 3,595[c]] x 100		[2,235[b] / 6,513[c]] x 100	
	School Age: (6-26) 19.99%[a]		**School Age:** (6-21) 21.38%[a]	
	[1,799[b] / 9,000[c]] x 100		[3,938[b] / 18,419[c]] x 100	

[a] Percentage of respondents at or above the indicator 8 NCSEAM standard 600 score. Percent reported for indicator 8 is rounded off.
[b] Number of respondents in the sample at or above the indicator 8 standard NCSEAM 600 score.
[c] Number of respondents.

Michigan Sample:

- In FFY 2005 and FFY 2006 years, the Preschool survey included parents of ALL students ages 3 to 5.
- In FFY 2005, the School Age sample included parents with students ages 6 to 26, as Michigan provides special education to students up to age 26.
- In FFY 2006, Michigan began analyzing a separate School Age sample of parents with students ages 6 to 21, consistent with Federal IDEA requirements.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Create and implement a public awareness plan to share: • The purpose of the Preschool and Special Education Surveys. • The distribution of the surveys. • The findings and meaning of Michigan's baseline measure score. • Expectations for parent involvement. Disseminate the public awareness plan through the Special Education Advisory Committee (SEAC)[28], Intermediate School District (ISD) and LEA Parent Advisory Committees (PACs), and the Michigan Association of Administrators of Special Education (MAASE).	Information about this indicator was shared with the members of the SEAC. A Power Point (PPT) presentation was developed with parents, for the purpose of providing a family-friendly overview and general awareness for educators. The PPT: • Is available on the Office of Special Education and Early Intervention Services (OSE/EIS) web page • Is linked to both parent grantees (MI Alliance for Families and CAUSE) • Has been posted to all OSE/EIS listservs. • Has been shared with family groups, PACs, and presented at conferences upon request. • Has been shared at a Michigan IDEA Leadership Institute.
2006-2011	2. Gather Parent involvement survey data annually through the Continuous Improvement & Monitoring System (CIMS) Service Provider Self-Review (SPSR). Analyze SPSR and other data to make decisions regarding LEA performance on this indicator and allocate resources to support LEAs in addressing their identified needs.	CIMS representatives have communicated the need for the SPSR teams to: • Expand the membership to include parent leaders. • Build capacity to analyze the collected data for use in the development of improvement activities.
2007-2011	3. Establish a stakeholder workgroup to • synthesize the results of the Avatar International, Inc. report on parent involvement,	An initial group of family representatives from both the parent grants and the OSE/EIS met to learn about the parent survey data results submitted in the February 2007 SPP. The instructor

[28] Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Discussion
	• make knowledgeable recommendations for the development of systematic technical assistance efforts, • contribute to the development and implementation of a work plan to address needs, • facilitate brokering of information and linking the Michigan Department of Education (MDE) and external resources that can be used to address needs to improve performance on this indicator.	for the learning event was from Wayne State University (WSU), Center for Urban Studies. Parent staff and OSE/EIS staff continued to deepen their understanding of the parent survey data results. WSU staff's expertise was a valuable resource in this work due in part to their unique perspective, identifying both system gaps and resources within this indicator. WSU work across indicators assisted in the identification of opportunities for parent involvement in other indicators. WSU responsibilities included • administration of the parent surveys and working with Avatar in the data analysis involved with the NCSEAM ladder. • work with both parent grantees as well as the Michigan Special Education Mediation Program (MSEMP) in program evaluation. Representatives from the OSE/EIS' Technical Assistance and Personnel Development (TA/PD) Unit developed an initial TA Plan for a learning community model to increase shared understanding among stakeholder groups.

Explanation of Progress or Slippage that occurred for FFY 2006:

The response rate improved in FFY 2006. This was believed to be in part to a change from summer/fall data collection to spring data collection. With the earlier time frame, the MDE was also able to allow a longer time for follow-up to support increased response.

Looking at the full sample (parents of students/children ages 3 to 26) there is a statistically significant increase in the percent of parents responding at the NCSEAM standard score of 600 level or above (FFY 2005: 21%; FFY 2006: 23%).[29]

This increase cannot be attributed to one specific intervention; however, the MDE is consistently active in pursuing a range of activities to increase parent participation and their resulting scores.

The information regarding the indicator performance of each LEA in the cohort is available to parents who participate in the SPSR work groups.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2007-2011	*1. New:* Facilitate informal gatherings between representatives from the parent grants, key OSE/EIS personnel, and other Mandated Activities Projects (MAPs)	Increase awareness among parents and professionals about the contributions each brings, build relationships and explore ways of working together.
2007-2011	*2. New:* Create a feedback loop among families who participate on various SPP- related work groups.	Help families understand their important role in working with school personnel.
2007-2011	*3. New:* Develop and implement a more integrated set of activities across indicators that will enhance the impact of discrete indicator activities (e.g. work with Michigan's State Personnel Development Grant; analyze across indicator-specific data sets i.e. child find/identification rates.)	Through state grants such as Michigan Special Education Mediation Program (MSEMP) and Michigan's federally funded Parent Training and Technical Assistance Center known as the Citizens Alliance to Uphold Special Education (CAUSE) parents will learn about alternate dispute resolution methods, due process rights, and how to participate in the decision-making process. The Michigan Alliance for Families continues this outreach to link with stakeholder groups such as the Special Education Advisory Committee (SEAC), the Statewide Interagency Coordinating Council (SICC) and local parent groups. Several OSE/EIS grants have the

[29] There is a statistically significant increase at the <.01 level.

Timelines	New and Revised Activities	Justification
		added potential of addressing issues of parent involvement and this activity would facilitate that more systematically as facilitated parent involvement becomes part of an integrated system of data driven intervention.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported baseline data for this indicator are 21%.	Michigan provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator. OSEP's March 14, 2006 SPP response letter required that Michigan provide a revised sampling methodology with the State's FFY 2005 APR. Michigan submitted a revised sampling plan on September 22, 2006 and OSEP approved that plan.	Response to Identified Concerns: • None required

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The State Performance Plan Indicator #9 has been revised to reflect feedback from OSEP on the FFY 2005 submission and the clarification provided in Dr. Posny's April 24, 2007 memo. The Office of Special Education and Early Intervention Services (OSE/EIS) has distinguished between the definition for significant disproportionality and disproportionate representation based on inappropriate identification.
3. The business rules were modified to identify districts that may have over or under-representation in all races/ethnicities and all disabilities based on two years of data. This allowed the (OSE/EIS) to identify districts that had not been previously identified on FFY 2005 data, when Michigan's original FFY 2005 focus was only on African American students with cognitive impairments.
4. The Weighted Risk Ratio (WRR) and Alternate Risk Ratio (ARR) were not appropriate for identifying disproportionality when the district's student racial distribution varies significantly from the state racial distribution (which is used for calculating the WRR and ARR). In such cases a Risk Ratio (RR) was found to provide a more accurate view of the issue because it compares identification rates by race/ethnicity against the district's student population.
5. The OSE/EIS worked with OSEP and Westat to find an equitable way to address multiracial coding and changed its practice of counting its multiracial students to a proportional measure (see Appendix F for Business Rules).
6. A telephone interview with key special education staff was conducted with districts having potential under-representation in order to determine if the district's identification policies, procedures and practices were inappropriate.
7. Proposed new improvement activities reflect more effective ways to conduct general supervision for both performance and compliance outcomes based on the literature and findings from disproportionate representation monitoring activities.
8. The OSE/EIS has revised its initial proposed levels of risk for disproportionate representation and corresponding interventions to include risk ratios and specific interventions for over- and under-representation and for significant disproportionality (see Table 1). The OSE/EIS understands that there is no responsibility to report on significant disproportionality in the APR. Tier 4 is included only to show the part of the OSE/EIS intervention plan. All repeated data in this indicator relate to disproportionate representation.

Monitoring Priority: Disproportionality—Child with a Disability

(Compliance Indicator)

Indicator 9: Disproportionality--Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

State Definition: The OSE/EIS operational definition of districts with disproportionate representation as a result of inappropriate identification includes:

	Over-Representation	**Under-Representation**
Step 1: Calculation	A verified Ratio[30] >2.5 for two consecutive years for race/ethnicity groups is calculated and used to identify districts for Focused Monitoring.	A verified Ratio <0.40 in two consecutive years for race/ethnicity groups is calculated and used to identify districts for Focused Monitoring.
Step 2: District Self-Review Process	Districts identified after data verification engage in a self-review of policies, procedures, and practices regarding identification. The results of the review are analyzed by the OSE/EIS monitors for potential compliance issues.	Districts identified after data verification engage in a self-review process using the telephone interview questions which are subsequently presented to OSE/EIS for review.
Step 3: Analysis of Inappropriate Identification	The OSE/EIS' completes an onsite monitoring visit that reviews identification policies and procedures using the district self-review, plus interviews, student file and document reviews. This culminates in a decision about inappropriate identification.	The OSE/EIS completes a district telephone interview that reviews identification policies, procedures and practices. This culminates in a decision about inappropriate identification.

[30] In cases where the sum of all other students with disabilities equals fewer than 10, an Alternate Risk Ratio (ARR) was calculated for the race under consideration, per Westat recommendation. A Risk Ratio (RR) was calculated when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (2006: American Indian 0.95%, Asian 2.41%, Black 20.30%, Hispanic 4.32%, White 72.02%), which is used to calculate WRRs/ARRs. The risk ratio compares identification rates by race/ethnicity against the district's student population. This was particularly an issue for districts where the American Indian or Black populations were the majority race.—See detailed set of Business Rules in Appendix F.

Table 1: Proposed Levels of Risk for Disproportionate Representation

Level of Risk	Weighted Risk Ratio	Tiered Interventions
Level 1	0.5-1.5	Tier 1—awareness level technical assistance (TA)
Level 2	0.4-<0.5 and/or >1.5-2.5	Tier 2—at-risk group TA
Level 3	<0.4 and/or >2.5	Tier 3—disproportionate representation intervention
Level 4	>3.0	Tier 4—significant disproportionality intervention

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data[31]**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	<1%[a]	0%	**<1 %** [b]	**Target not met**
[a] **1** Public School Academy[32] among 777 districts found disproportionate due to inappropriate identification (Black over-identification) [b] **1** LEA (American Indian over-identification)and **1** PSA (Black over-identification) among 784 districts[33] found disproportionate representation due to inappropriate identification				

Sources: Michigan Compliance Information System (MI-CIS) and the Single Record Student Database (SRSD)

In 2006-07 the OSE/EIS analyzed disproportionality data for 784 districts. Five (5) new districts were identified for Focused Monitoring (one for [over-representation]; four for under-representation). The district identified in FFY 2005 remains on the list because it is within the 12 month window to show evidence of compliance. The additional district with [over-representation] of American Indian students was found to have inappropriate identification policies, procedures and/or practices as represented in the table above. There were no districts with under-representation found disproportionate due to inappropriate identification.

[31] Please note that this data has been modified at OSEP's request since the FFY 2005 submission to reflect the findings of inappropriate policies, procedures, and practices.
[32] Michigan refers to Charter Schools as Public School Academies. Each Academy counts as an LEA.
[33] Increase in number of districts due to additional PSAs in FFY2006.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Attend the NCCRESt Training of Trainers Conference to enhance members' knowledge base and skills to assist LEAs with developing and implementing improvement plans, assessing their systems, and developing shared leadership teams for inclusive, culturally responsive school systems.	The OSE/EIS Development Team attended the training and used the acquired information and skills to: • Equip the OSE/EIS technical assistance providers to facilitate district improvement planning relating to disproportionality; • Develop the LEA/PSA self-review; and • Disproportionality rubric and process
2006-2011	2. Continue to review Michigan Department of Education (MDE) policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	The OSE/EIS disproportionality core team reviewed and documented the links among the following: State Board of Education policies, federal regulations, state administrative rules, and other disproportionality-related frameworks to disproportionate representation: • Michigan Administrative Rules for Special Education, • Universal Education Policy Framework, • School Improvement Framework (addresses issues of AYP), and • The NCCRESt Culturally Responsive System Framework The OSE/EIS policy staff reviewed the rubric for alignment with state and federal statutes/regulations. The OSE/EIS monitors assisted identified districts in use of the rubric to help them analyze whether identification policies, procedures, and practices were appropriate and culturally responsive. The OSE/EIS has begun the integration of the disproportionality review system into the Continuous Improvement and Monitoring System (CIMS) that is being redesigned for the 2008-2009 school year.

Timelines	Activities	Discussion
2006-2011	3. Expand the Disproportionality Community of Practice (DisCoP) to include more diverse representation from the field. Meet regularly to design the self-review and improvement plan process and the supportive technical assistance and personnel development outlined in the proposed levels of risk for disproportionate representation (see Table 1).	New members to the DisCoP represented more diversity in terms of race/ethnicity and role responsibilities, including an additional school psychologist, and a staff member from the Office of School Improvement bridging general education with special education. The original DisCoP contributed to the: • design of the district self-review disproportionality rubric; • district improvement planning process; and • the disproportionality tiered intervention model.
2006 -2011	4. Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionality. Study districts that in fact exhibit the determinants but do not have disproportionality issues.	Reviews of national resources and literature (e.g., NCCRESt) are ongoing. During the site visits districts provided copies of their own literature reviews and findings which helped inform the OSE/EIS' continued work in this area. The search for districts effectively addressing disproportionate representation issues related to inappropriate identification is ongoing. The monitoring process revealed some evidence-based practices used by districts that OSE/EIS plans to share with other LEAs/PSAs.

Timelines	Activities	Discussion
2006-2011	5. Meet semi-annually to recommend ways to analyze and address disproportionality data issues.	The OSE/EIS planning team communicated at least monthly with Wayne State University regarding data analysis. The OSE/EIS sought guidance during the 2007 OSEP Data Managers' conference and the OSEP Leadership conference. Further assistance with data issues was provided by: • A data referent group composed of MDE staff, WSU faculty, and Intermediate School District (ISD) data consultants, • The North Central Regional Resource Center • Great Lakes East Comprehensive Assistance Center's subcontractors including the American Institutes for Research and RMC.
2006-2011	6. Notify LEAs of their disproportionality status and the appropriate level of intervention to begin and complete the verification process.	The OSE/EIS completed initial notification, data verification, self-review, site visit monitoring for and telephone interviews for under-representation, and report of findings for districts identified based on FFY 2005 and FFY2006 data.
2007	7. Analyze disproportionality data further to determine where there are districts with evidence of under-representation of certain groups of students identified for special education and related services.	The ratio calculation for under-representation was identified. Districts were identified for under-representation. Data verification was completed. District phone interviews were conducted and analyzed by OSE/EIS monitors to determine whether the underrepresentation is possibly due to inappropriate identification policies, procedures and/or practices.
2007 ongoing as needed	8. Conduct annual regional meetings with LEAs to provide guidance on how to conduct the	Orientation meetings were conducted March, April and November 2007. Integration of disproportionate

Timelines	Activities	Discussion
	disproportionality self-review of policies, procedures and practices and develop improvement plans; ongoing annually until disproportionate representation is embedded within the CIMS.	representation into the CIMS process is currently underway.
2007-2011	9. Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	The OSE/EIS presented at: • MEA Annual State Conference • Michigan Association of Administrators of Special Education Summer Institute • Annual State Conference of Michigan Association of School Psychologists • Michigan Education Research Association • Michigan IDEA Leadership Institute • Intermediate School Districts Special Education Directors' Meeting
2007-2011	10. Design and maintain a web page with resources and links to critical information on disproportionality.	The OSE/EIS developed a webpage (http://www.michigan.gov/mde/0,1607,7-140-6530_6598_48005---,00.html) with disproportionality tools and information.

Explanation of Progress or Slippage that occurred for FFY 2006:

The 4/24/07 OSEP memo regarding disproportionate representation and significant disproportionality and the June, 2007 Michigan Determination, clarified the difference between significant disproportionality and disproportionate representation based on inappropriate identification. Districts meeting the threshold of significant disproportionality in the areas of identification, placement and/or discipline have been notified of their financial obligations that data are separate from the SPP/APR.

Michigan's FFY 2005 APR did not clearly identify the number/percentage of districts being tracked. With the completion of the disproportionality district self-review process, disproportionality Focused Monitoring site visits for and the district telephone interviews for under-representation, the percentage of FFY 2005 districts with disproportionate representation due to inappropriate identification was <1% for Black students.

The expansion of the FFY 2006 analysis across disabilities, races/ethnicities and years explains the small increase in the percentage of districts with disproportionate representation. All districts identified as having disproportionate representation due to inappropriate identification are still within the 12 month corrective action for compliance window.

Prior to the Focused Monitoring visits districts took initiative to improve policies, procedures and practices as a result of engagement in the disproportionality district self-review process. Districts have revised data collection processes as a result of issues identified during data verification.

The OSE/EIS is developing an integrated system of data analysis across SPP indicators, the key performance indicators in the CIMS process, and student demographic data (e.g., socioeconomic, gender). Correlations identified might help explain both over- and under- representation at the LEA level. This will be particularly helpful in learning how the varying district contexts impact high and low identification rates for special education programs and related services.

An across-district analysis of findings during Focused Monitoring revealed patterns of practice in need of improvement and evidence-based practices worthy of sharing with the field.

There are unresolved data issues that will be studied by the OSE/EIS data referent group composed of ISD data consultants, Wayne State University's Center for Urban Studies, and subcontractors with the Great Lakes East Comprehensive Assistance Center, resulting in a set of recommendations for consideration by the OSE/EIS. Two primary concerns include:

(a) Designating Race/Ethnicity for Students Indicating Multiple Races/Ethnicities:

The United States Department of Education's Office of Special Education (OSEP) utilizes a different racial/ethnic group classification system than that used by the Center for Educational Performance and Information (CEPI). First, students who are classified in Michigan as Native Hawaiian/other Pacific Islander are placed in the OSEP category of Asian. Second, OSEP does not currently recognize the classification of multiracial/ethnic. Therefore, the multiracial/ethnic students must be classified into one racial/ethnic group. For FYY 05 and FYY 06 calculations multiracial/ethnic students were distributed proportionately into the other race/ethnic groups.

(b) Use of the most appropriate verified ratio for calculating disproportionality:

The WRR and ARR are inherently complex statistical analyses that may not adequately identify districts and may over identify others where a district's student population varies significantly from the state racial distribution (which is used to calculate the WRRs/ARRs).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006

The OSE/EIS requests permission to use the FFY 2006 disproportionate representation data in the State Definitions Table (see p. 79) as the revised SPP baseline for this indicator. The justification is that the analysis of two (2) consecutive years of data will provide a more accurate portrait of each district.

Timelines	Revised and New Activities	Justification
2006-2007	1. The OSE/EIS will develop a comprehensive guide on how districts identified as having [significant] disproportionality are to respond to section 613(f) for Early Intervening Services. [IDEA §618(d)1(B)]. *Change:* Development of the guide will be removed from APR (disproportionate representation and discipline) and addressed as part of the OSE/EIS responsibility for significant disproportionality. A few districts have responsibilities both for disproportionate representation and significant disproportionality. In these cases, district obligations across both issues are coordinated.	The OSE/EIS staff shared the 4/24/07 OSEP memo with special education administrators and clarified the correct use of "disproportionate representation" versus Michigan's prior incorrect use of "significant disproportionality" in FFY2005 SPP.
2007-2011	2. *Revision of Activity #3:* The OSE/EIS will convene a diverse advisory committee composed of general education and special education stakeholders, data experts, institutions of higher education faculty, and members of professional organizations to meet semi-annually.	The original DisCoP completed its development work. The advisory group will review and offer guidance regarding the OSE/EIS developed tools and processes for addressing disproportionality.
2007-2011	3. New: The OSE/EIS will prepare resource materials and develop and disseminate products, tools and training modules based on research–based results of effective Child Find interventions and identification practices.	A cross-analysis of district site visit findings revealed common patterns of practices that are in need of improvement. The developed items will help build district capacity to address such issues.
2007-2011	4. *New:* The OSE/EIS will review annually the calculations used to	During the first two series of district data verifications, site

Timelines	Revised and New Activities	Justification
	determine disproportionate representation and adjust the business rules based on district patterns analyzed to yield an increasingly accurate approach.	visits and file reviews, it became apparent that a refined set of business rules should be considered annually.
2008-2011	5. *New:* The OSE/EIS will provide TA regarding improvement plans related to noncompliance and assist LEAs in revising policies, procedures, and/or practices.	Districts require TA when areas of noncompliance are identified and are required.
2007-2011	6. *New:* The OSE/EIS will provide professional development to Intermediate School District planner monitors in order to address issues regarding disproportionate representation.	ISD monitors participated in selected disproportionate representation site visits. There is a need for this monitoring role to expand to include all ISD monitors.
2008-2011	7. *New*: The OSE/EIS will explore the possibility of designing and implementing professional development opportunities that build district capacity to create culturally sensitive goal-directed systems.	The OSE/EIS monitors found district leadership actively searching for support to: • Create culturally sensitive systems that build bridges between special and general education; • Creatively problem solve around issues of disproportionate representation; and • Share effective practices with other districts.
2007-2011	8. *New:* Michigan's proposed levels of risk for disproportionate representation and corresponding interventions will include risk ratios and specific interventions for over- and under-representation and significant disproportionality (see Table 1).	The OSE/EIS implemented interventions at risk levels 1, 3, and 4. The next focus will be to design level 2 proactive interventions designed to keep districts from reaching level 3 (disproportionate representation) or level 4 (significant disproportionality) status.

Timelines	Revised and New Activities	Justification
2007-2011	9. *New:* The OSE/EIS will work with CEPI to refine data collection issues and alignment with new OMB multi-racial/ethnic coding	The MDE will need to adjust its data collection/analysis to incorporate the new OMB requirement for racial/ethnic coding by 2011.
2008-2011	10. *New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) Michigan's emerging work with the NCSEAM[34] General Supervision Framework	Several OSE/EIS grants have the added potential of addressing issues of disproportionate representation and this would facilitate that more systematically. This becomes part of an integrated system of data-driven intervention.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	Michigan identified 43 districts with disproportionate representation in special education and related services.
OSEP Analysis and Next Steps	**Michigan Response**
1. Michigan provided targets and improvement activities and OSEP accepts the SPP for this indicator. Michigan identified 43 districts with disproportionate representation of racial and ethnic groups in special education and related services but did not determine if the disproportionate representation was the result of inappropriate identification, as required by 34 CFR §300.600(d)(3). Michigan must provide, in its FFY 2006 APR, baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification, and	Response to Identified Concerns: • The original number of districts tentatively identified with disproportionate representation was fewer than 43. There were 43 cells affected based on initial data verification, some districts were represented in multiple cells. • Following data verification, Michigan reviewed the policies, procedures and practices of every district tentatively identified with disproportionate representation through the use of a rubric that guided collection of evidence through document reviews, and was supplemented with site visit interviews, and student record reviews. • Following complete analysis, the number of districts identified as having

[34] National Center for Special Education Accountability Monitoring

describe how Michigan made that determination (e.g., monitoring data, review of policies, practices and procedures, etc.).	disproportionate representation that was the result of inappropriate identification for this indicator for FFY 2005 was one (1).
2. Michigan must also provide data, in its FFY 2006 APR, on the percent of districts identified in FFY 2006 with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, and describe how Michigan made that determination, even if the determination occurs in the fall of 2007.	Response to Identified Concerns: • Michigan reviewed the policies, procedures and practices of every district tentatively identified with disproportionate representation that is the result of inappropriate identification, through the use of a rubric that guided collection of evidence through document reviews, and was supplemented with site visit interviews, and student record reviews. • Following complete analysis, the number of districts identified as having disproportionate representation that was the result of inappropriate identification for this indicator for FFY 2006 was 2.
3. The State reported that "as a result of inappropriate identification" would be based on a review of additional data, including LEA policies, procedures, and practices. Under Michigan's definition, *disproportionate representation* occurs when the number of students aged 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the state and district population and there are data that support that membership in a given group affects the probability of being placed in a specific special education category. Michigan defines *significant disproportionality* of racial/ethnic groups in special education and related services as a weighted risk ratio or alternate risk ratio of greater than 2.5 for any racial/ethnic group. The State has a level system from 1-4, with level 4 being significant disproportionality. Under Indicator 9, the State must report on the percent of districts with *disproportionate*	Response to Identified Concerns: • Michigan used the wrong definitions in the FFY 2005 SPP and has since clarified the difference between significant disproportionality and disproportionate representation based on Dr. Posny's April 2007 memo. • Michigan consulted with Westat on ways to calculate under-representation and how to determine in districts where the student populations are not proportionately similar to the state composition. This resulted in new business rules for calculating risk ratios (see Business Rules Appendix F). • This resulted in a 2006-2007 change in calculation of students reported to the MDE as multiracial to a proportional calculation. The table of proposed levels of risk for disproportionate representation has been revised to include risk ratios and specific interventions for over- and under-representation and significant

representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. It appears that Michigan has identified districts with *significant disproportionality*, but has not identified all districts it includes in its definition of *disproportionate representation*. In the FFY 2006 APR, due February 1, 2008, Michigan must clarify what levels it includes in its definition of *disproportionate representation* and provide FFY 2005 baseline data and FFY 2006 progress data on the percent of districts with *disproportionate representation* of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (Italics added.)	disproportionality (see Table 1). Risk Level 4 refers to districts identified as having significant disproportionality. These districts have been notified and are expected to implement their fiscal and reporting obligations. These are separate from SPP/APR data sets and responsibility. Risk Level 3 refers to districts notified of disproportionate representation possibly due to inappropriate identification. Districts at this level are required to do a self-review of identification policies, procedures and practices prior to the OSE/EIS site visit which includes interviews, and review of documents. Risk Level 2 includes proactive measures to keep districts from reaching disproportionate representation or significant disproportionality. Risk Level 1 interventions are designed to heighten district awareness of disproportionate representation causes and helpful interventions.
4. Michigan reported that it "will continue to examine policies, procedures and practices of districts with weighted risk ratios greater than 2.5 for African American Students: 1) in special education; and 2) those with cognitive impairments, as an initial target." Michigan may target its technical assistance to maximize the use of the State's resources. However, Michigan must determine if disproportionate representation is the result of inappropriate identification for all districts identified with disproportionate representation of any racial and ethnic group in special education and related services.	Response to Identified Concerns: • Michigan has revised its practice and is examining policies, procedures and practices of districts with weighted risk ratios greater than 2.5 for over-representation and less than .4 for under-representation for all disabilities and all races/ethnicities.
5. In addition, for those districts identified with significant disproportionality based on any race or ethnicity with respect to identification, placement, or discipline, the State must: 1) provide for the	Response to Identified Concerns: • Michigan used incorrect definitions in the FFY 2005 SPP and has since clarified the difference between significant disproportionality and

review (and, if appropriate) revision of policies, procedures, and practices; 2) require the LEA to reserve the maximum amount of funds to be used for early intervening services; and 3) require the LEA to publicly report of the revision of policies, procedures, and practices.	disproportionate representation based on Dr. Posny's April 2007 memo. • Significant disproportionality requirements are being addressed with districts meeting the threshold for identification, placement, or discipline—separate from the SPP, including the associated fiscal and reporting responsibilities. The threshold has been set at 3.0 WRR.
6. In its FFY 2006 APR, due February 1, 2008, the State must clarify that it is not limiting its review to only those districts with disproportionate representation or significant disproportionality of African Americans in special education and those with cognitive impairments.	Response to Identified Concerns: • The analysis done for FFY 2006 looked at districts for both FFY 2005 and FFY 2006 and included all disabilities and all races. Districts were identified based on a two-year pattern of data indicating disproportionate representation.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The State Performance Plan Indicator #10 has been revised to reflect feedback from OSEP on the FFY 2005 submission and the clarification provided in Dr. Posny's April 24, 2007 memo. Michigan has distinguished between the definition for significant disproportionality and disproportionate representation based on inappropriate identification.
3. The business rules were modified to identify districts that may have over or under-representation in all races/ethnicities and all disabilities based on two years of data. This allowed Michigan to identify districts that had not been previously identified on FFY 2005 data, when Michigan's original FFY 2005 focus was only on African American students with cognitive impairments.
4. The Weighted Risk Ratio (WRR) and Alternate Risk Ratio (ARR) were not appropriate for identifying disproportionate representation when the district's student racial distribution varies significantly from the state racial distribution (which is used for calculating the WRR and ARR). In such cases a Risk Ratio (RR) was found to provide a more accurate view of the issue because it compares identification rates by race/ethnicity against the district's student population.
5. The OSE/EIS worked with OSEP and Westat to find an equitable way to address multiracial coding and changed its practice of counting its multiracial students to a proportional measure (see Appendix F for business rules).
6. A telephone interview with key special education staff was conducted with districts having potential under-representation in order to determine if the district's identification policies, procedures and practices were inappropriate.
7. Proposed new improvement activities reflect more effective ways to conduct general supervision for both results and compliance outcomes based on the literature and findings from disproportionate representation monitoring activities.
8. Michigan has revised its initial proposed levels of risk for disproportionate representation and corresponding interventions to include risk ratios and specific interventions for over- and under-representation and significant Disproportionality (see Table 1).

Monitoring Priority: Disproportionality—Eligibility Category

(Compliance Indicator)

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

April 14, 2008 Update: On April 7, 2008, the OSEP provided feedback to the State that the existing calculation of disproportionate representation is "inconsistent with the required measurement" –-"that it does not identify districts for disproportionate representation of racial and ethnic groups in each of the six specified categories" Please see the revised operational definitions below in response to OSEP feedback.

State Definition: Michigan's operational definition of districts with disproportionate representation as a result of inappropriate identification includes:

	Over-Representation	**Under-Representation**
Step I: Calculation	A verified Ratio[35] >2.5 for two consecutive years for any race/ethnic group in any one disability category. • ~~At least two different categories for two consecutive years, or~~ • ~~One category for two consecutive years among students with cognitive or emotional impairment~~ This is used to identify districts for Focused Monitoring.	A verified Ratio <0.40 in two consecutive years for race/ethnic group in any one disability category This is used to identify districts for Focused Monitoring.
Step II: District Self-Review Process	Districts identified after data verification engage in a self-review of policies, procedures, and practices regarding identification. The results of the review are analyzed by the OSE/EIS	Districts identified after data verification engage in a self-review process using the telephone interview questions which

[35] In cases where the sum of all other students with disabilities equals fewer than 10, an Alternate Risk Ratio (ARR) was calculated for the race under consideration, per Westat recommendation. A Risk Ratio (RR) was calculated when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (2006: American Indian 0.95%, Asian 2.41%, Black 20.30%, Hispanic 4.32%, White 72.02%), which is used to calculate WRRs/ARRs. The risk ratio compares identification rates by race/ethnicity against the district's student population. This was particularly an issue for districts where the American Indian or Black populations were the majority race.—See detailed set of Business Rules in Appendix F.

	monitors for potential compliance issues.	are subsequently presented to OSE/EIS for review.
Step 3: Analysis of Inappropriate Identification	The Office of Special Education and Early Intervention Services (OSE/EIS) completes an onsite monitoring visit that reviews identification policies, procedures using the district self-review, plus interviews, student file and document reviews. This culminates in a decision about inappropriate identification.	The OSE/EIS completes a district telephone interview that reviews identification policies, procedures and practices. This culminates in a decision about inappropriate identification.

Table 1: Proposed Levels of Risk for Disproportionate Representation

Level of Risk	Weighted Risk Ratio	Tiered Interventions
Level 1	0.5-1.5	Tier 1—awareness level technical assistance (TA)
Level 2	0.4-<0.5 and/or >1.5-2.5	Tier 2—at-risk group TA
Level 3	<0.4 and/or >2.5	Tier 3—disproportionate representation intervention
Level 4	>3.0	Tier 4—significant disproportionality intervention

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data[36]**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification	1.67% [a]	0%	**2.40 %** [b]	**Target not met**
[a] **13** LEAs among 777 found disproportionate due to inappropriate identification [b] **18** districts among 784 found disproportionate due to inappropriate identification				

In 2006-07 Michigan had 784 districts. The FFY 2006 data analysis identified 23 districts as potentially having disproportionate representation due to inappropriate

[36] Please note that this data has been modified at OSEP's request since the FFY 2005 submission to reflect the findings of inappropriate policies, procedures, and practices.

identification (7 with under-representation; 18 . Only 18 districts were actually found to have due to inappropriate identification; 13 of those were identified using the FFY 2005 data analysis and are still within the 12 month window to show evidence of compliance There were no districts found to have under-representation due to inappropriate identification.

Table 2: Michigan Racial/Ethnic Disproportionate representation Analysis (WRR>2.5)
by Disability Category (Numbers of Districts/Percentage of Districts)[37]

	American Indian		Asian		African American		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
Cognitive Impairment	0	0.00%	0	0.00%	15	1.91%	0	0.00%	0	0.00%
Emotional Impairment	1	0.13%	0	0.00%	0	0.00%	0	0.00%	1	0.13%
Specific Learning Disability	1	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Speech and Language Impairment	1	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Health Impairment	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.13%
Autism	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Sources: Michigan Compliance Information System (MI-CIS) and the Single Record Student Database (SRSD)

April 14, 2008 Update: In response to the OSEP feedback that the current calculation of disproportionate representation is "inconsistent with the required measurement" – "that it does not identify districts for disproportionate representation of racial and ethnic groups in <u>each</u> of the six specified categories" the following steps were taken that will affect the final data in Table 2:

- The OSE/EIS has amended its disproportionality business rules as stated on the previous page.
- The OSE/EIS has re-analyzed all LEA disproportionate representation data from school years 2005 and 2006 using the new rules. Preliminary findings

[37] Some districts are represented in more than one cell. Actual number of districts represented is 18.

suggest an increase in number (approximately 12) of districts with risk ratios>2.5.

- Districts will be notified by April 21, 2009 of their current status along with a document outlining required next steps to address the concern.
    - Notified districts verify their data, with an opportunity to appeal.
    - Districts identified after data verification conduct a desk audit for review by the OSE/EIS monitors.
    - Districts with questionable procedures, policies, and practices participate in a regional meeting conducted by OSE/EIS to investigate issues further.
    - Where appropriate, the OSE/EIS conducts an onsite monitoring visit.
    - Districts with disproportionate representation due to inappropriate identification were required to implement an approved improvement plan within the year of findings.

See Appendix F for revised Business Rules.
See Appendix J for the draft communication to districts including time lines.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Attend the NCCRESt Training of Trainers Conference to enhance members' knowledge base and skills to assist LEAs with developing and implementing improvement plans, assessing their systems, and developing shared leadership teams for inclusive, culturally responsive school systems.	The OSE/EIS Development Team attended the training and used the acquired information and skills to: • Equip the OSE/EIS technical assistance providers to facilitate district improvement planning relating to disproportionate representation • Develop the LEA/PSA self-review; and • Disproportionate representation rubric and process.
2006-2011	2. Continue to review the MDE policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	The OSE/EIS disproportionality core team reviewed and documented the link among the following: State Board of Education policies, federal regulations, state administrative rules, and Disproportionality-related frameworks, including: • Michigan Administrative Rule for Special Education, • Universal Education,

Timelines	Activities	Discussion
		• School Improvement Framework (addresses issues of AYP), and • The NCCRESt Culturally Responsive System's Framework. The OSE/EIS policy staff reviewed rubric for alignment with state and federal statutes/regulations. The OSE/EIS monitors assisted districts in using the rubric to help them analyze whether identification policies, procedures, and practices were appropriate and culturally responsive. The OSE/EIS has begun the integration of the disproportionality review system into the Continuous Improvement and Monitoring System (CIMS) that is being redesigned for the 2008-2009 school year.
2006 – 2011	3. Expand the Disproportionality Community of Practice (DisCoP) to include more diverse representation from the field. Meet regularly to design the self-review and improvement plan process and the supportive technical assistance and personnel development outlined in the proposed levels of risk for disproportionate representation model.	New members to the DisCoP represented more diversity in terms of race/ethnicity and role responsibilities, including an additional school psychologist, and a staff member from the Office of School Improvement bridging general education with special education. The original DisCoP contributed to the: • design of the district self-review disproportionate representation rubric; • district improvement planning process; and • the disproportionality proposed levels of risk for disproportionate representation model.
2006 -2011	4. Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionate representation.	Reviews of national resources and literature (e.g., NCCRESt). During the site visits districts provided copies of their own literature reviews and findings which helped inform the

Timelines	Activities	Discussion
	Study districts that in fact exhibit the determinants but do not have disproportionate representation issues.	OSE/EIS' continued work in this area. The search for districts effectively addressing disproportionate representation issues related to inappropriate identification is ongoing. The monitoring process revealed some evidence-based practices used by districts that OSE/EIS plans to share with other LEAs/PSAs.
2006 -2011	5. Meet semi-annually to recommend ways to analyze and address disproportionate representation data issues.	The OSE/EIS planning team communicated at least monthly with Wayne State University regarding data analysis. The OSE/EIS sought guidance during the 2007 OSEP Data Managers' conference and the OSEP Leadership conference. Further assistance with data issues was provided by: • A data referent group composed of MDE staff, WSU faculty, and Intermediate School District (ISD) data consultants, • The North Central Regional Resource Center, and • Great Lakes East Comprehensive Assistance Center's subcontractors including the American Institutes for Research and RMC.
2006- 2011	6. Notify LEAs of their disproportionate representation status and the appropriate level of intervention to begin and complete the verification process.	The OSE/EIS completed initial notification, data verification, self-review, site visit monitoring for over- and under-representation, and reports of finding for districts identified based on FFY 2005 and FFY2006 data.
2007	7. Analyze disproportionate representation data further to determine where there are districts with evidence of under-representation of certain groups of students identified for special education and related	The ratio calculation for under-representation was identified. Districts identified for under-representation. Data verification was completed. District phone interviews were conducted

Timelines	Activities	Discussion
	services.	and analyzed by OSE/EIS monitors to determine whether the under-representation is possibly due to inappropriate identification policies, procedures and/or practices.
2007 ongoing as needed	8. Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionate representation self-review of policies, procedures and practices and develop improvement plans; ongoing annually until disproportionate representation is embedded within the CIMS.	Orientation meetings conducted were conducted in March, April and November 2007. Integration of disproportionate representation into the CIMS process is currently underway.
2007 – 2011	9. Present information and gather input at conferences and meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	The OSE/EIS presented at • MEA Annual State Conference, • Michigan Association of Administrators of Special Education Summer Institute, • Annual State Conference of Michigan Association of School Psychologists, • Michigan Education Research Association, • Michigan IDEA Leadership Institute, and • Intermediate School Districts Special Education Directors' Meeting.
2007 – 2008	10. Redesign the CIMS self-review and improvement plan processes to address more comprehensively issues of disproportionate representation.	Integration of disproportionate representation into the CIMS process currently underway. The OSE/EIS technical assistance providers received background training for the disproportionate representation work.

Timelines	Activities	Discussion
2007-2011	11. Design and maintain a web page with resources and links to critical information on disproportionate representation.	Developed a webpage (http://www.michigan.gov/mde/0,1607,7-140-6530_6598_48005---,00.html) with disproportionate representation tools and information.

Explanation of Progress or Slippage that occurred for FFY 2006:

The 4/24/07 OSEP memo regarding disproportionate representation and significant disproportionality and the June, 2007 Michigan Determination, clarified the difference between significant disproportionality and disproportionate representation. Districts meeting the threshold of significant disproportionality in the areas of identification, placement and/or discipline have been notified of their financial obligations.

Michigan's FFY 2005 APR did not clearly identify the number/percentage of districts being tracked. With the completion of the disproportionate representation district self-review process, the disproportionate representation Focused Monitoring site visits for , and the district telephone interview for under-representation, the percentage of FFY 2005 districts with disproportionate representation was 2.04%. This analysis was across racial and ethnic groups and specific disabilities.

The FFY 2006 analysis across racial and ethnic groups and specific disabilities with consideration of two consecutive years of data resulted in a slight increase and enabled the OSE/EIS to identify districts which continue to have disproportionate representation beginning with FFY 2005 data. Expanding the analysis across disabilities and races/ethnicities seems to explain the small increase in the percentage of districts with disproportionate representation. All districts identified as having disproportionate representation due to inappropriate identification are still within the 12-month corrective action compliance window.

Prior to the Focused Monitoring visits, districts took initiative to improve policies, procedures and practices as a result of engagement in the disproportionate representation district self-review process. Districts have revised data collection processes as a result of issues identified during data verification.

The OSE/EIS is developing an integrated system of data analysis across SPP indicators, the key performance indicators in the CIMS process, and student demographic data (e.g., SES, gender). Identified correlations might help explain both over- and under-representation at the LEA level. This will be particularly helpful in learning how the varying district contexts impact high and low general identification rates.

A cross district analysis of findings during Focused Monitoring revealed patterns of practice in need of improvement and evidence-based practices worthy of sharing with the field.

There are unresolved data issues that will be studied by the OSE/EIS data referent group composed of ISD data consultants, Wayne State University's Center for Urban Studies, and subcontractors with the Great Lakes East Comprehensive Assistance Center, resulting in a set of recommendations for consideration by the OSE/EIS. Two primary concerns include:

(a) Designating Race/Ethnicity for Students Indicating Multiple Races/Ethnicities:

The United States Department of Education's Office of Special Education (OSEP) utilizes a different racial/ethnic group classification system than that used by the Center for Educational Performance and Information (CEPI). First, students who are classified in Michigan as Native Hawaiian/other Pacific Islander are placed in the OSEP category of Asian. Second, OSEP does not recognize the classification of multiracial/ethnic. Therefore, the multiracial/ethnic students must be classified into one racial/ethnic group. For FYY 05 and FYY 06 calculations multiracial/ethnic students were distributed proportionately into the other race/ethnic group.

(b) Use of the most appropriate verified ratio for calculating disproportionate representation:

The WRR and ARR are inherently complex statistical analyses that may not adequately identify districts and may over-identify others where a district's student population varies significantly from the state racial distribution (which is used to calculate the WRRs/ARRs).

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

The OSE/EIS requests permission to use the FFY 2006 disproportionate representation data in the State Definition Table (p.93) as the revised SPP baseline for this indicator. The justification is that the analysis of two (2) consecutive years of data will provide a more accurate portrait of each district.

Timelines	Revised and New Activities	Justification
2006-2007	1. The OSE/EIS will develop a comprehensive guide on how districts identified as having [significant] disproportionality are to respond to section 613(f) for Early Intervening Services. [IDEA §618(d)1(B)]. *Change:* Development of the guide will be removed from APR (disproportionate representation and discipline) and addressed as part of the OSE/EIS responsibility for significant disproportionality. A few districts have responsibilities both	The OSE/EIS staff shared the 4/24/07 OSEP memo with special education administrators and clarified the correct use of "disproportionate representation" versus Michigan's prior incorrect use of "significant disproportionality" in FFY2005 SPP.

Timelines	Revised and New Activities	Justification
	for disproportionate representation and significant disproportionality. In these cases, the district obligations in both areas are coordinated.	
2007-2011	2. *Revision of Activity #3:* The OSE/EIS will convene a diverse advisory committee composed of general education and special education stakeholders, data experts, institutions of higher education faculty, and members of professional organizations to meet semi-annually.	The original DisCoP completed its development work. The advisory group will review and offer guidance regarding the OSE/EIS developed tools and processes for addressing disproportionate representation.
2007-2011	3. *New:* The OSE/EIS will prepare resource materials and develop and disseminate products, tools and training modules based on research-based results of effective Child Find interventions and identification practices.	A cross-analysis of district site visit findings revealed common patterns of practices that are in need of improvement. The developed items will help build district capacity to address such issues.
2007-2011	4. *New:* The OSE/EIS will review annually the calculations used to determine disproportionate representation and adjust the business rules based on observed district patterns to yield an increasingly accurate approach.	During the first two series of district data verifications, site visits and file reviews, it became apparent that a refined set of business rules should be considered annually.
2008-2011	5. *New:* The OSE/EIS will provide Technical Assistance (TA) regarding improvement plans related to noncompliance and assist LEAs in revising policies, procedures, and/or practices.	Districts require TA when areas of noncompliance are identified and are required.
2007-2011	*6. New:* The OSE/EIS will provide professional development to Intermediate School District (ISD) monitors in order to address issues regarding disproportionate representation.	ISD monitors participated in selected disproportionate representation site visits. There is a need for monitoring role to expand to include all ISD monitors.
2008-2011	7. *New*: The OSE/EIS will explore the possibility of designing and implementing professional development opportunities that build district capacity to create culturally	The OSE/EIS monitors found district leadership actively searching for support to: • create culturally sensitive systems that build bridges

Timelines	Revised and New Activities	Justification
	sensitive goal-directed systems.	between special and general education; • creatively problem solve around issues of disproportionate representation; and • share effective practices with other districts.
2007-2011	8. New: Michigan's proposed levels of risk for disproportionate representation and corresponding interventions will include risk ratios and specific interventions for over- and under-representation and significant disproportionality (see Table 1).	The OSE/EIS implemented interventions at risk levels 1, 3, and 4. The next focus will be to design level 2 proactive interventions designed to keep districts from reaching level 3 (disproportionate representation) or level 4 (significant disproportionality) status.
2007-2011	*9. New:* The OSE/EIS will work with CEPI to refine data collection issues and alignment with new OMB multi-racial/ethnic coding	The MDE will need to adjust its data collection/analysis to incorporate the new OMB requirement for racial/ethnic coding by 2011.
2008-2011	10. *New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM[38] General Supervision Framework	Several OSE/EIS grants have the added potential of addressing issues of disproportionate representation and this would facilitate that more systematically. This becomes part of an integrated system of data-driven intervention. Members from the Michigan Alliance for Families and Michigan's Federal Parent Training Information Center and CAUSE sit on the disproportionality advisory group. Issues regarding disproportionate representation have been integrated into the OSE/EIS Reaching and Teaching Struggling

[38] National Center for Special Education Accountability Monitoring

Timelines	Revised and New Activities	Justification
		Students initiative for high school reform and closing the achievement gap.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

OSEP Analysis and Next Steps	Michigan Response
1. Michigan provided targets and improvement activities and OSEP accepts the SPP for this indicator. Michigan identified 122 districts with disproportionate representation of racial and ethnic groups in specific disability categories but did not determine if the disproportionate representation was the result of inappropriate identification, as required by 34 CFR §300.600(d)(3). Michigan must provide, in its FFY 2006 APR, baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, and describe how Michigan made that determination (e.g., monitoring data, review of policies, practices and procedures, etc.).	Response to Identified Concerns: • The original number of districts tentatively identified with disproportionate representation was fewer than 122. There were 122 cells affected based on initial data verification, some districts were represented in multiple cells. • Following data verification, Michigan reviewed the policies, procedures and practices of every district tentatively identified with disproportionate representation through the use of a rubric that guided collection of evidence through document reviews, and was supplemented with site visit interviews, and student record reviews. For under-representation a telephone interview was conducted instead of a site visit. • Following complete analysis, the number of districts identified as having disproportionate representation that was the result of inappropriate identification for FFY 2005 was thirteen (13).
2. Michigan must also provide data, in its FFY 2006 APR, on the percent of districts identified in FFY 2006 with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification, and describe how Michigan made that determination, even if the determination occurs in the fall of 2007.	Response to Identified Concerns: • Michigan reviewed the policies, procedures and practices of every district tentatively identified with disproportionate representation that is the result of inappropriate identification. For a district self-review with a rubric guided a collection of evidence through document reviews, and was supplemented with site visit interviews, and student record reviews. For under-

OSEP Analysis and Next Steps	Michigan Response
	representation a telephone interview was conducted. • Following complete analysis, the number of districts identified as having disproportionate representation that was the result of inappropriate identification for this indicator for FFY 2006 was 18.
3. The State reported that "as a result of inappropriate identification" would be based on a review of additional data, including LEA policies, procedures, and practices. Under Michigan's definition, *disproportionate representation* occurs when the number of students aged 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the State and district population and there are data that support that membership in a given group affects the probability of being placed in a specific special education category. Michigan defines *significant disproportionality* of racial/ethnic groups in special education and related services as a weighted risk ratio or alternate risk ratio of greater than 2.5 for any racial/ethnic group. The State has a level system from 1-4, with level 4 being significant disproportionality. Under Indicator 10, the State must report on the percent of districts with *disproportionate representation* of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. It appears that Michigan has identified districts with *significant disproportionality*, but has not identified all districts it includes in its definition of	Response to Identified Concerns: • Michigan used the wrong definitions in the FFY 2005 SPP and has since clarified the difference between significant Disproportionality and disproportionate representation based on Dr. Posny's April 2007 memo. • Michigan consulted with Westat's on ways to calculate under-representation and how to determine in districts where the student populations are not proportionately similar to the state composition. This resulted in new Business rules for calculating risk ratios (see Business Rules Appendix F). • This resulted in a 2006-2007 change in calculation of students reported to MDE as multiracial to a proportional calculation. • The table of proposed levels of risk for disproportionality has been revised to include risk ratios and specific interventions for over- and under-representation and significant disproportionality (see Table 1). Risk Level 4 refers to districts identified as having significant disproportionality. These districts have been notified and are expected to implement their fiscal and reporting obligations. Risk Level 3 refers to districts notified of disproportionate representation possibly due to inappropriate identification. Districts at this level are required to do a self-review of identification policies, procedures and

OSEP Analysis and Next Steps	Michigan Response
disproportionate representation. In the FFY 2006 APR, due February 1, 2008, Michigan must clarify what levels it includes in its definition of *disproportionate representation* and provide FFY 2005 baseline data and FFY 2006 progress data on the percent of districts with *disproportionate representation* of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (Italics added.)	practices prior to the OSE/EIS site visit which includes interviews, and review of documents and student records. Risk Level 2 includes proactive measures to keep districts from reaching disproportionate representation or significant disproportionality. Risk Level 1 interventions are designed to heighten district awareness of disproportionality causes and helpful interventions.
4. Michigan reported that it "will continue to examine policies, procedures and practices of districts with weighted risk ratios greater than 2.5 for African American Students: 1) in special education; and 2) those with cognitive impairments, as an initial target." Michigan may target its technical assistance to maximize the use of the State's resources. However, Michigan must determine if disproportionate representation is the result of inappropriate identification for all districts identified with disproportionate representation of any racial and ethnic group in special education and related services.	Response to Identified Concerns: • Michigan is examining policies, procedures and practices of districts with weighted risk ratios greater than 2.5 for over-representation and less than 0.4 for under-representation for racial and ethnic groups in specific disability categories.
5. In addition, for those districts identified with significant disproportionality based on any race or ethnicity with respect to identification, placement, or discipline, the State must: 1) provide for the review (and, if appropriate) revision of policies, procedures, and practices; 2) require the LEA to reserve the maximum amount of funds to be used for early intervening services; and 3) require the LEA to publicly report on the revision	Response to Identified Concerns: • Michigan used the incorrect definitions in the FFY 2005 SPP and has since clarified the difference between significant disproportionality and disproportionate representation based on Dr. Posny's April 2007 memo. • Significant disproportionality requirements are being addressed with districts meeting the threshold for identification, placement, or discipline—separate from the SPP, including the associated fiscal and reporting

OSEP Analysis and Next Steps	Michigan Response
of policies, procedures, and practices. In its FFY 2006 APR, due February 1, 2008, the State must clarify that it is not limiting its review to only those districts with disproportionate representation or significant disproportionality of African Americans in special education and those with cognitive impairments.	responsibilities. The threshold has been set at 3.0 WRR. • The analysis done for FFY 2006 looked at districts for both FFY 2005 and FFY 2006 and included all disabilities and all races. Districts were identified based on a two-year pattern of disproportionate representation.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The Michigan Department of Education (MDE) had implemented new data collection fields in the statewide data collection system for FFY 2006. The Single Record Student Database (SRSD) in effect for the 2006-2007 school year did not capture the range of days beyond the timeline when eligibility was determined. The MDE did not know of that requirement in time to affect the 2006-2007 data collection programming. Therefore, for each case where the eligibility timeline was exceeded, the district was asked to respond to a questionnaire re: the range of days beyond the timeline. The districts that did not respond in time for this submission will be contacted again to verify their data. This data will be included for public reporting.
3. In the 2007-2008 SRSD all of this indicator's data will be captured electronically.
4. Activities that focus efforts on revitalizing the Michigan Child Find system, correction of noncompliance, and maintenance of compliance on this indicator have been emphasized.

Monitoring Priority: General Supervision / Child Find

(Compliance Indicator)

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).[39] (20 U.S.C.1416(a)(3)(B))

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # determined not eligible whose evaluations were completed within 30 days.
c. # determined eligible whose evaluations were completed within 30 days..

Account for children included in (a) but not included in (b) or (c). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b+c) divided by (a)] times 100.

[39] The Michigan Administrative Rules for Special Education allow for operating districts to secure mutually agreed upon timelines for completion with parents if it is determined the process cannot be completed within 30 school days due to any extraneous circumstances, R 340.1721c. Therefore, the cases have been identified as compliant. Finally, Michigan's data collection system did not collect the range of days beyond the 30 school day timeline evaluations were completed within.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of children with parental consent to evaluate, who were evaluated within 30 days or a mutually agreed upon extension	80.51%[a]	100%	**96.2%** [b]	**Target Not Met**
(a) # of children for whom parental consent to evaluate was received.	1637		15205	
(b) # determined not eligible whose evaluations were completed within 30 days or a mutually agreed upon extension.	220		3055	
(c) # determined eligible whose evaluations were completed within 30 days or a mutually agreed upon extension.	1098		11572	
(d) # children included in (a) but not included in (b) or(c)	319		578	
Percent = [(b + c) divided by (a)] times 100 FFY 2006 [(3055 + 11,572)/(15,205)]100 = **96.2%***				

Source: Single Record Student Database and District Questionnaires

[a] Based on OSEP approved cohort with data from 1/3 of the state

[b] Based on statewide data

* The correct percentage is 96.1% as listed in the top row in this column. During the OSEP APR clarification period, the OSEP may permit the OSE/EIS to correct the 95.96%. The inconsistency comes from 1/31/08 data verifications that are reflected above, but not coded in this line.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Create a list of acceptable reasons that may contribute to the delay in meeting the 30-day timeline to evaluate and determine eligibility. Disseminate guidelines to districts.	This activity was completed Fall 2006. It was determined that the only acceptable reasons for delay are child illness or the family being unavailable to establish a meeting or sign an extension.

Timelines	Activities	Discussion
2006-2007	2. Develop a referral module for the SRSD and/or MICIS that includes how this data will be collected: referral date, date of parental consent to evaluate, and reasons for delays in evaluations and determination of eligibility. Update training manuals and distribute to stakeholders. Provide technical assistance.	An SRSD module was completed for use in Fall 2006. After completion of the new system the team learned of the requirement for range of days beyond the 30-day timeline. This part of the field was added for use beginning with the Fall 2007data collection and will be available for reporting in the FFY 2007 APR.
2006-2007	3. Utilize new data field during the December data collection process and test data for accuracy. Provide feedback to Intermediate School Districts (ISDs) and LEAs on submitted data by including the results on the District Data Portraits.	The SRSD field was utilized for the three (3) data collection periods during FFY 2006. School districts provided the information regarding range of days of delay via questionnaire. Technical assistance was provided to improve the coding accuracy in the new field. At this time, the data will be included in the Public Reporting Data Portraits.
2006-2011	4. Establish and maintain a work group to completely revise Michigan's Child Find process. Include, at minimum, stakeholders from special education, general education, early childhood education, safe schools, community service providers, agency service providers, the health field, institutions of higher education (including community colleges), and the community at large.	This workgroup met once under the leadership of Michigan's Child Find Grant to construct preliminary plans of future work. The initial work group had limited membership, and current recruitment efforts are underway to increase the representativeness of the group. This group will convene again at the invitation of the state director of special education and under direction of the Program Accountability Supervisor.
2007	5. Share information about issues related to this indicator and other indicators with the field.	Information regarding this indicator was shared with LEAs during the data verification process. As the "number of days overdue" was being collected via questionnaire, there were phone calls and a technical assistance session regarding the requirements and associated reporting.

Explanation of Progress or Slippage that occurred for FFY 2006:

Michigan did not meet the 100% target for this indicator. FFY 2005 data indicated an 80.51% compliance rate on a sample of one third of the state. For FFY 2006 Michigan collected data statewide for this indicator and had a compliance rate of 96.1% overall. This is a substantial increase due to better data collection systems in place and technical assistance to the field. Future percentages should increase as a result of bringing shared leadership for this indicator into the Office of Special Education and Early Intervention Services (OSE/EIS) policy unit in partnership with the Child Find outreach grant. Also, the OSE/EIS believes that because this indicator will be part of the FFY 2006 Determinations, districts will pay greater attention to it. Activities #4 and 5 will be the primary focus of attention. There will be additional technical assistance for administrators and those who conduct initial evaluations and encouragement to obtain mutually agreed upon extensions when necessary.

The SRSD coding options for delay in meeting the timeline were that the child was unavailable or the personnel were unavailable. The list of options available in the 2007-2008 SRSD has expanded. The verified data per district is reflected below by the time of this submission. Districts are being formally notified regarding the need for corrective action. Please note that this was the first year of collecting from all districts for this indicator. In FFY 2005, Michigan used an OSEP approved sampling methodology.

Table 1: The number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained for FFY 2006

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained [a]	Range of school days beyond 30	# Children	Reasons identified for the delay
1.	4	1-5 days 6-10 days 26-30 days	2 1 1	4* personnel unavailable *updated from 7
2.	16	no data	16	16 no data available
3.	1	>30 days	1	1 personnel unavailable
4.	4	1-5 days 11-15 days >30 days	1 2 1	4 personnel unavailable
5.	68	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days	1 9 30 12 3 13	6 child unavailable 62 personnel unavailable
6.	1	6-10 days	1	1 personnel unavailable

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained [a]	Range of school days beyond 30	# Children	Reasons identified for the delay
7.	3	6-10 days 11-15 days 16-20 days	1 1 1	3 personnel unavailable
8.	2	6-10 days 16-20 days	1 1	2 personnel unavailable
9.	2	11-15 days >30 days	1 1	2 personnel unavailable
10.	1	>30 days	1	1 personnel unavailable
11.	19	6-10 days 26-30 days	18 1	1 child unavailable 18 personnel unavailable
12.	1	>30 days	1	1 personnel unavailable
13.	86	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	7 21 8 8 5 8 29	86 personnel unavailable
14.	22	>30 days	22	22 personnel unavailable
15.	24	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	5 1 5 2 3 2 6	24 personnel unavailable
16.	2	11-15 days >30 days	1 1	2 personnel unavailable
17.	5	1-5 days 11-15 days >30 days	3 1 1	5 personnel unavailable
18.	49	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days No data	11 6 3 4 2 3 17 3	49 personnel unavailable
19.	138	1-5 days 6-10 days	12 12	1 child unavailable 137 personnel

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained [a]	Range of school days beyond 30	# Children	Reasons identified for the delay
		11-15 days 16-20 days 21-25 days 26-30 days >30 days	16 13 15 7 63	unavailable
20.	17	no data	17	17 no data available
21.	4	16-20 days	4	4 personnel unavailable
22.	7	1-5 days 11-15 days 16-20 days	1 5 1	7 personnel unavailable
23.	16	no data	16	no data available
24.	11	1-5 days 6-10 days 11-15	7 2 2	1 child unavailable 10 personnel unavailable
25.	1	6-10 days	1	1 Waiting for school of choice application to be approved
26.	5	1-5 days 11-15 days	4 1	1 parent unavailable 1 more testing needed 3 personnel unavailable
27.	1	1-5 days	1	1 personnel unavailable
28.	1	>30 days	1	1 child unavailable
29.	18	1-5 days 6-10 days 11-15 days 16-20 days no data	1 3 3 2 9	9 no data available
30.	2	6-10 days >30 days	1 1	2 personnel unavailable
31.	12	1-5 days 11-15 days 15-20 days > 30 days	1 3 1 7	12 no data available
32.	1	no data	1	1 no data available
33.	5	21-25 days	5	5 personnel unavailable
34.	2	no data	2	2 no data available
35.	11	no data	11	11 no data available
36.	15	1-5 days 6-10 days	1 1	3 child unavailable 12 personnel unavailable

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained [a]	Range of school days beyond 30	# Children	Reasons identified for the delay
		21-25 26-30 >30 days	1 1 11	
37.	1	1-5 days	1	1 personnel unavailable
	578 Children			
And Twenty (20) ISDs with Zero (0) Overdue Initial IEPs				

Source: Single Record Student Database and Questionnaires

[a] Based on statewide data that include all local districts in each of Michigan's 57 ISDs

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan response
Michigan's FFY 2005 reported baseline for this indicator is 80.51%.	Michigan provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator. Michigan reported data based on a State-established timeline within which the evaluation must be conducted. OSEP looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrates compliance with the requirements of 34 CFR §300.301(c)(1), including data demonstrating correction of noncompliance identified in FFY 2005.	Response to Identified Concerns: • As this is not possible to correct this at the child level, at the system level, the MDE has moved to statewide annual collection of this data and has provided TA to special education administrators regarding the expectations for compliance. Timely IEPs are also now part of the LEA Determinations; as a result, districts not in compliance will be required to demonstrate correction of noncompliance within one year or be subject to appropriate sanctions. • Further, this indicator will be included in the CIMS redesign. • Table 2 below lists the FFY 2005 district-specific data that was inadvertently omitted last year.

April 14, 2008 Update: Based on the work reported in Indicator #15, on April 7, 2008, the OSEP directed the State to document program-specific follow-up activities related to uncorrected noncompliance within each affected indicator. The table with that information follows.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
7.	11	2.	Noncompliant Child Find and Evaluation Review processes.	Discovered through Service Provider Self Review (SPSR) District Status: Improvement Plan completed in February 2008. CORRECTED: Verified by ISD Monitor
8.	11	6.	Noncompliant Child Find process	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.

Table 2: The number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained for FFY 2005

School District [a]	The number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	The range of days beyond the 30 days	The reasons identified for the delay
1.	28	> 30 days	Parents unavailable
2.	20	16-20	Unknown
3.	16	6-10	Parents unavailable, medical reports delayed
4.	13	> 30	Unknown
5.	12	> 30	Parents unavailable
6.	12	21-25	Parents unavailable
7.	12	11-15	Parents unavailable
8.	10	6-10	Parents unavailable
9.	9	26-30	Parents unavailable
10.	9	6-10	Parents unavailable

School District [a]	The number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	The range of days beyond the 30 days	The reasons identified for the delay
11.	7	> 30 days	Personnel unavailable
12.	7	> 30	Parents unavailable
13.	7	6-10	Child unavailable
14.	6	> 30	Unknown
15.	6	16-20	Unknown
16.	6	16-20	Parents unavailable
17.	5	6-10	Parents unavailable
18.	4	> 30	Unable to complete testing
19.	4	16-20	Coordination issues
20.	3	1-5	Parents unavailable, and child refusal to partici-pate in the evaluation
21.	3	1-5	Parents unavailable
22.	3	> 30	Unable to complete testing
23.	3	1-5	Parents unavailable
24.	2	6-10	Unknown
25.	2	1-5	Personnel unavailable
26.	2	16-20	Parents unavailable
27.	2	1-5	Parents unavailable
28.	2	11-15	Unknown
29.	2	1-5	Unknown
30.	2	21-25	Parents unavailable, child illness
31.	1	1-5	Medical evaluation late
220 Children [a]			

Source: Single Record Student Database and Questionnaires

[a] Based on OSEP approved cohort with data from 1/3 of the state

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.

2. The FFY 2006 data collection was statewide, and in the prior year had been based on sample Intermediate School Districts (ISDs) per an OSEP-approved cohort sampling plan.

3. Data on the range of days when IEPs were developed and implemented after the third birthday have been captured via an electronic survey. Numerous issues exist with the validity and reliability of this method. Current infrastructure of the State's student data collection systems did not allow the modifications required to capture this information. Changes are under development that will allow the capture of the data in Michigan's standard statewide data systems for future submissions, possibly for FFY 2007.

Monitoring Priority: General Supervision / Effective Early Childhood Transition (Compliance Indicator)

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
d. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
e. # of those found eligible who have an IEP developed and implemented by their third birthdays.
f. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in (a) but not included in (b), (c) or (d). Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	92.1%	100%	**91.5%**	**Target not met**
(a) # of children who have been served in Part C and referred to Part B for eligibility determination.	714		3487[a]	
(b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	271		624	
(c) # of those found eligible who have an IEP developed and implemented by their third birthdays	408		2610	
(d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services	0		9	
# of children included in (a) but not included in (b), (c) or (d)	35		Of the 3487 Children, • 12 IEPs after 3rd b'day • 173 children moved or not available	
Percent = [(c) divided by (a – b – d)] times 100. 2610/(3487-624-9) x 100				

Source: Online survey.

[a]173 of these children moved out of their districts prior to age 3 or were unavailable for assessment or transition planning, or were Part C children where there was a written, mutually agreed upon extension leaving 3314 remaining children

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Collect data in the new data fields during the December 2006 collection process and test for accuracy.	The Michigan Department of Education (MDE) was not able to create all the necessary fields required for the SRSD and MI-CIS data collection system prior to the FFY 2006 data collection period. Data was collected via online surveys and new data fields have been created and added to the SRSD and MI-CIS system for FFY 2007 data collection.
2006-2007	2. Provide feedback on submitted data by including the fields in District Data Portraits.	This has been completed for those districts that were in the original phase of data collection. All Districts will have information for FFY 2007.
2006-2007	3. Collect data for the new, related requirement in indicator 11, due 2/07.	The data for the # of children for whom parental consent to evaluate caused delays in evaluations or initial services was collected.
2006-2007	4. Train ISD monitors in new Early Childhood KPI and implement. Collect and verify data.	The Early Childhood KPI work has been delayed so that it can be incorporated into the Continuous Improvement and Monitoring System (CIMS) redesign rollout in 2008-2009.
2006-2007	5. Work with ECE&FS in order to improve transition from Part C to Part B services.	ECE&FS will work with High/Scope and Early On Training and Technical Assistance (EOT&TA) to produce technical assistance materials for early childhood transition for statewide distribution and use. In addition they will develop a training module to assist with this indicator.
2006-2007	6. Analyze and report baseline performance in 2007 APR.	This has been completed.
2007-2011	7. Identify LEAs determined to be out of compliance and target for technical assistance and appropriate corrective action.	Using FFY 2006 data, the process of identifying LEAs out of compliance began during the reporting year. This indicator was used for Part B local Determinations.

Explanation of Progress or Slippage that occurred for FFY 2006:

Michigan did not meet the target for this indicator. 91.5% of the children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthday. The MDE was unable to establish an online data collection system for the FFY 2006 to capture this data. During data verification procedures, the MDE also learned that some ISDs and LEAs do not have a clear understanding of what constitutes transition requirements from Part C to Part B. This is primarily due to the fact that Michigan is a birth mandate state (special education services are mandated from birth through age 25). The transition process from Part B to Part C for the majority of children and their families is seamless. In addition, CIMS Key Performance Indicator (KPI) training that was planned for ISD monitors was not completed. The decision was made to wait until 2008-2009 and present the new Early Childhood KPIs as part of the rollout of the CIMS redesign, which will affect the next three year state monitoring cycle.

Table 1: Districts that had IEPs completed beyond the third birthday during FFY 2006:

ISD[40]	Number of IEPs completed beyond the third birthday	Range of days beyond the third birthday identified	Reasons identified for delay in determining eligibility
1.	3 eligible	11-15	Evaluation personnel unable to complete within timeline.
2.	1 eligible	26-30	No explanation provided.
3.	1 eligible	No range provided.	No explanation provided.
4.	2 eligible 2 not eligible	>30	No explanation provided.
5.	2 eligible	16-20	Child/family moved.
6.	1 eligible	1-5	No explanation provided.

Source: Online survey.

The other 173 children were reported as having moved out of the district, being unavailable for assessment/transition planning, or Part C children where there was a written, mutually agreed upon extension.

[40] The FFY 2006 data collection included all 57 ISDs in the states and any LEA program providers.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2007-2009	1. *New:* The MDE will work with *Early On* Training and Technical Assistance as well as with LEAs to define, support, and monitor transition activities from Part C to Part B.	New activities are to be added that are measurable, provide technical assistance to LEAs, and eliminate noncompliance.
2008-2011	2. *New:* Develop and implement a more integrated set of activities across • The FAPE in the LRE SPP indicators • The State Personnel Development Grant (Michigan's Integrated Improvement Initiatives MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	This will become part of an integrated system of data driven intervention designed to enhance the impact of discrete indicator activities.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 92.1%. Because Michigan was unable to provide FFY 2004 baseline data, OSEP cannot determine if there was progress or slippage. The State did not meet its FFY 2005 target of 100%.	Michigan did not indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays. Michigan must provide these data in the FFY 2006 APR, due February 1, 2008. The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to include data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements of 34 CFR §300.124, including correction of noncompliance identified in FFY 2005.	Response to Identified Concerns: • As this is not possible to correct this at the child level, at the system level, the MDE has moved to statewide annual collection of this data and has provided TA to special education administrators regarding the expectations for compliance. Timely IEPs are also now part of the LEA Determinations; as a result, districts not in compliance will be required to demonstrate correction of noncompliance within one year or be subject to appropriate sanctions. • Further, this indicator will be included in the CIMS redesign. • Table 2 below lists the FFY 2005 district-specific data that was inadvertently omitted last year.

Table 2: Districts that had instances of IEPs completed beyond the third birthday during FFY 2005:

School District [41]	The number of children not evaluated within 30 school days and for which a mutually agreed upon extension was not obtained	The range of days beyond the 30 days	The reasons identified for the delay
7.	1 eligible	16-20	Difficulty scheduling IEP
8.	4 eligible	16-20	No reason given
9.	1 eligible 1 not eligible	> 30	Child moved to another district prior to IEP and postponed to hold IEP at a mutually agreeable time; Child was moved to foster care placement in a different district.
10.	1 not eligible	Not provided	Referred near 3rd birthday
11.	1 not eligible	1-5	Referred near 3rd birthday
12.	5 eligible	>30	Limited access to child, coordinating with parent schedule
13.	6 eligible 1 not eligible	>30	Limited access to child, coordinating with parent schedule
14.	1	6-10	School Psychologists had to evaluate on 2 different occasions. The first was before child's 3rd birthday and the 2nd was 7 days after the child's 3rd birthday
15.	1 eligible	>30	No reason given
16.	3 eligible	1-5	No reason given
17.	1 eligible	1-5	No reason given
18.	1 eligible	6-10	No reason given
An additional 6 children moved out of their districts before turning age 3.			

Source: Online survey.

[41] The FFY 2005 data collection included an OSEP approved sampling plan of 1/3 of the districts in the state.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. Data used to calculate compliance to the Secondary Transition requirements of IDEA 04 come from a data collection process coordinated by the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS). This process is aligned with the state's general supervision monitoring process, the Continuous Improvement and Monitoring System (CIMS) which uses a cohort method to divide the state's local education agencies (LEAs) into thirds who are then monitored every three years. Note: with the exception of one school district that has a total student population greater than 50,000 and is monitored every year.
3. The same questionnaire used in FFY 2005 baseline data collection was used for FFY 2006 data collection (see Appendix G for a sample of the questionnaire).
4. After extensive review of secondary transition records, the OSE/EIS is embedding components of this indicator into the Continuous Improvement and Monitoring System (CIMS). This will yield two primary benefits: a) create statewide consistency in compliance expectations and b) separate measures of compliance and quality.
5. The current data collection, analysis and reporting process does not allow the OSE/EIS to differentiate between the presence of compliance components necessary to meet federal monitoring standards, those required by this indicator, and the quality of the alignment (coordination) of those components necessary to reasonably assure successful post-school outcomes. The OSE/EIS has attached a modified checklist protocol to differentiate compliance from measures of quality that go beyond the requirements of federal statute.

Monitoring Priority: General Supervision/Effective Secondary Transition

(Compliance Indicator)

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY 2006 data are a representative sample drawn from Michigan's general supervision monitoring third cohort.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	35%* 2720 of 7738	100%	**40%** 1262 of 3197	**Target not met**

*Note: see Response Table below for explanation of currently reported data.

Data collection for FFY 2006 included all 197 LEAs in the state's third cohort for monitoring (totaling 2,416 students) and 71 LEAs that volunteered to collect data for trend analysis purposes (totaling 781 students) yielding a total of 268 LEAs that participated in data collection for FFY 2006. Of the total student records reviewed in FFY 2006 (3,197), nearly half (1,515) had also been reviewed in FFY 2005. When possible, records reviewed in FFY 2005 were given preference for inclusion in the FFY 2006 data collection. Students who moved, were no longer in the district, exited special education, or were deceased were not included in the FFY 2006 IEP review.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Analyze 2005 results and evaluate possible comparison to data results from both 2002 and 2004 Transition Requirements checklist reviews.	The OSE/EIS staff in collaboration with Public Sector Consultants completed an analysis of all transition compliance data dating back to 2002 by comparing student records common to all three available data sets.
	2. Draw a statewide sample of eligible students. Collect, analyze and disseminate Indicator 13 data. Plan and implement data retreats	A sample of students representative of the state was drawn on the LEAs in cohort three of the state monitoring system. This list of students was distributed to Intermediate School District (ISD) personnel in May of 2007. Data retreats were not planned this year as discrete events, rather, data analysis was again incorporated into the regular TA/PD events for ISD transition coordinators

Timelines	Activities	Discussion
	3. Submit improvement plans required through the Transition Resources and Transition Coordinator grant process.	All 57 ISDs in the state submitted improvement plans that aligned Michigan's core principles for transition: Effective schools prepare students for aspects of adult life, provide student-focused planning, provide a planned course of study and identify and establish community connections.
	4. Convene periodic meetings for Transition Coordinators and related stakeholders to facilitate review of data collection results.	Michigan convened three workshops for secondary transition and special education personnel for the purpose of disseminating best practices leading to graduation and successful transition to postsecondary roles. The information shared was inclusive of Michigan's new graduation requirements which set, for the first time, a state standard for attainment of a diploma that all students must meet and a general planning process intended to assist students in meeting the state standard (the educational development plan). When aligned with the Michigan's School Improvement Framework and the graduation standard, the context for analyzing data on the federal transition requirements changes. Understanding of these elements is critical in meeting the coordinated component of this indicator.
2006 - 2011	5. Analyze data and identify districts determined to be out of compliance on this indicator.	Michigan has done extensive analysis of all available transition requirements data and identified districts not in compliance.
2006- 2011	6. Target districts for technical assistance or corrective action as appropriate.	Specific action on this item is being delayed for one year. The OSE/EIS is taking advantage of the redesign of the general supervision monitoring process, the Continuous Improvement and Monitoring System (CIMS), to embed the compliance components of this indicator into the monitoring process. This will yield two primary benefits: a) create statewide consistency in compliance expectations and b) separate measures of compliance and quality.

Timelines	Activities	Discussion
		Michigan conducted an analysis of the data for this indicator and can identify districts that significantly under perform when compared to all other districts. However, the overall performance on this indicator indicates a deficiency with the provision of transition requirements as defined by this indicator on a system wide basis. This resulted in the identification of the need to develop a performance improvement strategy that will increase the statewide consistency of quality and compliant practices When Michigan examines its data related to this indicator the most consistent area of poor performance lies in the coordination of the IEP components. Michigan collaborated with the National Secondary Transition Technical Assistance Center (NSTTAC) and the North Central Regional Resource Center (NCRRC) to identify research supported practices for improving both compliance to federal requirements and the quality of the transition services provided to students. However, given Michigan's interpretation of the language in this indicator, no research supported practices for improving the coordination of the IEP could be identified specifically. This fact leaves Michigan with a dilemma: there is a need to address coordination of the IEP components on a systemic level in the absence of definitive research on effective practices to accomplish this. As a result, Michigan has identified, through collaboration with NSTTAC, content areas that, based on currently available information, appear to meet Michigan's need for a statewide systemic strategy to address the construction of the IEP.
2006-2007	7. Work with statewide transition professional associations to identify/develop quality practices and facilitate their embedding into practice.	The Michigan Transition Outcomes Project (MI TOP) Core Planning Team and Michigan Transition Services Association engaged in a year long collaboration to develop, promote and deliver a mutually endorsed approach to the planning and implementation of transition services to students. The product of this collaboration has influenced the Michigan's

Timelines	Activities	Discussion
		strategic plan for addressing improved compliance and performance on this indicator. Working with Michigan's Integrated Improvement Initiative (MI 3), MTSA and MI TOP are developing state guidance, training and support to improve transition planning and assist all students to achieve the new state graduation requirements. At the statewide MI TOP meeting in April 2007, feedback was solicited from Michigan's transition personnel on the protocol, training materials, and overall experiences of ISDs with the coordination section of the checklist. Modifications were made to the training materials to help clarify the coordination items (1a, 1b, 1c) and a specific update sheet was developed to accompany the training manual. A webinar with transition coordinators was conducted, recorded, and made available throughout data collection. The webinar also highlighted the coordination items from the checklist and where to find additional clarification in the training manual.

Explanation of Progress or Slippage that occurred for FFY 2006:

Results from FFY 2006 data collection show overall improvement in compliance, with the greatest improvement among coordination items; however, the improvement is less than expected and compliance for these items still falls well below the 100 percent target for compliance established by the OSEP.

As shown in Table 1, overall compliance has increased from 35 percent in FFY 2005 to 40 percent in FFY 2006. The largest increases were realized on questions 1b and 1c (9% and 8%, respectively).

Table 1
SPP-13 Statewide Compliance, FFY 2005 and FFY 2006.

	FFY 2005 (N=7,738)	FFY 2006 (N=3197)
1a. Does the IEP identify the student's postsecondary vision/s (goal/s)?	83%	89%
1b. Does the IEP identify the student's strengths, preferences, interests, needs, academic achievement, and functional performance?	52	61
1c. Will the annual IEP goals and transition services reasonably enable the student to meet the postsecondary vision?	43	51
2. Are the IEP goals measurable?	76	78
3. Was the IEP convened within an annual time frame?	75	76
OVERALL COMPLIANCE	**35%***	**40%**

*Note: see Response Table below for explanation of currently reported data.

Additional analysis was completed to compare compliance among LEAs and ISDs in FFY 2005 and FFY 2006:

- The average difference in compliance between FFY 2005 and FFY 2006 among ISDs was +7 percentage points.
- The average difference in compliance between FFY 2005 and FFY 2006 among LEAs was +8 percentage points.

Non-cohort 3 LEAs that voluntarily completed data collection in FFY 2006 had an average increase in compliance of +12 percentage points, and went from being below the state average in FFY 2005 (28 percent) to being statistically even with the state average in FFY 2006 (39 percent).

The 1,515 student records that were reviewed in both FFY 2005 and FFY 2006 were also analyzed for trends in compliance. These records/IEPs went from being slightly above the state compliance average in FFY 2005 (41 percent) to being statistically even with the state average in FFY 2006 (42 percent), demonstrating no statistically significant improvement. IEPs reviewed in both years that were not in compliance in FFY 2005 demonstrated a 30 percent compliance rate in FFY 2006.

When the OSE/EIS looks at components of the Michigan Transition Outcomes Project (MI TOP) work since 2002, regular improvement is evident in the form of an upward trend in compliance from 2002 MI TOP data to 2006 SPP-13 data. Using 326 student records common to the MI TOP and SPP-13 data, the average compliance percentage for MI TOP 2002 was 50%, increasing to 65% for TOPS 2005, and finishing at 68% for SPP-13 in 2006.

Using 2002 as a starting point, the 326 records were further divided by those that met or exceeded the average compliance in TOPS 2002, resulting in 172 records. Of these 172 records, 123 met the standard in both TOPS 2002 and TOPS 2005, and 49 met the standard in TOPS 2002, but did not meet the standard in TOPS 2005. 154 records did not meet the standard in TOPS 2002. 77 of these 154 records went on to meet the standard in TOPS 2005, while 77 did not meet the standard in either TOPS 2002 or TOPS 2005.

When the OSE/EIS examines the 123 records that met the standard in both 2002 and 2005 a fairly even trend between the three data sets is evident (consistently good). Records that did not meet the standard in TOPS 2002 or TOPS 2005, and those that did not meet the standard in TOPS 2002 but did meet the standard in TOPS 2005 both show an overall upward trend. Still, Michigan remains well below the federally required compliance target of 100%.

The FFY 2006 data collection, analysis and reporting cycle only allows corrected records to be reported in the subsequent cycle. For FFY 2007 data collection, the OSE/EIS is using September 2007 student count data to establish the random sample. Using this data will allow the sample to be drawn in January/February and the list of selected students to be distributed to the field in March. This will allow data collection to begin promptly in April, rather than in June. This additional time will be essential to implementing the new data collection protocol, which will allow the flagging, correction, and reevaluation of IEPs that are not in compliance prior to the data collection window closing on October 1. This process will include two rounds of data submission: an initial submission that will be used primarily to evaluate the effectiveness of strategic interventions as well as for overall systems improvement and a final submission before October 1. This new protocol will require correction of IEPs found to be not in compliance before final data submission. Data on initial compliance to standard will continue to be collected by the OSE/EIS for overall systems evaluation and improvement planning through the CIMS.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	Revised Activities	Justification
2007-2008	*NEW*: Improve the data collection, analysis, dissemination and improvement planning process. Beginning with the 2007-2008 school year (FFY 2007) Michigan will use the September student count conducted by the Center for Education Performance and Information (CEPI) to draw its Indicator 13 sample. This will allow the MDE OSE/EIS to disseminate the list of IEPs to be reviewed to ISD personnel by the end of February 2008 as opposed to late spring as has been the case in	Target to the field specific TA/PD for documenting compliance and quality practice in the IEP. Target to the field specific TA/PD for ensuring that IEPs are reviewed for both compliance and performance measures prior to the adjournment of the IEP.

Timelines	Revised Activities	Justification
	previous years. This will allow ISD and LEA level transition personnel to implement improvement strategies during the school year in which they receive the indicator results.	
2007-2008	*NEW :* Design and implement a district-level model for building capacity in training, practices and methodologies for improving statewide performance on State Performance Plan (SPP) indicator 13 to realize postsecondary outcomes as measured by SPP 14.	The MDE OSE/EIS has identified a need to develop and deliver a research supported package of performance improvement strategies designed to improve results for students and facilitate statewide consistency in implementation of both compliant and quality practices.
2007-2011	*New*: Beginning with FFY 2007, the MDE OSE/EIS will coordinate with its contractors and the CEPI to conduct a data pull linking indicators 1, 2, 13, 14.	This will provide an easy mechanism to capture student status across large numbers of students for comparison and improvement planning purposes.
2007-2011	*New*: Develop and implement a more integrated set of general supervision activities across • The General Supervision indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	Several OSE/EIS grants have the added potential of addressing issues of Transition and this would facilitate that more systematically. As this work moves forward it will become part of an integrated system of data driven intervention.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported baseline data for this indicator	Michigan provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator. The State reported that it reviewed a representative sample within	Response to Identified Concerns: • Age 14 vs. 16: The OSE/EIS collects secondary transition data on students 14 to 26 to be consistent with state mandates and

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
are 36%.	each Intermediate School District (ISD) of all students with IEPs aged 14-21. Therefore, it appears that the FFY 2005 (2005-2006) baseline data included youth aged 14 and above, instead of youth aged 16 and above. If the State is providing data on youth aged 14 and above, we recommend that the State revise its targets to state, "100% of IEPs, for youth, aged 14 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals." OSEP looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements of 34 CFR §300.320(b), including data demonstrating correction of noncompliance identified in FFY 2005.	for performance improvement purposes. In the FFY 2005 APR, the OSE/EIS reported data on students ages 16 to 26. The OSE/EIS identified this data as ages 14 to 21. The data in the current APR reflect a correction so that Michigan's APR is consistent with federal requirements (ages 16 to 21) and allows for comparison across states. • Report updated data on correction of noncompliance per student in 06-07 data collection to the extent they're still in the system – see page 126.

April 14, 2008 Update: Based on the work reported in Indicator #15, on April 7, 2008, the OSEP directed the State to document program-specific follow-up activities related to uncorrected noncompliance within each affected indicator. The table with that information follows.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
9.	13	7.	The district did not develop transition plans for students in compliance with the Individuals with Disabilities Education Act 2004 (IDEA).	Discovered through Focused Monitoring (FM) District Status: Increased monitoring and technical assistance (TA) for 3 months to achieve IEPs containing 100% compliant transition plans.
10.	13	8.	Non-compliant transition plans found in IEP	Discovered through Service Provider Self Review (SPSR)

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			reviews.	District Status: File reviews in April 2008 indicated 100% compliance with IDEA Transition requirements. CORRECTED; Verified by Monitoring staff
11.	13	9.	1. Transition data not included in PLAAFP statement. 2. Transition activities are not monitored.	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.
12.	13	10.	Noncompliant transition plans in IEPs.	Discovered through SPSR District Status: Improvement Plan completed March 2008. CORRECTED: Verified by ISD Monitor
13.	13	11.	Transition data not included in PLAAFP statement.	Discovered through SPSR District Status: January 2008 reviewed showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.
14.	13	12.	Transition activities are not monitored.	Discovered through SPSR District Status: Improvement Plan completed in January 2008. CORRECTED: Verified by ISD Monitor
15.	13	13.	Transition Plans not based on a transition	Discovered through SPSR

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			assessment.	District Status: Improvement Plan completed February 2008. CORRECTED: Verified by ISD Monitor
16.	13	14.	Transition plans not included in IEPs.	Discovered through SPSR District Status: Improvement Plan completed in January 2008. CORRECTED: Verified by ISD Monitor

Part B State Performance Plan (SPP) for 2005-2010*

Overview of the State Performance Plan Development:

1. See General Overview pages 1-6.
2. In FFY 2006, the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) implemented for the first time a post-school outcomes data collection system. The MDE commissioned a survey of exiting students using, verbatim, the OSEP-approved, NPSO *Stage 1: Recommended Essential Questions to Address Indicator #14* as advised by the National Post-School Outcomes Center (NPSO). A census approach was used for FFY 2006 baseline data collection, with every eligible exiting student (leavers) surveyed between April and September of 2007.
3. Baseline data collection concluded 9/16/2007. The data were presented to the Special Education Advisory Committee (SEAC – Michigan's Special Education Advisory Panel) for input on the setting of targets. In addition to setting performance targets for this indicator, the SEAC advised the MDE to consider a mechanism for capturing an aggregate number on post-school outcomes while retaining those indicators of success and detail necessary to facilitate systems improvement efforts.

Monitoring Priority: Effective General Supervision / Effective Transition

(Results Indicator)

Indicator 14: Postsecondary Outcomes: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Michigan adopted the OSEP-recommended Rehabilitation Act [29 U.S.C. 705(11) and 709(c)] definition for competitive employment and the NPSO-recommended definition for postsecondary school or training.

Competitive employment is defined as work

- In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and
- For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

** Per the OSEP instructions for the February 1, 2008 submission, States must submit baselines, targets, and improvement activities for Indicator 14 using the SPP template.*

Postsecondary school or training includes both full-time and part-time enrollment in the following categories:

- High school completion document or certificate (adult basic education, GED, etc.)
- Short-term education or employment training program (WIA, Job Corps, etc.)
- Vocational technical school (less than a 2-year program)
- Community or technical college (2-year college)
- College/university (4-year college)
- Enrollment in studies while incarcerated

Overview of Issue/Description of System or Process:

A total of 8,173 students were reported as leavers for FFY 2006 baseline data collection in the Single Record Student Database (SRSD)* for the 2005–2006 school year. Leavers included students who had an IEP while in school and were reported in the SRSD as:

- Graduated from school
- Dropped out of school
- Expelled from school
- Reached maximum age
- Left for the military or Job Corps
- Incarcerated

* Note: During the 2005-2006 school year (FFY2005) the MDE initiated the use of the Single Record Student Database (SRSD) for these data.

The OSE/EIS employed a combined mail and telephone survey protocol resulting from a pilot study conducted in Spring 2007. 2,038 valid responses from the 8,173 reported leavers were received yielding a total response rate of 25%. For FFY 2006, 501 LEAs reported having eligible leavers. Michigan received valid responses from reported eligible leavers in 384 of these LEAs (77%). No valid responses were received from the reported eligible leavers in 117 of these LEAs (23%). Of these 117 LEAs, 96% reported five or fewer eligible leavers (447 eligible leavers who did not provide a valid response to the survey were from these LEAs). The OSE/EIS faced a number of challenges in collecting baseline data in FFY 2006 (please see "Discussion of Baseline Data section below).

A pilot phase was conducted from April to June in seven Intermediate School Districts (ISDs) to test the data collection protocol. During the pilot phase, a cover letter and survey were sent through the mail to 4,424 leavers at their last known SRSD address, along with a reminder postcard sent two weeks later. This method generated a response rate of 6 percent. Staff from the volunteer ISDs was then asked to make follow-up telephone calls to the last known telephone number

collected and provided by the staff of the pilot ISDs. This method yielded a response rate of 38 percent. Overall, the combined mail and telephone methods resulted in a response rate during the pilot data collection of 25 percent.

Based on the results of the pilot phase, the OSE/EIS modified the baseline data collection protocol to more effectively survey students by telephone. The last known address from the 2005-2006 SRSD exit data were telematched by a professional phone bank to provide the most recently available telephone number. This process was able to match 59 percent of leavers from the 2005-2006 school year (FFY 2006). Telematch rates typically vary from 40–60 percent. The data collection protocol used for the baseline data collection in September was as follows:

- A letter of introduction was sent from the OSE/EIS on September 4, describing the survey, highlighting the importance of the information it provides, and alerting leavers that they would be receiving a survey in the mail and might be contacted by phone.
- Mail surveys were sent to every eligible leaver on September 5, including a cover letter that described the survey and the importance of the information it provides and thanking leavers for their help.
- Telephone data collection began Friday, September 7, and continued through Sunday, September 16, for leavers who had a telematched phone number.

This process produced 199 duplicate records. Preference was given first to the most complete response, and then to the telephone data because it enabled the surveyor to verify the responses and choices of the respondents. After removing duplicate responses, a total of 2,038 responses were included for FFY 2006 baseline data collection, with an overall response rate of 25 percent.

Using the OSEP-approved NPSO response rate calculator, the eligible universe of leavers and the actual respondents were recoded into the following categories to check for the representativeness of the results for the following categories: specific learning disability, emotional disturbance, mental retardation, all other disabilities, female, minority (primary race is not white/non-Hispanic), limited English proficient, and dropouts. Michigan's results were deemed representative (within +/- 3 percent) by the NPSO response rate calculator in five of these eight categories. The three categories where the results were not representative were:

- All other disabilities: over-represented (+5 percent)
- Minority: under-represented (-9 percent)
- Dropouts: under-represented (-11 percent)

Baseline Data for FFY 2006 (2006–2007):

Nearly seventy-eight percent (77.8%) of leavers in 2005–2006 indicated that they had been competitively employed, enrolled in some type of postsecondary school or training, or both within the past year.

More specifically, of the 2,038 responses:

- 19.0 percent (387) were *only* competitively employed
- 29.1 percent (593) were *only* enrolled in some type of postsecondary school or training
- 29.7 percent (606) had been *both* competitively employed and enrolled in some type of postsecondary program
- 22.2 percent (452) had not been competitively employed or enrolled in some type of postsecondary program

Discussion of Baseline Data:

The OSE/EIS faced a number of challenges in collecting baseline data in FFY 2006, including limitations with the OSEP-approved NPSO *Stage 1: Recommended Essential Questions to Address Indicator #14,* inaccuracies in local reporting of exit data to MDE through the SRSD, over- and under-representation in some leaver categories, low response rates through the mail, and no responses with either mode of data collection (mail or phone) in 117 LEAs.

For FFY 2006 baseline data collection the OSE/EIS, in collaboration with its consultants reformatted the NPSO *Stage 1: Recommended Essential Questions to Address Indicator #14* into a more appropriate format. The instrument's language was retained verbatim, however. This was done because the OSE/EIS determined that the approved formatting would cause confusion amongst students and families receiving the survey and contribute significantly to either inaccurate completion or failure to complete the survey.

The OSE/EIS also encountered problems with the categories of employment used on the approved instrument, particularly the choice defined as "integrated, competitive employment setting." The primary concern raised by the OSE/EIS and its consultants centered around the readability and the need for clarification of this category in particular. This concern manifested itself as an unusually high number of responses in the "other" category: 15 percent of respondents reported "other" for their current employment and 19 percent reported "other" for employment within the past year. When analyzed, the majority of these "other" responses were recoded as "integrated competitive employment setting," demonstrating that respondents did not understand the wording of this question. After recoding, just 2 percent of both current employment and employment within the past year included valid "other" responses. The OSE/EIS has had preliminary discussions with the NPSO about rewording this question for future data collection.

Due to a coding error at the LEA level, the largest LEA in the state (and the only one with more than 50,000 students) reported 901 of 908 "leavers" as "continuing" in education. This resulted in only seven of 908 potentially eligible leavers accurately identified as "exited" in the SRSD. When the universe of exiting students (8,173) was filtered for valid exit codes, these 901 students had been excluded. As a result, only two valid responses were received from the largest LEA. This error was not discovered until late October 2007 during the analysis of the final data. The OSE/EIS determined correcting this error and obtaining the necessary valid exit data would have required a significant departure from protocol and that there was not sufficient time to engage in this process. Despite this error, the MDE believes that it has a data collection protocol that is appropriate and will improve based on lessons learned during baseline data collection and proactive strategies the state implemented during the 2006-2007 school year.

Early in the post-school outcomes process, Michigan engaged advice from the NPSO, other states and its own consultants on how to maximize the validity and minimize the bias of its data on this indicator. In addition to yielding the pilot and eventual protocol that produced Michigan's baseline results, statewide the OSE/EIS implemented a statewide "exit interview" in the 2005-2006 school year. This process is designed to accompany the provision of each eligible student's summary of performance (as required under IDEA 04). During this process, the student (and/or family) is made aware of the post-school outcomes survey and multiple means of contacting the student are gathered (e-mail, cell phone, alternative addresses, etc.). This data are then entered electronically on a secure website by ISD staff and will be used for targeted follow-up in LEAs and ISDs with low response rates during the next data collection cycle (FFY 2007) and beyond. The OSE/EIS believes this process will enable the SEA to collect increasingly more valid and unbiased data during future data collection cycles.

Additionally, the following adjustments to data collection protocol are being considered for 2008:

- Protocols will be in place to look for errors in the SRSD exit data prior to beginning data collection in FFY 2007.
- Data collection will begin in April to allow adequate time for ISD follow-up among non-responders.
- An emphasis will be placed on telephone data collection when possible.
- Alternate mailing addresses will be used for the mail survey if the primary address is invalid or returns no response.
- An on-line version of the survey will be provided and e-mail invitations will be sent out for students with e-mail contacts in their exit interview data.
- ISD staff statewide will be engaged for targeted follow-up using exit interview data in LEAs where telephone and mail response is low, especially in NPSO leaver categories where FFY 2006 baseline results were not representative (all other disabilities, minority, and dropouts); this will be especially important for using cell phone numbers because federal law

prohibits contacting cell phones using automated dialing devices employed by telephone banks.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	70% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2008 (2008-2009)	73% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2009 (2009-2010)	76% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2010 (2010-2011)	79% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

The targets identified were developed with input from Michigan's Special Education Advisory Committee (SEAC). Students who reported working within one year of exit may have found it hard in the current economic climate in Michigan to obtain jobs which may lead to fulfilling their post-school goals and need for self sufficiency. As available positions have significantly decreased, students may not achieve employment objectives. With the high unemployment rate and local employers raising entry level employment criteria (many employers who have not in the past required a high school diploma for employment are now doing so) it is anticipated that students exiting school experience, and will continue to experience, a challenging employment environment.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2005	1. Finalize development of post-school survey questions.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team
2006	2. Develop and test a sampling methodology/spring 2006.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs

Timelines	Activities	Resources
2006	3. Train and test cadre of field staff to proctor survey.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2006	4. Refine current web based reporting system to accommodate post-school outcomes survey.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2007-2008	5. Implement, evaluate and revise comprehensive training and technical assistance plan for *Moving to Quality* to address the following needs in the field: a) Outcomes evaluation b) Post-schools visions *Revision 2/1/2008:* Design and implement a district-level model for building capacity in training, practices and methodologies for improving statewide performance on State Performance Plan (SPP) Indicator 13 to realize postsecondary outcomes as measured by SPP Indicator 14. *Justification*: The MDE OSE/EIS has identified a need to develop and deliver a research supported package of performance improvement strategies designed to improve results for students and facilitate statewide consistency in implementation of both compliant and quality practices.	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees, ISDs & LEAs, the MDE
2007-2008	6. Develop and implement a plan to address findings from post-school Outcomes Survey results.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team Grantees, ISDs & LEAs
2008-2011	7. Evaluate plan, report progress in the APR, and implement improvement and/or continuous improvement strategies. Analyze data to identify LEAs that require support and target for technical assistance and corrective action as appropriate	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees, ISDs & LEAs

Timelines	Activities	Resources
2007-2011	8. *New:* Develop and implement a more integrated set of activities across Indicators. *Justification:* Working with the National Center for Special Education Accountability Monitoring (NCSEAM) General Supervision Framework, the MDE will explore a variety of ways of examining data to better identify and determine patterns and trends. Cross indicator patterns will be used to make connections and plan for improvement.	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees, ISDs & LEAs

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan provided a plan that describes how data will be collected.	Michigan provided a plan that describes how data will be collected. The State must provide baseline data, targets, and improvement activities with the FFY 2006 APR, due February 1, 2008. OSEP's March 14, 2006 SPP response letter required that Michigan provide a revised sampling methodology with the State's FFY 2005 APR. Michigan submitted a revised sampling plan on September 22, 2006 and OSEP approved that plan.	Response to Identified Concerns: • Provided baseline data, targets, and improvement activities with the FFY 2006 APR

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. For this Indicator, the team reviewed monitoring data, state complaints, and due process hearings from the 2005-2006 school year.
3. Monitoring data was gathered through the Michigan Department of Education, Office of Special Education and Early Intervention Services' (OSE/EIS) Continuous Improvement and Monitoring System (CIMS) which was fully implemented for the first year during this school year. The design for CIMS was completed in consultation with the National Center for Special Education Accountability Monitoring (NCSEAM). This system includes a service provider self-review (SPSR) of 12 priority areas, verification review (VR) of the SPSR, and Focused Monitoring (FM) of districts whose data shows that their performance is of the greatest concern in the State.
4. Each State complaint was reviewed for violations and a determination was made as to which SPP Indicator(s) the violations corresponded.
5. All due process hearing decisions were reviewed to determine whether the decision was in the parent's favor and to which Indicator(s) the hearing related.
6. As a result of OSEP's November 2007 verification visit, the CIMS has been revised for the 2007-2008 school year to require correction of noncompliance as soon as possible, but no longer than one year. See revised activities at the end of this Indicator report.
7. As we begin to disaggregate LEA level transition, disproportionate representation, and child find data, data reviews will become another mechanism used to discover and correct findings of noncompliance.

Monitoring Priority: General Supervision (Compliance Indicator)

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.	100%	100%	90.18**%**	**Target not met**

INDICATOR B-15 WORKSHEET

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	267	20	12
2. Percent of youth with IEPs dropping out of high school.				
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Dispute Resolution	0	0	0
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Other: Specify	0	0	0

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	261	7	5
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution	2	2	2
	Other: Specify	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	10	10	10
	Other: Specify	0	0	0
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	11	8	4
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution	49	49	49
	Other: Specify	0	0	0

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	264	7	7
	Dispute Resolution	21	21	21
	Other: Specify	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	258	0	0
	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	258	10	8
	Dispute Resolution	28	28	28
	Other: Specify	0	0	0

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	1	1	1
	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
The worksheet automatically sums Column a and b			163	147

Percent of noncompliance corrected within one year of identification =	90.18%

Sources: Due Process Complaint Database, State Complaint Database, and Monitoring Data from the CIMS, and required data from other SPP Indicators as referenced on the B-15 worksheet.

April 14, 2008 Update: Based on the work reported in Indicator #15, on April 7, 2008, the OSEP directed the State to document program-specific follow-up activities related to uncorrected noncompliance within each affected indicator. The table with that information follows.

- The OSE/EIS' previous business rules permitted a 2 year improvement period for SPSR findings of noncompliance. Based on OSEP November 2007 verification visit guidance, districts were redirected to complete corrective action by April 1, 2008 and report completion in their June 15, 2008 close-out progress report. Some districts had corrected all instances of noncompliance prior to the one year deadline.

- For all instances of noncompliance discovered during focused monitoring activities, the OSE/EIS reported as a finding any instance of noncompliance that was not verified as corrected until after the one year time limit. Based on the OSEP's recent guidance, any correction that was verified to have occurred within the one year time limit and prior to the official OSE/EIS follow up visit has been removed.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
1.	13	1.	The district did not develop transition plans for students in compliance with the Individuals with Disabilities Education Act 2004 (IDEA).	Discovered through Focused Monitoring (FM) District Status: Increased monitoring and technical assistance (TA) for 3 months to achieve IEPs containing 100% compliant transition plans.
2.	13	2.	Non-compliant transition plans found in IEP reviews.	Discovered through Service Provider Self Review (SPSR) District Status: File reviews in April 2008 indicated 100% compliance with IDEA Transition requirements. CORRECTED; Verified by Monitoring staff
3.	13	3.	1. Transition data not included in PLAAFP statement. 2. Transition activities are not monitored.	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.
4.	13	4.	Noncompliant transition plans in IEPs.	Discovered through SPSR District Status: Improvement Plan completed March 2008. CORRECTED: Verified by ISD Monitor
5.	13	5.	Transition data not included in PLAAFP statement.	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15,

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
				2008.
6.	13	6.	Transition activities are not monitored.	Discovered through SPSR District Status: Improvement Plan completed in January 2008. CORRECTED: Verified by ISD Monitor
7.	13	7.	Transition Plans not based on a transition assessment.	Discovered through SPSR District Status: Improvement Plan completed February 2008. CORRECTED: Verified by ISD Monitor
8.	13	8.	Transition plans not included in IEPs.	Discovered through SPSR District Status: Improvement Plan completed in January 2008. CORRECTED: Verified by ISD Monitor
9.	3	9.	Inappropriate determination of participation in alternate assessments.	Discovered through Service Provider Self Review (SPSR) District Status: Improvement Plan completed in January 2008. CORRECTED: Verified by ISD Monitor
10.	3	10.	Inappropriate determination of participation in alternate assessments.	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance. Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.
11.	5	1.	Accommodations and modifications were not	Discovered through Focused Monitoring (FM)

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			specifically addressed in Individualized Education Program (IEP) team reports or used in general education classes in a planned manner.	District Status: Increased monitoring supervision and technical assistance (TA) for 3 months to achieve 100% compliance.
12.	5	11.	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through FM District Status: Increased monitoring supervision and TA for 3 months to achieve 100% compliance.
13.	5	12.	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through FM District Status: Increased monitoring supervision and TA for 3 months to achieve 100% compliance.
14.	5	13.	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through FM District Status: Increased monitoring supervision and TA for 3 months to achieve 100% compliance.
15.	11	2.	Noncompliant Child Find and Evaluation Review processes.	Discovered through Service Provider Self Review (SPSR) District Status: Improvement Plan completed in February 2008. CORRECTED: Verified by ISD Monitor
16.	11	14.	Noncompliant Child Find process	Discovered through SPSR District Status: January 2008 review showed less than 100% compliance.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
				Monitoring was increased through April 2008 to assure full compliance. ISD will report to the MDE by June 15, 2008.

The 2005-2006 school year was the first year of full implementation of CIMS, including:

- A Service Provider Self-Review (SPSR) completed by approximately one-third of the districts in the state. 258 districts completed a self-review in 2005-2006. Instances of noncompliance were found at the student level, which must be corrected within 30 days, and at the district, or systemic level, which resulted in a two year improvement process.
- A Verification Review (VR) in which OSE/EIS monitoring staff reviewed the SPSR completed by the LEA to ensure that the process was followed with fidelity. Three districts within two Intermediate School District (ISDs) were verified during the 2005-2006 school year. All findings of noncompliance found during the VR were corrected within one year.
- A Focused Monitoring (FM) process in which a limited number of LEAs were selected by the OSE/EIS based on an in depth review of the data in the identified high priority areas. The 2005-2006 FM decisions were based on graduation and dropout rates, identification, and least restrictive environment (educational environment). All improvement activities were on a one year cycle. For those LEAs found to have continuing instances of noncompliance after one year, the OSE/EIS is providing more intensive intervention. This includes technical assistance, compliance agreements, and/or financial sanctions depending on the nature of the noncompliance.

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
Quarterly, each year	1. Review data from the complaint database for timeliness, issues and trends within ISDs and LEAs for supervision decisions regarding monitoring, compliance agreements, or verification.	The Complaints/Due Process Hearings/ Mediation section of Program Accountability (PA) met weekly to discuss specific case issues, timelines, and ISDs or LEAs that may need additional oversight. The case log, generated through the data base, was updated and distributed to all complaint investigators bi-weekly. The data collection system continued to require upgrades as additional data points and capabilities were required. All sections of PA, including monitoring,

Timelines	Activities	Discussion
		policy, complaints, due process, and mediation met regularly to review ISDs, LEAs, and issues that may require a multi-faceted effort toward correction of noncompliance. PA instituted monthly conference calls and quarterly meetings with the ISD Planner/Monitors from across the State to ensure a consistent flow of information regarding policy and procedural issues.
May 2006 and annually through 2011	2. Conduct annual analysis and synthesis of data for continuous improvement decision regarding content and process of local compliance and performance assessment through the CIMS SPSR.	PA was in the second year of implementation of a CIMS Advisory Team (CIMSAT). PA met monthly with the team to discuss issues regarding the content, process, and the electronic workbook. This team continuously looked for ways to improve the CIMS process. During the 2005-2006 school year, the CIMS allowed a two (2) year improvement cycle for all Key Performance Indicators (KPI). There was no differentiation made between the results Indicators and the compliance Indicators.
March 2006 and annually through 2011	3. Conduct annual analysis of state performance through the Annual Performance Report and utilize results to determine priority areas for Focused Monitoring for the ensuing year.	The annual review was initiated in May 2007 and the priority areas were determined to be Educational Settings, timely IEPs, timely and valid data, compliance, audit findings, and graduation rates. These priority areas were used for determinations first released in January 2008.
2006-2007	4. Investigate single tier State complaint process and make recommendation regarding adoption.	A single-tier State complaint process was investigated. In addition, a task team was formed which developed procedures for the new process. Those procedures were released for public comment. That comment is now being reviewed and analyzed.
2006-2011 annually	5. Continue full implementation of the Continuous Improvement and Monitoring System (CIMS) at the LEA level.	The CIMS process is in its third year of implementation at the ISD and LEA levels.

Explanation of Progress or Slippage that occurred for FFY 2006:

In reporting the 2005 APR submitted on February 1, 2007, only State complaints and verification results were included. The current report addresses noncompliance of an increasing number of Indicators and includes due process hearing results, and the results of more complex and comprehensive monitoring system, as well as State complaints. The newly implemented monitoring system delved deeper into the district data and found many more instances of noncompliance.

1. State complaints resulted in 105 findings of noncompliance in the following clusters:
   a. Secondary Transition (0)
   b. Achievement (0)
   c. Suspension (9)
   d. Educational Environments (48)
   e. Family Involvement (20)
   f. Disproportionality (0)
   g. Child Find (28)
   h. Preschool Transition (0)

   100% of the findings were corrected within one year.
2. The VR of three (3) districts resulted in six (6) findings in the following Indicator clusters:
   a. Secondary Transition (1)
   b. Achievement (1)
   c. Suspension (0)
   d. Educational Environments (2)
   e. Family Involvement (0)
   f. Disproportionality (0)
   g. Child Find (2)
   h. Preschool Transition (0)

   All were corrected within one year.
3. Five (5) due process hearing orders requiring a district to correct a violation were issued during the 2005-2006 FFY in the following Indicator clusters:
   a. Secondary Transition (0)
   b. Achievement (2)
   c. Suspension (1)
   d. Educational Environments (1)
   e. Family Involvement (1)

f. Disproportionality (0)

g. Child Find (0)

h. Preschool Transition (0)

All districts complied with the order within one year.

4. Michigan's SPSR process previously allowed districts two years to implement improvement activities. It was expected that all LEAs would be compliant within the two years that the CIMS process allowed. Progress reports were required twice per school year. If no progress was seen after one year, the district was expected to revise its plan. Please note, per the OSEP verification visit in November 2007, all corrections of noncompliance must be corrected as soon as possible but no later than one year. The following instances of noncompliance were identified:

   a. Secondary Transition (18): After one year of improvement activities, eleven (11) LEAs have corrected all noncompliance. The remaining seven (7) LEAs have documented improvements, but are not 100% compliant. It is expected that all LEAs will be fully compliant within the two years the CIMS previously allowed.

   b. Achievement (6): After one year of improvement activities, four (4) of those districts had corrected the noncompliance. The remaining two (2) LEAs have documented improvements, but are not at 100% compliance at this time. It is fully expected that all LEAs will be fully compliant within the two (2) years the CIMS process previously allowed.

   c. Suspension (0)

   d. Educational Environments (0)

   e. Family Involvement (6): After one year of improvement activities, all districts have corrected the noncompliance.

   f. Disproportionality (0)

   g. Child Find (8): After one year of improvement activities, six (6) districts have corrected the noncompliance. The remaining two (2) districts have documented improvements, but are not 100% compliant. It is fully expected that all LEAs will be fully compliant within the two years the CIMS process previously allowed.

   h. Preschool Transition (0)

5. The OSE/EIS focus monitored eight districts in 2005-2006. One district had no findings and one district had a finding regarding the identification of students with Specific Learning Disabilities which is not relevant to this APR. There were eight (8) findings of noncompliance in the remaining six (6) districts in the following Indicator clusters:

   a. Secondary Transition (1)

   b. Achievement (0)

   c. Suspension (0)

d. Educational Environments (6)

e. Family Involvement (1)

f. Disproportionality (0)

g. Child Find (0)

h. Preschool Transition (0)

The districts were given up to one year to correct all instances of noncompliance. Even though the follow-up visits did not occur within the one year timeline, the TA staff assigned to the district verified correction prior to the official visit in some districts. Follow-up visits were conducted in the fall of 2007. The results of the follow-up visits are as follows per cluster. In the Secondary Transition cluster, the district had not corrected all instances of noncompliance. In the Educational Environments cluster, two (2) districts were fully compliant, while four (4) districts showed improvement, but continued to have noncompliance. In the Family Involvement cluster, the district was fully compliant. The OSE/EIS has directed districts with continued noncompliance to provide evidence of compliance within three (3) months. In the event that full compliance is not documented at that time, the OSE/EIS will take action to promptly bring the district(s) into immediate compliance. Actions may include increased supervision, compliance agreements, and/or possible financial sanctions. Because of the guidance given during the OSEP verification visit, OSE/EIS has provided clearer direction to the districts and intensified the requirement of correction of noncompliance as soon as possible but no longer than one year.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2007-2008	1. *New:* CIMS will expand data collection and reporting capability resulting in improved oversight of the correction of noncompliance and improvement efforts at the district level.	OSE/EIS is completing the first three year cycle of the CIMS process. The system will be redesigned to correct issues found during the initial implementation. This redesign will result in a data collection system that aligns with the SPP Indicators, therefore eliminating the use of multiple methods to collect data.
2007-2008	2. *New:* The CIMS redesign process will require correction of non- compliance as soon as possible, but no longer than one year.	This will ensure that all districts correct instances of noncompliance within the one year time limit.
2007-2011	3. *Revision of Activity #3:* Conduct an annual analysis of LEA data, and utilize results to determine priority LEAs and make determinations for FM.	2007-2008 is the first year that states were required to make LEA Determinations based on specified data. This process will more accurately identify LEAs in need of

Timelines	New and Revised Activities	Justification
		assistance or intervention.
2007-2009	4. *New:* Implement a single tier State complaint investigation process.	A single tier system will be a more efficient use of the allowable 60 day investigation process. It will allow for one report written jointly by ISD and OSE/EIS staff and eliminate the need for an appeal process.
2007-2011	5. *New:* Disaggregate transition, disproportionate representation, and child find data	Data reviews will become another method of discovering findings of noncompliance.
2008-2011	6. *New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	There is need to coordinate with multiple data sources and TA structures to provide needed supervision and support.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan response
Michigan's FFY 2005 reported data for this indicator are 100%. The State met its FFY 2005 target of 100%.	The State reported on correction of noncompliance "identified through complaints." The State must clarify, in the FFY 2006 APR, due February 1, 2008, that this includes findings of noncompliance made through due process hearings. OSEP looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements in 20 U.S.C. 1232d(b)(3)(E), and 34 CFR §§300.149 and 300.600.	Response to Identified Concerns: • Due process hearings which resulted in a finding against the district are included in FFY 2006 data. Due process hearings that resulted in a finding in favor of the district were not considered to be an instance of noncompliance.
	In its response to Indicator 15 in the FFY 2006 APR, due February 1, 2008, Michigan must disaggregate by APR indicator the status of timely correction of the noncompliance findings identified by Michigan during FFY 2005.	• 100% correction of noncompliance within one year was achieved for Indicators 4 and 12. • All Indicator data are now disaggregated.
	In addition, the State must, in reporting on Indicators 9, 10, 11, 12, and 13, specifically identify and address the noncompliance identified in this table under those indicators. OSEP appreciates Michigan's efforts in achieving compliance.	• As we begin to disaggregate LEA level transition, disproportionate representation, and child find data, data reviews will become another mechanism used to discover and correct findings of noncompliance.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The Michigan Department of Education (MDE) is moving toward a single tier complaint system. A design committee of multiple stakeholders met throughout FFY 2006 and completed a draft for a new single tier system. The draft includes a dispute resolution period during the first ten days.
3. The Michigan Department of Education Office of Special Education and Early Intervention Services (OSE/EIS) increased its use of Compliance Agreements as a technical assistance mechanism with Local Education Agencies (LEAs) designed to assist districts with persistent noncompliance.

Monitoring Priority: Effective General Supervision/Complaints

(Compliance Indicator)

Indicator 16: Complaints-- Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

178 + 58 = 236 divided by 238 = .99 X 100 = 99%

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.	99%	100%	**99%**	**Target not met***
(1) Signed, written complaints total=	229		262	
(1.1) Complaints with reports issued=	204		238	
(a) Reports with findings=	118		103	
(b) Reports within timelines=	125		178	
(c) Reports with extended timelines=	77		58	
(1.2) Complaints withdrawn or dismissed=	10		13	
(1.3) Complaints pending=	15		11	
(a) Complaints pending a due process hearing=	15		3	

Source: Michigan Complaints and Hearings Database

*Exceeds 95%; Maintained same percentage as FFY 2005

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2008	1. Implement the single tier complaint system. Evaluate the effectiveness/impact of the system, and use evaluation results for continuous improvement of the system.	A committee of diverse stakeholders created draft of the single tier complaint system.
2006-2007	2. Establish compliance agreement procedures which will include a dispute resolution option that can be used with districts that demonstrate persistent noncompliance.	Compliance Agreements were implemented with four (4) LEAs • Two (2) remain in effect • Two (2) were successfully completed during FFY 2006.

Explanation of Progress or Slippage that occurred for FFY 2006:

During FFY 2006 there were 262 complaints filed. Two complaints (1%) were not completed within 60 days and did not have an extension for exceptional circumstances.

The first complaint was three (3) days over the 60 day timeline. The investigation report was issued prior to the 60th day, but the data input/closure date was after the 60th day. The second complaint was received late from the Intermediate School District (ISD). Exceptional circumstances existed. The timeline could have been extended at the request of the ISD investigator, but was not. The complaint included an extensive number of documents to review, and the ISD investigator had difficulty contacting school staff during the summer. The complaint was eight (8) days over the timeline.

The Office of Special Education and Early Intervention Services (OSE/EIS) increased use of compliance agreements as part of its technical assistance (TA) and general supervision responsibilities. This intervention resulted in a decrease from 17 to 4 in number of complaints filed and allegations found valid in one of the LEAs with a multi-year compliance agreement in effect. In another LEA with a compliance agreement, there was significant improvement within the LEA regarding availability of service providers and provision of service to students.

Revisions with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2007-2008	1. *New:* Improve database in order to: • Track Part C complaints • Correlate complaint issues with Indicator #15 • Revise the drop-down box to track exceptional circumstances for extensions; specify reasons for extension and dates • Create a tickler system to check on cases approaching deadlines	Changes to data base are required to address Indicator #16 required reporting.
2006-2008	2. *New:* Identify LEAs with complaint issues, and integrate compliance data across due process, monitoring, mediation and complaint data sets.	Improve reporting necessary in Indicator 15 to identify general supervision concerns.
2007-2008	3. *New:* Provide professional development re: exceptional circumstances to enhance detail & consistency of data input by complaint managers.	Improve reporting and documentation of timeline extensions pursuant to exceptional circumstances.
2008-2011	4. Provide TA on continuum of dispute resolution alternatives *Change:* relocated to Indicator #19	This applies to mediated agreements.
2008-2011	5. *New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	This will become part of an integrated system of data driven intervention designed to enhance the impact of discrete indicator activities.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

(This section includes steps resulting from the OSEP Verification Visit November 13-16, 2007)

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 99%. The State did not meet its FFY 2005 target of 100%.	OSEP appreciates the State's efforts and looks forward to data in the FFY 2006 APR, due February 1, 2008, demonstrating compliance with the requirements of 34 CFR §300.152.	Response to Identified Concerns: Although the state did not meet the compliance target, the data and discussion provide evidence that the OSE/EIS has substantially met compliance requirements for this indicator. The OSE/EIS has implemented the following steps to ensure compliance and improvements to this system: • Assign case managers to specific ISDs - able to identify LEAs with issues • Cross-reference/identify LEAs with issues in due process, monitoring, and complaints • Provide on-site visits for districts: TA and related support to specific complaint(s) including compliance agreements.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. FFY 2006 was the first year the Michigan Department of Education (MDE) utilized a single tier due process complaint/hearing system.
   - Pursuant to an Interdepartmental Agreement with the State Office of Administrative Hearings and Rules (SOAHR) hearings are conducted by administrative law judges (ALJs) who are hired and supervised by the SOAHR.
   - The MDE and the SOAHR collaborate for initial and on-going training of ALJs.
   - The MDE has appointed an Acting Due Process Coordinator to serve as a liaison with the SOAHR to ensure adherence to State and Federal special education rules and regulations.
   - The Interdepartmental Agreement is reviewed annually, and more often as needed.

3. As a result of the US Department of Education's (OSEP) verification visit November 12-15, 2007, the MDE submitted a revised Table 7 that was initially submitted on November 1, 2007. During discussions with the OSEP staff regarding Due Process Complaints/Hearing Requests, the OSEP clarified expectations regarding documentation of due process hearing timeline extensions. As a result of that information, the Office of Special Education/Early Intervention Services (OSE/EIS) amended Table 7: Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act of 2004 data for one of six fully adjudicated hearings.

Monitoring Priority: Effective General Supervision / Hearings Adjudicated

(Compliance Indicator)

Indicator 17: Hearings Adjudicated-- Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

0 + 5 = 5, divided by 6 = 83, X 100 = 83%

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.	100% 9 of 9 cases	100%	**83%** 5 of 6 cases	**Target Not Met***

*** Note: There were fewer than ten (10) hearings fully adjudicated.**

Table 1: Analysis of Due Process Hearing data for FFY 2005 and FFY 2006

	2005	**2006**
(3) # Hearing requests[42]	116	77
(3.1) Resolution Sessions	77 (of 116=66%)	64 (of 77=83%)
(3.2) Hearings Fully Adjudicated	9 (of 116= 8% of hearings requested)	6 (of 77=8% of hearings requested)
(3.2.a) Adjudicated within 45 days	3 (of 9=33%)	0 (of 6 = 0%)
(3.2.b) Adjudicated within extended timeline	6 (of 9 = 67%)	5 (of 6 =83%)
(3.2.a) + (3.2.b)	9 (of 9 = 100%)	5 (of 6 = 83%)
(3.3) Resolved without hearing	83 (of 92 = 90%)	52 (of 58** = 90%)
(4) Expedited Hearing Requests	5 (of 116=4%)	15 (of 77=19%)
Pending cases as of June 30, 2006 and 2007 respectively	24 (of 116=21%)	19 (of 77=25%)

Source: Michigan Complaints and Hearings Database

[42] Parents now file a "due process complaint" per IDEA 2004 language, which is synonymous with Hearing Requests as referenced in this SPP Indicator.

**Note: 77 hearing requests minus 19 hearing requests pending = 58 concluded hearing requests; 52 of the 58 concluded hearing requests were resolved without a hearing = 90%

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Refine case and docket management data systems to forewarn hearing officers of timeline extension deadlines.	This activity has been completed. The data system accommodates this activity.
2006-2007	2. Develop common expectations for diligent and prompt attention to completion of due process hearing activities among hearing officers, hearing participants and stakeholders.	The OSE/EIS completed this through: • Michigan Association of Administrators of Special Education (MAASE) and the Special Education Advisory Committee (SEAC) updates and dialogue • Documents to stakeholders through Listservs; • Intermediate School District (ISD) directors' & compliance monitors' monthly phone conferences; • Due Process Coordinator individual communication with stakeholders.
2006-2007	3. Monitor and evaluate timeline compliance for each hearing officer as part of his/her performance assessment through the SOAHR management.	The Due Process coordinator completed this through formal and informal communication with SOAHR administrators as concerns arose.
2006-2007	4. Refine case and docket management data systems to collect and report expedited hearings resulting in a change of placement.	The data system was refined to collect and report expedited hearings. This did not include change of placement information.
2006-2007	5. Refine case and docket management data systems to collect and report expedited hearings resulting in a change of placement.	The service provider was not available to complete this activity.

Timelines	Activities	Discussion
The following activities were relocated from Indicator #18, because they apply to adjudicated hearings.		
2006-2007	6. Revise due process complaint procedures as needed to reflect new single tier due process complaint system and 2004 IDEA Regulations.	A draft was developed and is being finalized.
2006-2007	7. Revise Michigan Administrative Rules for Special Education as needed, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	This activity has been completed.
2006-2007	8. Establish an Interagency Agreement between the SOAHR and the OSE/EIS. Revise the roles and responsibilities of the parties as needed.	This activity has been completed.
2006-2007	9. Create a position for an MDE Due Process Complaint Coordinator and support staff. Coordinator responsibilities may include: • liaison with the SOAHR Due Process Complaint Coordinator and Supervisor, • additional case management and supervision responsibilities, • assuring collection and accurate reporting of data, • coordination of formal and informal technical assistance.	Completed: An "Acting Coordinator" has been implemented. Note: A state Hiring Freeze has delayed creation of this as a Civil Service position. A request for an exception has been submitted.
2006-2009	10. Disaggregate and assess data annually to identify emerging areas of need.	Data was assessed monthly and shared with the Program Accountability Supervisor and Complaints and Monitoring Coordinators.
2006-2011	11. Provide increased opportunities for stakeholders' participation in policy, rules, and procedures revisions.	This activity has been completed through • The SEAC • Public Comment/Hearings

Explanation of Progress or Slippage that occurred for FFY 2006:

Six complaints were fully adjudicated. In one case the hearing was conducted within the extended timeline, but the written decision was issued beyond the extended timeline. The parties verbally agreed to the extension, but it was not documented appropriately in the case file.

The MDE brought this issue to the attention of the SOAHR administrators. The SOAHR acknowledged the concern, and made changes regarding supervision of ALJs.

Activities #4 and 5 will be completed during the 2007-2008 school year.

Revised Targets and Activities and Justification:

Timelines	New and Revised Activities	Justification
2006-2007 Changed to 2006-2011	1. Original #2: Develop common expectations for diligent and prompt attention to completion of due process hearing activities among hearing officers, hearing participants and stakeholders. *Change:* Timeline	This activity needs to be continued due to changing individuals within stakeholder groups.
2007-2011	2. Provide ongoing selection, training and evaluation of ALJs to assure continuing compliance with timeline requirements through efforts of SOAHR staff through the collaboration between the MDE and the SOAHR. *Change: adjusted language*	This language provides clarification of responsibility.
2006-2007 Changed to 2006-2008	3. Original #6: Revise due process complaint procedures, as needed to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:* -relocated from Indicator #18 - Timeline	This applies to adjudicated hearings A draft is in progress, but additional time is needed.
2006-2007 Changed to 2006-2009	4. Disseminate a due process complaint procedures document to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:* -relocated from Indicator #18 -Timeline	This applies to adjudicated hearings. Further time is needed. It cannot be completed until procedures/document have been completed.

Timelines	New and Revised Activities	Justification
2006-2007 Changed to 2007- 2009	5. Revise and disseminate a Michigan Special Education due process FAQ[43] document. *Change:* -relocated from Indicator #18 - Timeline	This applies to adjudicated hearings. This cannot be completed until procedures have been completed (see above).
2007-2011	6. Revise roles and responsibilities of MDE Due Process Complaint Coordinator as needed. *Change:* relocated from Indicator #18	This applies to adjudicated hearings.
2006-2007 Changed to 2008 - 2009	7. Create a due process complaint procedures document to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:*- copied from Indicator #18	This applies to adjudicated hearings. It cannot be completed until due process complaint procedures are developed. It requires a public comment period.
2007-2008	8. *New:* Require ALJs to use the ALJ Case Summary Report Form.	Improve the reporting of required information re: the hearing process to assure that required information is collected and reported by the data system.
2007-2009	9. *New:* Improve the database to track Part C hearings.	Changes to the database are required to address Indicator 17 and 15 reporting requirements
2008-2011	10. *New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	This will become part of an integrated system of data driven intervention designed to enhance the impact of discrete indicator activities.

[43] Frequently Asked Questions

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

(This section includes steps resulting from the OSEP Verification Visit 11/13-16/07)

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 100%. Michigan met its FFY 2005 target of 100%.	Michigan revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions. OSEP appreciates Michigan's efforts in achieving compliance and looks forward to data in the FFY 2006 APR, due February 1, 2008, that continue to demonstrate compliance with the requirements of 34 CFR §300.515(a).	Response to Identified Concerns: None required

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. Bridging from Indicator #17 Hearings Adjudicated, there was a total of 77 hearing requests during FFY 2006 with 64 going to resolution sessions.
3. Revisions were made to the database to collect and report resolution sessions.

Monitoring Priority: Effective General Supervision / Hearing Requests Resolved by Resolution Sessions (Results Indicator)

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	36%	36%	**45% ***	**Target Met**
(3) Number of hearing requests	116		77	
(3.1) Number of resolution sessions	77		64	
(3.1(a)) Number of resolution session settlement agreements	28		29	
(*Using the required measurement: 29 divided by 64 = 45 X 100 = 45%)				

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2007	1. Refine the case and docket management system to accommodate the additional data fields needed to track resolution session data.	This activity has been completed.

Timelines	Activities	Discussion
2006-2009	2. Provide Technical Assistance (TA) regarding "Resolution Sessions" and "Resolution Session Settlement Agreements."	TA was completed through: • Michigan Association of Administrators of Special Education • The Special Education Advisory Committee • Listserv Memos to stakeholders • Intermediate School District (ISD) Directors' monthly phone conference • ISD Compliance/Monitors' monthly phone conference • Stakeholders' conferences and workshops

Explanation of Progress or Slippage that occurred for FFY 2006:

There was no slippage. The Michigan Department of Education (MDE) had an increase in the number of Resolution Sessions and the percentage of Resolution Session Settlement Agreements from FFY 2005.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2006-2009	1. Disaggregate and assess data annually to identify emerging areas of need. *Change:* relocated to Indicator #17 Hearings Adjudicated	This activity applies to adjudicated hearings.
2006-2007	2. Revise due process complaint procedures as needed to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:* relocated to Indicator #17	This activity applies to adjudicated hearings.
2006-2007	3. Establish an Interagency Agreement between the State Office of Administrative Hearings and Rules (SOAHR) and the Office of Special Education and Early Intervention Services (OSE/EIS). Revise the roles and responsibilities of the parties as needed.	This activity applies to adjudicated hearings.

Timelines	New and Revised Activities	Justification
	Change: relocated to Indicator #17	
2006-2007	4. Revise Michigan Administrative Rules for Special Education as needed, to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:* relocated to Indicator #17	This activity applies to adjudicated hearings.
2006-2007	5. Create a position for an MDE Due Process Complaint Coordinator and support staff. Coordinator responsibilities may include: - liaison with the SOAHR Due Process Complaint Coordinator and Supervisor, - additional case management and supervision responsibilities, - assuring collection and accurate reporting of data, - coordination of formal and informal technical assistance. *Change:* relocated to Indicator #17	This activity applies to adjudicated hearings.
2006-2007	6. Disseminate a due process complaint procedures document, to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:* relocated to Indicator #17	This activity applies to adjudicated hearings.
2006-2007	7. Create a due process complaint procedures document, to reflect new single tier due process complaint system and 2004 IDEA Regulations. *Change:* relocated to Indicator #17	This activity applies to adjudicated hearings. This cannot be completed until due process complaint procedures are developed. It also requires a public comment period.
2006-2007	8. Revise and disseminate a Michigan Special Education due process FAQ[44] document.	This activity applies to adjudicated hearings

[44] Frequently Asked Questions

Timelines	New and Revised Activities	Justification
	Change: relocated to Indicator #17	This cannot be completed until procedures have been completed (see above)
2006-2011	9. Provide increased opportunities for stakeholders' participation in policy, rules, and procedures revisions. Change: relocated to Indicator #17	This activity applies to adjudicated hearings.
2007-2011	10. Revise roles and responsibilities of MDE Due Process Complaint Coordinator as needed. Change: relocated to Indicator #17	This activity applies to adjudicated hearings.
2007-2008	11. *New:* Require ALJs to use the ALJ Case Summary Report Form.	Improve the reporting of required information re: the hearing process to assure that required information, including resolution sessions and settlement agreements, is collected and reported by the data system.
2008-2011	12. Provide TA on continuum of dispute resolution alternatives. Change: relocated to Indicator #19 Mediated Agreements	This activity will be completed through the indicator regarding Mediated Agreements.
2008-2011	13. *New:* Develop and implement a more integrated set of activities across • The general supervision SPP indicators • The Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM General Supervision Framework	This activity will become part of an integrated system of data driven intervention designed to enhance the impact of discrete indicator activities.
2009-2011	14. Continue to monitor and evaluate the implementation of (resolution session) activities to date. Revise in accordance with performance data. *Change:* Combine 2009-2010 and 2010-2011	This activity will be completed both years, thus the timeline was adjusted.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported baseline data for this indicator are 36%.	Michigan provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator.	Response to Identified Concerns: • None required

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. For this indicator, the grantee drew from its compliance database and mediation evaluations, data from which are available on request. The activities continue to focus on the necessary elements to increase the use of mediation throughout the state in order to help parents and educators avoid or resolve conflict relative to special education programs/services.

Monitoring Priority: Effective General Supervision / Mediation Agreements
(Results Indicator)

Indicator 19: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
Percent of mediations held that resulted in mediation agreements.	88%	75%	**80%**	**Target Met**
2.1(a)(i). Mediations related to due process that resulted in complete agreement:	2		2	
2.1(b)(i). Mediations not related to due process that resulted in complete agreement:	48		46	
2.1. Total number of mediations held:	57		60	

Source: Michigan Complaints and Hearings Database

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2006-2011	1. Build capacity of parents and educators to maximize the use of mediation	The Michigan Special Education Mediation Program (MSEMP): • conducted presentations and workshops throughout Michigan to introduce parents and educators to the program and to specific conflict

Timelines	Activities	Discussion
	through skill-building workshops.	resolution skills. • worked with the Michigan Alliance for Families and Citizens Alliance to Uphold Special Education (CAUSE), which is Michigan's Parent Training and Information Center, to develop workshops that address parent needs. • One MSEMP service center conducted a series of joint parent-educator workshops that were well received and could provide a template for future activities.
2006-2011	2. Research and introduce new collaborative problem-solving techniques for use in mediation.	The MSEMP: • incorporated training in Individualized Education Program (IEP) facilitation into its required training program for mediators. • developed a survey to learn from mediators about successful practices already in use that can be shared with the entire mediator roster. • researched decision-making aids that can assist parties in organizing discussions and identifying decision points during the IEP facilitation and mediation processes.
2006-2011	3. Improve mediator trainings held to emphasize techniques for reaching agreements.	The MSEMP: • reviewed ways in which role-play and other interactive exercises can augment current mediator knowledge of mediation and IEP facilitation. • strengthened its mediator training by launching a module in cultural diversity. The module is designed to sensitize mediators to cultural differences and thereby improve communication with parties. • added a module on nonverbal communication. • continued to use trainers who reflect a range of perspectives on special education issues in a format that provides ample opportunity for trainee interaction and feedback. • established a listserv by which mediators can exchange professional information, advice and best practices.
2006-2011	4. Identify and target areas of the state in particular need of assistance.	The MSEMP: • obtained state complaint data from the Office of Special Education and Early Intervention Services (OSE/EIS) to identify school districts in which complaints have been filed.

Timelines	Activities	Discussion
		• has been asked by one large school district concerned about complaint levels to develop a professional development curriculum in conflict resolution and to facilitate a number of Individualized Education Program Team (IEPT) meetings.
2006-2011	5. Use the new compliance database to increase opportunities for use of mediation and track progress in mediation.	The MSEMP continues to refine data fields in the OSE/EIS mediation database to better track mediation and IEP facilitation success rates and also the timeliness and efficiency of program services.
2006-2011	6. Increase coordination with the OSE/EIS complaint and hearing staff.	The MSEMP: • served on an OSE/EIS committee to revise Michigan's state complaint procedures to emphasize the availability of collaborative dispute resolution opportunities before and after a complaint is filed. • Served as a resource at conferences for program information important to the OSE/EIS and its constituents.

Explanation of Progress or Slippage that occurred for FFY 2006:

There were 86 requests for MSEMP mediation in FFY 2006 and 88 in FFY 2005. The number of mediations conducted increased from 57 to 60. Of the requests in FFY 2006 mediation requests, 26 did not reach the mediation stage for a variety of reasons. In 13 of those cases, the initiator withdrew the request after the intake process. In four cases, the parties resolved their issues before mediation. In the remaining cases the respondent refused to mediate, a party was unable to be contacted, contact with a party was lost, or the matter was referred to other forms of dispute resolution.

While the MSEMP exceeded its targets for the past two years, the program's mediation agreement rate declined from FFY 2005 to FFY 2006. There are several possible reasons for this decline:

1. Because mediation is voluntary, agreement rates will fluctuate from year to year.
2. Anecdotal evidence from mediators, schools and parent advocates suggest that cases referred to mediation are growing more complex and are often referred too late for mediation to be effective.

3. Mediator training sessions may be scheduled too far apart to help mediators maintain their skill levels.

It is important to note that the overall awareness of mediation is increasing, and new activities have been added, or steps included in existing activities, to address the need to intervene early and increase the skills of persons involved in IEP facilitation and mediation.

Revisions, with Justification, to Proposed Targets/Improvement Activities Timelines/Resources for FFY 2006

Timelines	New and Revised Activities	Justification
2006-2007	1. *New:* Launch a newsletter to highlight MSEMP services and proposed policies at the Michigan Department of Education	The newsletter was designed to increase use of early dispute resolution through increased awareness.
2006-2011	2. *New:* Increase the use of IEP facilitation.	IEP facilitation can avoid disputes or resolve disputes as they arise, which can contribute to a reduction in complaints and the need for mediation.
2007-2011	*3. New:* Implement statewide proposed OSE/EIS dispute resolution policy (when approved) encouraging early collaborative dispute resolution before and after the filing of a state complaint.	The policy will foster a "collaboration first" climate among parents and educators which could result in more disputes avoided or resolved before the filing of a complaint. Reaching this goal will require a strong rollout for the policy and sustained outreach afterward to maintain the policy's visibility, and will require confidence among parents and educators in using collaborative techniques. Increased awareness of the MSEMP in knowledgeable about how to access services remains the key to its use, particularly among parents.
2008-2011	4. Provide technical assistance (TA) on continuum of dispute resolution alternatives. Change: relocated from Indicator #18	This activity applies to mediated agreements vs. resolution sessions. It is part of an outreach effort for the OSE/EIS to provide various services and trainings that can be helpful to parents and school personnel as participants in meditation, resolution sessions, and facilitated IEP meetings.

Timelines	New and Revised Activities	Justification
2007-2011	5. *New:* Develop and implement a more integrated set of General Supervision activities across • The general supervision SPP indicators • Michigan's Integrated Improvement Initiatives (MI 3) • Michigan's emerging work with the NCSEAM[45] General Supervision Framework	This will become part of an integrated system of data driven intervention designed to enhance the impact of other indicator activities. Indicator 19 has an impact on the following additional indicators: • Ind. 15; Dispute resolution, including mediation, is considered a function of General Supervision. • Ind. 16-18; Mediation can affect the frequency with which complaints and resolution sessions are used. It can prevent the filing of complaints, lead to the withdrawal of complaints already filed, or reduce the number of issues to be heard or investigated. • Ind. 18; Mediation is also a statutory alternative to Resolution Sessions. • Ind. 8 Mediation necessarily involves parents. MSEMP training in conflict resolution skills helps parents understand the mediation process and improve their ability to contribute information and solutions during mediation sessions.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
Michigan's FFY 2005 reported data for this indicator are 88%. Michigan met its FFY 2005 target of 74%.	Michigan revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions. The State met its target and OSEP appreciates the State's efforts to improve performance.	Response to Identified Concerns: • None required

[45] National Center for Special Education Accountability Monitoring

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

1. See General Overview pages 1-6.
2. The Office of Special Education and Early Intervention Services (OSE/EIS) Data Team (team) is comprised of individuals from the OSE/EIS and its contracted personnel, including Enterprise Computing Solutions (ECS), Interagency Information Systems (IIS), Public Sector Consultants (PSC), and Wayne State University (WSU) Center for Urban Studies. The team reviewed data submitted in the FFY 2006 Annual Performance Report (APR) and section 618 data submitted on November 1, 2007, and February 1, 2008, to determine the extent to which all reported data were timely, complete, and passed edit checks.
3. The team reviewed the responses to data note requests provided to the U.S. Department of Education, Office of Special Education Programs (OSEP).
4. The team reviewed all formulas and instructions provided by the OSEP to assure that they were followed.
5. The team reviewed the planned activities intended to improve data accuracy and timeliness to assess the level to which these activities were developed and implemented.
6. In order to assure that the OSE/EIS is ready to implement emerging changes in data reporting requirements as soon as possible, OSE/EIS representatives routinely participate in OSEP and Regional Resource Center (RRC) technical assistance calls, the Westat/OSEP Data Managers' meeting and listserv, the OSEP Leadership and Accountability Conferences, and the Educational Information Management Advisory Committee (EIMAC).

Monitoring Priority: General Supervision / Timely and Accurate Data

(Compliance Indicator)

Indicator 20: State reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

Measurement: State reported data, including Section 618 data and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Measurable and Rigorous Targets				
Indicator Components	**FFY 2005 Data**	**FFY 2006 Target**	**FFY 2006 Data**	**FFY 2006 Target Status**
State reported data (Section 618, State Performance Plan and Annual Performance Report) are a. Submitted on or before due dates.	100%	100%	**100%**	**Target Met**
b. Accurate	90%	100%	100%	**Target Met**

SPP/APR Data - Indicator 20				
APR Indicator	**Valid and Reliable**	**Correct Calculation**	**Followed Instructions**	**Total**
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	58
APR Score Calculation		**Timely Submission Points** - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		63

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	28
618 Score Calculation			**Grand Total** (Subtotal X 2) =		56

Indicator #20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	56
C. APR Grand Total (A) + 618 Grand Total (B) =	119
Total N/A in APR	0
Total N/A in 618	0
Base	**119**
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.0

Discussion of Improvement Activities Completed

Timelines	Activities	Discussion
2005-2011	1. Continue working with data personnel from Detroit Public Schools and other districts as necessary to improve the accuracy and timeliness of reporting.	The team: • Continued to use a variety of methods to assess and verify data accuracy and timeliness issues with those districts that have had difficulties providing accurate and timely data. • Performed quality checks of submitted data to identify common errors in reporting accurate and complete data. Technical assistance was then provided to LEAs to target these common errors and provide guidance on how to correctly report problematic data elements (i.e. data fields). • Monitored districts that have had problems with reporting accurate data through the Continuous Improvement and Monitoring System (CIMS) project that verifies a host of data elements.
2005-2008	2. Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.	The team provided technical assistance to LEAs in a variety of forms, including • Presentations at administrative organization meetings and professional conferences, • A help desk that responds to questions and/or issues related to correct and complete data reporting, and by • Distributing print materials to LEAs throughout the reporting year. Began collaboration with the CEPI to provide joint technical assistance to special education administrators and data entry personnel to improve data accuracy and completeness when districts report special education data.
2005-2011	3. Enforce submission deadlines.	The Office of Special Education and Early Intervention Services (OSE/EIS) enforced submission deadlines through LEA Determinations and by informing all LEAs in memos and at conferences and organization meetings that school districts that do not meet submission deadlines may be subject to lower Determination scores and subsequent

Timelines	Activities	Discussion
		sanctions.
2005-2007	4. Build a framework to improve data accuracy at the LEA and ISD level.	The team designed and implemented several platforms and mechanisms to help LEAs and intermediate school districts (ISDs) report accurate and complete data, including new charting/graphics software that allow ISDs and LEAs to view their data in multiple visual forms, allowing a preview period for submitted data before it was frozen, and by modifying a website in order to meet LEA public reporting responsibilities.
2005-2009	5. Use new Active and Exited student tracking reports to target local districts that need improvement.	The team designed new reports in the Michigan Compliance Information System (MI-CIS) to identify local districts that need to make improvements in reporting accurate and timely data. For example, one new report provides summary data on ISDs and LEAs that had out-of-date (i.e. more than one year old) individualized education programs (IEPs).
2005-2011	6. Continue to distribute widely, teach about, and use the Data Portraits.	Data Portraits were • A primary mechanism for assessing and improving the quality of data that ISDs and LEAs reported. The OSE/EIS and IIS continued to use them as a teaching tool with ISDs and LEAs by demonstrating how they can be used review data and identify data inaccuracies. • Distributed at conferences and organization meetings so that ISDs and LEAs could more closely examine their data in order to address potential data problems. • Modified to meet LEA public reporting obligations.
2005-2011	7. Continue implementation of internal process that ensures timely reporting.	The OSE/EIS and IIS designed several business rule documents for the 618 data tables. Each document delineates the tasks to be performed, who will perform them, and when they will be completed, in order to produce the 618 data tables and meet federal reporting deadlines.

Explanation of Progress or Slippage that occurred for FFY 2006:

The increase in the rating for timely and accurate data between FFY 2005 and FFY 2006 is due to an increased understanding of the expectations that the OSEP has for this indicator. In determining the level of compliance, the OSEP primarily bases a decision on the extent to which states follow OSEP's instructions and use correct calculations for each indicator. The increase from 90% to 100% is a result of a better understanding of the factors that the OSEP considers when rating states on Indicator 20.

As a result of the OSEP's verification visit from November 12th through November 15th, 2007, the OSE/EIS submitted a revised Table 7:. Table 7 was previously submitted on November 1, 2007. During discussions with the OSEP staff regarding Due Process Complaints/Hearing Requests, the OSEP clarified expectations regarding documentation of due process hearing timeline extensions. As a result of that information, the OSE/EIS amended Table 7 for one of six fully adjudicated hearings, and resubmitted Table 7.

Michigan Part B FFY 2005 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
The State's FFY 2005 reported data for this indicator are 90%. The State did not meet its FFY 2005 target of 100%.	The State must provide data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements in IDEA section 618 and 34 CFR §§76.720 and 300.601(b). SPP/APR • Timely overall • Valid data • Correct calculation • Follow instructions 618 state-reported data • Timely • Complete • Pass edit check • Respond to data note requests	Response to Identified Concerns: • Michigan received clarification about OSEP's definition of "timely and accurate" for the purposes of Indicator 20 vs. MDE internal quality standards. The current APR measure reflects OSEP's standard. • Michigan is using the new OSEP rubric as a guide for this indicator. • The 618 data tables were submitted on time and all data are valid and complete as instructed. Tables 1 and 3 were submitted to the Education Data Exchange Network (EDEN) system, because Michigan obtained EDEN only status for those tables.

Finally, after the OSEP notified the OSE/EIS of inaccuracies and/or inconsistencies found in data on indicators 7, 10, and 20, the OSE/EIS clarified and/or corrected data related issues. Specifically:

- For indicator 7, the OSE/EIS clarified that the sampling plan used to collect data was approved by the OSEP and the results are generalizable to all eligible students.
- For indicator 10, the OSE/EIS amended the business rules for disproportionate representation to reflect single disabilities, re-analyzed all LEA data from the 2005 and 2006 school years using the new business rules; and will notify school districts by April 21, 2009, of their current status with respect to disproportionality and send them a document that outlines how they are to address any related concerns.
- For indicator 20, the OSE/EIS added and/or clarified methodologies used to ensure valid and reliable data for all indicators. As a result, all indicators received a score of "1" for valid and reliable data.

Michigan Acronyms Used in SPP / APR

ALJ	Administrative Law Judge
APR	Annual Performance Report
ARR	Alternate Risk Ratio
AYP	Adequate Yearly Progress
CATI	Computer Assisted Telephone Interviewing
CAUSE	Citizens Alliance to Uphold Special Education
CEN	Center for Educational Networking
CEPI	Center for Educational Performance and Information
CI	Cognitive Impairment
CIMS	Continuous Improvement and Monitoring System
DisCop	Disproportionality Community of Practice
ECE & FS	Early Childhood Education and Family Services
ECO	Early Childhood Outcomes (National)
ECS	Enterprise Computing Solutions
ECSE	Early Childhood Special Education
EETRK	Early Education Tracking System
ELA	English Language Arts
ELL	English Language Learners
ELPA	English Language Proficiency Assessment
EO	*Early On* ®, Michigan's Part C Program
EOT & TA	*Early On* Training and Technical Assistance
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
FTE	Full Time Equivalency
GED	General Educational Development
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individualized Family Service Plan
IIS	Interagency Information Systems
ISD	Intermediate School District
KPI	Key Performance Indicator
LEA	Local Educational Agency (This includes Charter Schools known in Michigan as Public School Academies (PSAs))
LHO	Local Hearing Officer
LICC	Local Interagency Coordinating Council
LIO	Low Incidence Outreach
LRE	Least Restrictive Environment
MAASE	Michigan Association of Administrators of Special Education
MASSP	Michigan Association of Secondary School Principals
MAP	Mandated Activities Projects
MASSP	Michigan Association of Secondary School Principals
MDCH	Michigan Department of Community Health

MDE	Michigan Department of Education, The State Education Agency
MDOC	Michigan Department of Corrections
MEAP	Michigan Educational Assessment Program
MEAS	Michigan Educational Assessment System
MERA	Michigan Education Research Association
MI 3	Michigan Integrated Improvement Initiatives, a State Personnel Development Grant
MiBLSi	Michigan's Integrated Behavior and Learning Support Initiative
MI-CIS	Michigan Compliance Information System
MiMap	Michigan Map (Michigan School Improvement Tool)
MI TOP	Michigan Transition Outcomes Project
MME	Michigan Merit Exam
MSD	Michigan School for the Deaf
MSEMP	Michigan Special Education Mediation Program
MSRP	Michigan School Readiness Program
NSTTAC	National Secondary Technical Assistance Center
NCCRESt	National Center for Culturally Responsive Educational Systems
NCLB	No Child Left Behind
NCRRC	North Central Regional Resource Center
NCSEAM	National Central for Special Education Accountability and Monitoring
NGA	National Governors Association
NPSO	National Post School Outcomes Center
OEAA	Office of Educational Assessment and Accountability
OSE/EIS	Office of Special Education and Early Intervention Services
OSEP	Office of Special Education Programs (U.S. Department of Education)
PA	Program Accountability
PAC	Parent Advisory Committee
Part B	Special Education (under IDEA 2004)
Part C	*Early On* (under IDEA 2004)
PBS	Positive Behavior Support
PD	Personnel Development
PI	Program Improvement
PSA	Public School Academy also known as Charter Schools
RR	Risk Ratio
SBE	State Board of Education
SEAC	Special Education Advisory Committee, Part B State Advisory Panel
SICC	State Interagency Coordinating Council, Part C State Advisory Panel
SIG	State Improvement Grant
SOAHR	State Office of Administrative Hearings and Rules
SPSR	Service Provider Self Review
SRSD	Single Record Student Database
START	STatewide Autism Resources and Training
TA	Technical Assistance
UIC	Unique Identifier Code
USDoE	United States Department of Education

WRR	Weighted Risk Ratio
WSU	Wayne State University

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Appendix A:

Overview of the

Continuous Improvement and

Monitoring System (CIMS)

As Developed and Implemented

In Michigan

Continuous Improvement and Monitoring System

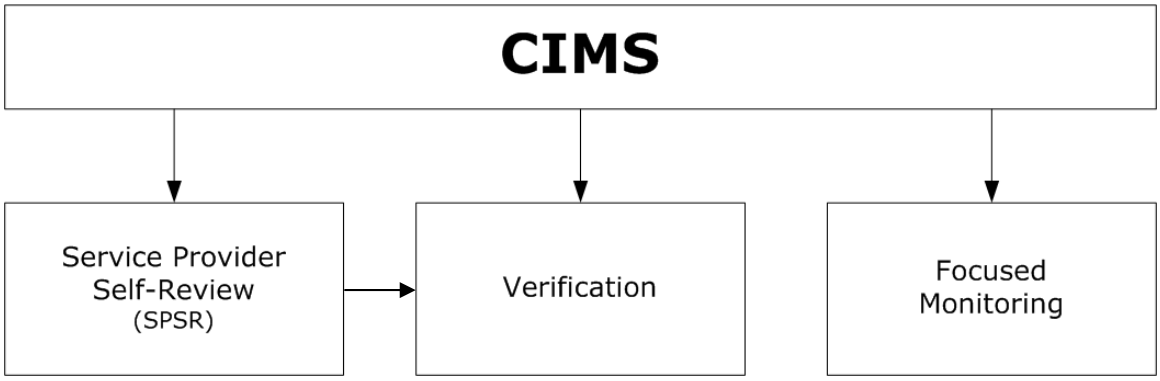
OVERVIEW

The Continuous Improvement and Monitoring System (CIMS) was designed to broaden the state's monitoring emphasis. Now operational statewide, the CIMS is Michigan's model for monitoring both compliance and outcomes for children and students with disabilities and their families. This design effort was facilitated by the work of a stakeholder group established by the Michigan Department of Education (MDE) Office of Special Education and Early Intervention Services (OSE/EIS) in the fall of 2003. The group's members represented intermediate school district (ISD) administrators and monitors, parents, school administrators, the OSE/EIS, Early On staff, and others. The results of that work moved Michigan educators from a cyclical closed-ended monitoring system into one of continuous improvement.

The CIMS is used by LEAs, PSAs, state schools, state agencies, and Part C service areas.

While the previous monitoring system focused primarily on procedural compliance, CIMS now includes compliance monitoring, program effectiveness, and student outcomes. Unlike the previous system, which depended on cyclical MDE monitoring activities, CIMS involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of CIMS is to have districts and agencies better understand the operation and effectiveness of programs for students with disabilities and develop plans for targeted use of resources. This overview discusses all of the CIMS components.

The CIMS process includes the following components: SPSR, verification, and Focused Monitoring.



SERVICE PROVIDER SELF-REVIEW PART B

The purpose of the SPSR is to improve the performance of students with disabilities so that they will have a successful transition to adult life. Each school district in Michigan reviews the effectiveness of its programs and services on a three year cycle with approximately one third of LEAs in each ISD represented each year. An electronic workbook tool that includes data from state and local sources assists the LEAs in their self-review process.

In year one, the LEA reviews and analyzes its data and rates its performance. In year two, the LEAs begin implementation of the improvement plan. At regular intervals, review of measurable progress occurs. Based on progress, the plan is continued, revised, or closed-out.

This team process emphasizes the analysis of key performance indicators (KPIs) for students with disabilities. The LEAs participating in the SPSR must ensure that they are in compliance with the Individuals with Disabilities Act (IDEA) 2004 and the Michigan Administrative Rules for Special Education. Through an improvement plan, issues of noncompliance are corrected as soon as possible but no later than one year. The purpose of the improvement plan is to: 1) focus on achieving systemic change to improve results for students with disabilities, and 2) to achieve compliance.

All individual student level findings of noncompliance must be addressed with a Student Level Corrective Action Plan as soon as possible but no later than thirty calendar days.

VERIFICATION

The purpose of verification review is to assure that the LEAs properly implement the SPSR and that the results are valid. An onsite review of selected LEAs by an OSE/EIS team takes place at the ISD level. The OSE/EIS team reviews the district's SPSR submissions and supporting documentation and verifies that specific performance standards have been met. The team provides a report to the district detailing the verification visit. The team may also examine additional areas of concern to the OSEP and OSE/EIS.

FOCUSED MONITORING

Focused monitoring has been defined by the National Center for Special Education Accountability and Monitoring as "a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance/results to maximize resources, emphasize important variables, and increase the probability of improved results."

Focused monitoring targets a selected set of priorities (identification, LRE, graduation) identified by the OSE/EIS after a review of state performance data. Selected priorities are consistent with those of the OSEP and the State Performance

Plan. Based on these priorities, the OSE/EIS conducts an analysis of data to rank, identify, and select LEAs that will be targeted for Focused Monitoring.

The Focused Monitoring reviews are conducted by an OSE/EIS team and the ISD monitor. While on-site, the OSE/EIS team gathers information through interviews, record reviews, and observations of selected service delivery settings. The team uses collected evidence to evaluate the district's performance in both regulatory and programmatic areas relative to specific priority areas.

After completion of the on-site visit, the LEA receives a Report of Findings from the OSE/EIS. Upon receipt of the report, the LEA must develop an improvement plan to address findings of noncompliance leading to the required evidence of correction. Technical assistance is provided by the OSE/EIS to affected LEAs. All areas of noncompliance must be corrected as soon as possible, but no later than one year.

The OSE/EIS follows-up with each LEA to ensure that all areas of noncompliance have been corrected within a year and a formal notification of close out occurs. If there are still findings of noncompliance, the State will take enforcement actions to bring the LEA into compliance as soon as possible.

Sequence of Events 2006-07

Activity	Person(s) Responsible	Timeline
Rank & select LEAs for data verification	OSE/EIS	
Conduct data verification	OSE/EIS; Supt. or designee	
Select LEAs to receive Focused Monitoring	OSE/EIS	By June 1
Notify selected LEAs	OSE/EIS	By June 1
Release rankings used for selection in Focused Monitoring	OSE/EIS	August
Meet with LEAs to be monitored to discuss FM: • explain what is involved in FM • provide the district with a FM review packet • identify team members • share relevant data • advise district on methods to complete data components with updated information • arrange for development and dissemination of public announcement of Focused Monitoring	OSE/EIS, Superintendent, Special Education Director, and others as appropriate	No later than 90 days prior to on-site visit (August)
Community Announcement of Focused Monitoring Selection	LEA superintendent or designee	30 days prior to on-site visit
Submit information for LEA Data Analysis Process	LEA Lead	60 days prior to on-site visit
Conduct OSE/EIS Pre-Staffing	OSE/EIS, SEA FM Team Leader	45 days prior to on-site visit
Notify community of parent forum(s)	LEA Superintendent or designee	One week prior to on-site visit
Convene orientation meeting of SEA FM team	SEA FM Team	On-site prior to LEA meetings
Conduct on-site activities	SEA FM Team	While on site
Conduct OSE/EIS staffing to review findings	OSE/EIS, FM Team Leader, ISD, TA	1 week after on-site visit
Provide comprehensive Report of Findings	OSE/EIS	30 days after on-site visit
Conduct initial Improvement Team meeting to review results and begin improvement process	SEA FM Team Leader, TA, LEA Improvement Team,	15 days after receipt of report of findings
Complete Improvement Plan; provide to district regarding Improvement Plan	District FM Team & OSE/EIS	30 days after LEA receipt of report
Receive notification of approval of plan	OSE/EIS Monitoring Office	30 days after receipt of improvement plan
Notify public of findings and LEA/SA plans for correction & improvement	Superintendent or Designee	Within 60 days of receipt of report
Implement and report progress on designated timelines	Superintendent or Designee	Per approved Improvement Plan

Activity	Person(s) Responsible	Timeline
Provide feedback on progress report	FM Team Leader	10 days after receipt of progress report
Conduct Evidence of Correction Review	OSE/EIS; LEA Superintendent or designee	12 months after LEA report of findings

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Appendix B:

Michigan's Integrated Improvement Initiatives (MI 3)

MI 3-Michigan's Integrated Improvement Initiatives
"A systems approach to program improvement"
January 2008
Beth A. Steenwyk

The Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE-OSE/EIS) is developing a system to advance effective, research based practices in the field of education to effectively support diverse learners. The OSE/EIS has historically funded numerous statewide initiatives, Mandated Activities Projects (MAPs), through the *Individuals with Disabilities Act* (IDEA) under Part B for students with disabilities ages three through 21. These state initiatives have typically addressed needs identified through new federal and/or state mandates, systemic compliance findings or stakeholder based concerns.

Recent changes to federal education legislation have increased the focus on both student performance and system accountability. These changes, reflected in both *No Child Left Behind* (NCLB) and IDEA, have created a climate of increased focus on scientifically based research to enhance and improve instructional delivery. Aligned with these changes comes an increased focus on fiscal expenditures and cost to value assessments. As a result it becomes increasingly more important that activities funded by IDEA result in increased system efficiencies and effectiveness and improved student performance. The need to coordinate, integrate and evaluate these activities demands a new approach and systematic assessment of cost efficiencies and program effectiveness. Thus the need for Michigan's Integrated Improvement Initiatives, MI 3, was conceptualized.

The OSE/EIS is required under the IDEA to have a system of "General Supervision" in place to insure compliance and effective implementation of statutory requirements. The eight (8) components of a system of General Supervision are:

1. State Performance Plan
2. Policies, Procedures and Practices
3. Data on Processes and Results
4. Targeted Technical Assistance and Personnel Development
5. Effective Dispute Resolution
6. Integrated Monitoring Activities
7. Improvement, Correction, Incentives and Sanctions
8. Fiscal Management

The conceptualization of a systems approach to program improvement aligns well within the structure of "General Supervision" and enhances the ability of the OSE/EIS to respond affirmatively to the requirements of IDEA statute and regulations.

The design of MI 3 is predicated upon effective strategies, supported by research and evidence based practice, effective implementation of those strategies, development of capacity to sustain improved results over time and the efficient use of resources to reach across the entire state. Although MI 3 is still in the initial

stages of design, directors and key staff of identified state initiatives have been meeting and providing input on strategies of how to work together to better serve students with unique and diverse learning needs. These strategies include, but are not limited to, increased cooperation and integration across all projects in the areas of marketing and communication, project/process management, evaluation, fiscal management and effective implementation of evidence based practices. "MI 3 is a systems framework that offers a well organized approach to systems change," said Dr. Jacquelyn Thompson, Director of OSE/EIS; "we are looking for a better way to connect the fix with the need for improved services." Dr. Thompson participated in a key "discovery meeting", held in Lansing in late November, with all MAPs project directors and key staff members. This was the second meeting held to design the future framework for MI 3.

A lynch pin component of the MI 3 design is the research on implementation. Part of the "discovery" work is a collective understanding of the purpose of each state initiative, the evidence based practices or mandates each project supports, how data are collected and used, how projects manage resources and what strategies projects use to market and communicate their services. A key element in any change process is how well and how consistently a practice is implemented. Dr.'s Dean Fixsen and Karen Blasé, co-directors of the National Implementation Research Network (NIRN), based at the University of South Florida, have completed a comprehensive meta-analysis of the research on implementation practices. This research forms the basis of the design of MI 3's mission, to coordinate and integrate the use of evidenced based practices and support effective implementation of these practices across Michigan.

"It is important to recognize that a gap exists between research and practice," says Fixsen, "this gap is called the implementation gap." As co-director and a founding member of NIRN, Fixsen and his colleagues determined that good implementation practices are required in order to achieve good outcomes for consumers. NIRN has compiled documentation of the research done on evidence-based practices across the human services field. A review of this research, *Implementation Research: A Synthesis of the Literature* can be accessed by visiting the following website: http://nirn.fmhi.usf.edu/resources/detail.cfm?resourceID=31

"Michigan is on the cutting edge of developing a new approach to supporting education reform," Fixsen said. "As a systems integration mechanism, MI 3 offers the opportunity for professionals to work together toward a common goal of systems change for the betterment of Michigan's special education community." Fixsen explained that there has been a shift from a "letting it happen" mentality, in which laws and regulations guide education through manuals, to a "helping it happen" mentality, which results in training and skill building. Fixsen said now is the time, however, to shift into a "making it happen" mentality with the active involvement of teams working with communities and researchers to create successful practices and programs.

"In order to create a self-sustaining system that bases changes on student success, a 'feedback loop' also must exist," according to Fixsen. "This highlights the need for

quality evaluation, which seeks to ensure that services being delivered are making a measurable difference in a student's life. Ensuring 'fidelity,' the degree to which a program is actually providing desired results on individual students, plays a large part in the overall success of systems reform."

"Once a better system of implementation is in place, the use of individual programs—known as intervention practices—can be better assessed," Fixsen explained. "Core intervention components dictate that the program must be clearly described, have a practical measure of determining fidelity through evaluation and feedback, and be field tested."

"You have to get policy and practice aligned—practice informing policy" Fixsen said. "It's hard work, but the outcome for the students will be well worth the effort."

The director of Michigan's Integrated Improvement Initiatives is Beth A. Steenwyk, formerly the Deputy Director of OSE/EIS. Beth stepped out of her role as second in command of special education in July 2007 to head up the development of MI 3. While the design of the MI 3 system is informed by the work of the National Implementation Research Network, key staff from Central Michigan University (CMU) will evaluate the impact of MI 3. CMU has graciously offered to host MI 3 by supplying office space and staff time. Dr. Suzanne Shellady, chair of the Department of Counseling and Special Education, will work closely with Beth to design and implement an evaluation system for MI 3.

Members of the MI 3 Initiative include the following initiatives:

1. Citizens Alliance to Uphold Special Education (CAUSE)
2. Center for Educational Networking (CEN)
3. Continuous Improvement & Monitoring System (CIMS)
4. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
5. Michigan Alliance for Families (MAF)
6. Michigan Department of Education-Low Incidence Outreach (MDE-LIO)
7. Michigan Mathematics Program Improvement (MMPI)
8. Michigan's Integrated Technology Supports (MITS)
9. Michigan Special Education Mediation Program (MSEMP)
10. Michigan Transition Outcomes Project (MI-TOP)
11. Project Find Michigan
12. Statewide Autism Resources and Training (START)
13. OSE/EIS Technical Assistance/Professional Development (TA-PD)

For more information please contact:
Beth A. Steenwyk
Director of State Projects
Michigan's Integrated Improvement Initiatives
231-288-4001
beth.a.steenwyk@mac.com

FFY 2006-2007 Annual Performance Report

Appendix C:

Verification of Suspension

And Expulsion Data

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: Local Superintendents

CC: ISD Special Education Directors
ISD Superintendents

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

Margaret M. Ropp, Ph.D., Director
Center for Educational Performance and Information

DATE: October 5, 2007

SUBJECT: Suspension/Expulsion Data for Students with Individualized Education Programs (IEPs)

The Department is verifying components of your Single Record Student Database (SRSD) data submission for the 2006-2007 school year. Our records indicate that for all the students your district reported as having IEPs, none were reported as having been suspended or expelled for more than ten school days over the course of the school year. That is, your district's SRSD submission included either a zero (0) in the suspension/ expulsion fields 47d and 48 or left them blank. We request that you verify these data by completing the attached "Verification of Suspension and Expulsion Data" form. It is imperative that you complete the attached form and submit it by **October 23, 2007**.

Please note that under the Individuals with Disabilities Education Act of 2004 (20 U.S.C. 1418(a)(l)(D)(E)), all districts are required to report data on students with Individualized Education Programs (IEPs) who received suspensions and/or expulsions. As part of this requirement, the State must collect data regarding out-of-school suspensions/expulsions greater than 10 school days over the course of a school year, whether in a single incident or an accumulation. These data are used to calculate which districts have a significant discrepancy in their suspension/expulsion rates for students with IEPs, This is reported in the Annual Performance Report (APR) submitted to the United States Department of Education and will be included in local education agency special education public reporting.

Please fax your completed form to Liz Vorisek at (517) 373-7504, or e-mail it to voriseke@michigan.gov. Thank you for your cooperation in this matter. If you should have any questions, please contact Darren Warner at (517) 241-0786, or Dr. James Nuttall at (517) 335-0454.

Attachment

Updated 5/2/08

State of Michigan
DEPARTMENT OF EDUCATION
Lansing, MI 48909

JENNIFER M GRANHOLM
Governor

MICHAEL P FLANAGAN
Superintendent of
Public Instruction

SUBMIT THIS FORM BY OCTOBER 23, 2007

Please e-mail your completed form to: voriseke@michigan.gov or fax your completed form to: Ms. Liz Vorisek at (517) 373-7504

Special Education Verification of 2006-2007 School Year Suspension and Expulsion Data

1. Did any students with Individualized Education Programs (IEPs) receive one or more suspensions or expulsions that were greater than 10 school days?

   Yes _____

   No _____

2. If your district suspended or expelled students with IEPs as indicated above, how many students with IEPs were suspended or expelled for greater than 10 school days?

(in one incident or an accumulation)*_____

* **This is an unduplicated student count. Please do not count any student more than once.**

I certify that the above information is complete and accurate to the best of my knowledge.

Name:_____ Title:_____

School:_____ ISD:_____

5 Digit School District Code (not building code):_____ Date:_____

Thank you for your cooperation in this matter. If you should have any questions, please contact Mr. Darren Warner at (517) 241-0786, or Dr. James Nuttall at (517) 335-0454. Rev. 10/07

FFY 2006-2007 Annual Performance Report

Appendix D:

Update on Activities Regarding SPP # 7

Updated 5/2/08

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: Intermediate School District Directors of Special Education

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

Lindy Buch, Director
Office of Early Childhood Education and Family Services

DATE: June 16, 2006

SUBJECT: Update on Activities Regarding SPP # 7, Measuring Preschool Outcomes

The purpose of this communication is to provide an update of the current as well as proposed activities for the State Performance Plan (SPP) Indicator #7: *Preschool Outcomes: Percent of preschool children with* Individual Education Plans (IEPs) *who demonstrated improved:*

A. *Positive social-emotional skills (including social relationships);*
B. *Acquisition and use of knowledge and skills (including early language/communication and early literacy); and*
C. *Use of appropriate behaviors to meet their needs.*

You will recall from the April 24, 2006 memorandum, under the reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) each state is required to develop and implement a SPP.

The following activities have taken place:

- We are pleased to announce that the successful applicant for the Preschool Measurement Outcomes Grant is the High/Scope Educational Research Foundation. The Project Director is Marijata Daniel-Echols.

- The results of the Zoomerang Survey are in and will be posted on the Michigan Department of Education (MDE) website soon. Thank you to all the people who took the time to respond to the survey.

The following future activities are in the planning process:

- An advisory committee is in the process of being organized. The intention of this committee will be to have two-way communication between the field and the Office of Early Childhood Education and Family Services and the Office of Special Education and Early Intervention Services. Information about this committee will be shared in an ongoing manner.

- Efforts are currently going into the organization of an Assessment Fair to be held in August at the MAASE Summer Institute. The purpose of the Fair will be to provide an opportunity for special education administrators and appropriate staff to meet with the publishers of the recommended assessment tools (6 to 8). Participants will hear an overview of each tool, engage in question and answer sessions, and make plans for implementation of the tools.

- The decision has been made to organize this important data collection by Intermediate School Districts (ISDs). The State will be divided into 3 Cohorts for the SPP indicator #7 data collection process. There will be a three year phase-in.

- Efforts are currently underway for sample selections of those ISDs which will begin collecting data on children who enter preschool programs this fall. The timeline for this data collection will be September through October, with the entry data due to High/Scope on November 6, 2006. Training for the selected ISDs will take place during the second week of September. High/Scope staff will deliver the training sessions that will address data collection, reporting, and aggregation issues for ISD and Local Education Agency (LEA) staff from Cohort 1. ISDs selected for this first round of collection of entry data will be notified by June 23, 2006.

Thank you for your continued help in this important work. Information will continued to be shared as it becomes available.

SD/gk

OSE/EIS 06-10

Updated 5/2/08

FFY 2005-2006 State Performance Plan

Appendix E:

Indicator 7 Sampling Plan

Updated 5/2/08

State Performance Plan
Sampling Plan for Indicator #7: Early Childhood Outcomes

Background

Through this indicator, OSEP is seeking to measure the progress of three to five year olds in early childhood settings. As such, this means that measurements must be done before and after intervention. So, OSEP asks that the measurement be done at entry and at exit. The state may choose to collect data more frequently, if it chooses. OSEP expects entry measures for children who receive at least six months or more of service.[46] Typically, then, children entering at three would be measured again at five years old as they exit.

OSEP permits states to pilot, to sample, or to measure all children receiving services. Michigan proposes to use a mix of these strategies, initially sampling as a "phase in" to measuring the full universe of 3 to 5 year olds. Michigan expects to initially sample by ISD, using a representative sample of a third of the ISDs in the first year. Michigan would stair-step the implementation by sampling two thirds in the second year and transition to capturing data on the universe of participating children by the third year. Michigan expects to accomplish this transition from sampling to measurement of the universe by piggy-backing on its Service Provider Self Review (SPSR) process. This process supports state monitoring of local performance. The SPSR process will work with a representative third of ISDs to report to the state on a range of indicators.

To gather data for Indicator 7, Michigan plans to gather assessment data from the first representative one-third sample of ISDs starting in August 2006. This will be done in the first cohort SPSR sites. In this way, representative data collected for federal reporting will also facilitate the state SPSR process.

Year One -- Sampling

Michigan's Department of Education (MDE) has selected a sample of ISDs for its first sample (Cohort 1 or the SPSR). Beginning in August, 2006, these districts will begin collecting assessment data from children that have entered. Data will be collected from entering children through November 2006. These data will be reported in February 2007, per OSEP requirements for first year data submission.

Although entry data to be submitted in February 2007 will include August through November 2006, the sites participating in the first cohort will continue collecting data on an ongoing basis once they initiated this process, reporting along with other sites in subsequent years.

Detroit, the only LEA over 50,000, will need to report on all of its 3 to 5 year old entering from August 2006 through November, 2006. This is because, although the district is large, there were only 911 three to five served by the district as of

[46] This also means that children who enter less than six months before exit from the pre-school program would not be included in this measurement.

December 2005. Therefore only approximately one third enter each year. Sampling from these approximately 300 children would not be efficient.

Michigan has initiated three activities to support sites in gathering and reporting data. First, it has contracted with the High/Scope Educational Research Foundation to capture data on a range of assessments. They will capture data from each instrument to convert it to a form consistent with OSEP reporting requirements so that it can be reported. Second, High/Scope will conduct an Assessment Fair early in the year to provide support and training for special educators who will be conducting the assessments. Third, Michigan has conducted a survey of programs to identify instruments already in use so that the previous two activities can be more precisely planned and customized to the needs of local educators and OSEP reporting requirements.

Year Two — Sampling

In Year Two, entry data from both the remainder of Cohort 1 of the SPSR (those not reported in February 2007) and Cohort 2 (August through November 2007), as well as progress data on Cohort 1 children exiting the program, will be collected and submitted in February 2008.[47] Both Cohort 1 and 2 were samples of ISDs designed to be representative of the state, so data from the two combined should also be representative of Michigan's preschool special education population.

Entry and progress (where available) data from each of these sites will be collected and submitted to the contractor for processing and analysis. A report will be produced consistent with federal reporting requirements. Weighting will be used to adjust for any minor variation from overall state characteristics.

In the case of Detroit, those activities mentioned above for Year Two will also need to be performed. That is, all those entering in 2006-2007 will have been assessed and the data recorded. Those entering in 2007-2008 will likewise need to be assessed and entry data recorded. Progress data for those measured in Year 1 will need to be submitted.

Year Three — Universe

By the third year and in subsequent years, Michigan will submit entry data on all children from all three of its SPSR cohorts — the universe. Progress data will also be reported from previous samples. See Attachment A, a chart reflecting the pattern of data collection and reporting. Note that this would include the universe of children in Detroit each year.

[47] Per Part B SPP/APR Indicator/Measurement Table: "First Year (2/1/07) will be status upon entry. Following years (starting 2/1/08) will be progress data from entry to exit or other naturally occurring point near exit (such as IEP review) for children who have received preschool services for 6 months or more."

Describe the population you are trying to represent.

The population that Michigan seeks to represent is children three to five years old who are receiving special education services. There were 24,290 children with IEPs aged three to five in the State of Michigan on December 1, 2005. Given the size of this population it is clear that there will be substantial efficiencies in stair-stepping the implementation of reporting using sampling as we move to capturing the universe.

- ***Describe the sampling frame.***

  The sampling frame is children aged three to five with IEPs across the 57 ISDs in the State of Michigan. The State will use the December 1 count as a frame from which to select the sample and later to define the universe. These data are maintained as part of Michigan's data system and are readily available.

- ***Describe the stages/cycle of sampling and the units sampled at each stage (e.g., selecting districts, then schools within districts, then students within schools).***

  This is single-stage sampling. Michigan proposes to sample three cohorts of ISDs, each set representative of the state as a whole. Within ISDs, all students would be assessed for reporting to OSEP.

  There is one exception. Michigan has one LEA that has more than 50,000 ADM (average daily membership) — the Detroit Public Schools. As described above in more detail, that district would be included each year for reporting purposes.

- ***Describe any stratification that is used for each stage of sampling. (e.g., District may be stratified by student population, degree of urbanicity, etc.)***

  As noted above, sampling in the initial years will be by ISD with the universe of students being assessed in those districts. In Detroit, the only district with 50,000 ADM, all entering students would be measured in the first two years, then the universe of all students in the third and subsequent years. Therefore no stratification will be necessary.

- ***Describe the method/process to collect the data (survey, phone, etc..)***

  The assessments will be completed by the child's special education teacher after notification from the state that their district has been selected to be in the sample. The results of assessments will be scanned into a database during the first reporting cycle. In subsequent years they will be entered by the teacher into a secure web-based, password protected system that will collect data from throughout the state as assessments are complete.

- ***Describe how your plan meets the reporting requirements.***

  Attachment A reflects the pattern of reporting that is anticipated, following OSEP's guidelines. For children entering the program, the state would report status at entry, with the first cohort reported on February 2007. For children

exiting the program, the state would report progress from entry to exit or other naturally occurring point, with the first cohort reported on February 2008.

FFY 2006-2007 Annual Performance Report

Appendix F:

Disproportionality Business Rules

Updated 5/2/08

Office of Special Education and Early Intervention
Michigan Department of Education

April 30, 2008 Revision

Business Rules for Calculation of LEA Disproportionate Representation in Special Education & Related Services for All Disabilities and for Specific Categories of Disabilities by Race/Ethnicity

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1. Disproportionate representation calculations use data from both the fall Single Record Student Database (SRSD)[48] and the December 1st Michigan Compliance Information System (MI-CIS)[49] of the year being reviewed (e.g. SRSD Fall 2005, and MICIS December 1, 2005). Only students with disabilities, ages 6 through 21, per the Individuals with Disabilities Education Act (IDEA) Part B definition, are counted. Students placed by state agencies in residential facilities within district boundaries are excluded.

2. Calculations are only performed for districts with 30 or more students with disabilities.

3. Calculations are only performed for racial/ethnic subgroups (American Indian, Asian, Black, Hispanic, and White) with 10 or more students in a given disability category (cognitive impairment, emotional impairment, specific learning disability, other health impairment, speech and language and autism).

4. A Weighted Risk Ratio (WRR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are at least 10 students with disabilities in all other racial/ethnics subgroups (comparison group). See the following URL page 16 to 18: http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

5. An Alternate Risk Ratio (ARR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups (comparison group). See the following URL page 21 to 22: http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

6. A Risk Ratio (RR) is used to determine disproportionate representation when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (which is used to calculate WRRs and ARRs). The RR compares identification rates by race/ethnicity against the district's total student population.

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[48] Single Record Student Database (SRSD) is the statewide data system for all schools/all students.
[49] The Michigan Compliance Information System (MI-CIS) is the statewide special education data system.

7. In most districts, two sets of ratios (WRR, ARR and/or RR) are calculated for each district, the district's Operating district and Resident district data, for each racial/ethnic group across disabilities and for each racial/ethnic group within each of the six designated disability categories. If there is an Operating district ratio but no Resident district ratio (due to a small number of resident students), the Operating district ratio is used to determine disproportionate representation. If there is no Operating district ratio, but there is a Resident district ratio, the district is not considered for disproportionate representation. Public School Academies (PSAs)[50] have only one set of ratios as they are only operating districts.

8. The lower of the district's Operating district ratio or Resident district ratio is used to determine Over-Representation. Districts are considered to have Over-Representation when the appropriate ratio (WRR or ARR) >2.5 for two consecutive years for any racial/ethnic group across disabilities or for any racial/ethnic group within a disability category. If a district's racial/ethnic distribution varies significantly from the state's distribution, the district's corresponding RR (Operating or Resident) must also be >2.5 to be considered to have Over-Representation.

9. The higher of the district's Operating district ratio or Resident district ratio is used to determine Under-Representation. Districts are considered to have Under-Representation when the appropriate ratio (WRR or ARR) <0.4 for two consecutive years for any racial/ethnic group across disabilities or for any racial/ethnic group within a disability category. If a district's racial/ethnic distribution varies significantly from the state's distribution, the district's corresponding RR (Operating or District) must also be <0.4 to be considered to have Under-Representation.

Designating Race/Ethnicity for Students

SRSD Fall 2005 and December 1 Count in MICIS (Field 22)

In the SRSD and MI-CIS manuals, a district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity which are reported: American Indian, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported in Field 22. A **number 1** aligned with a racial/ethnic group indicates that it has the first priority.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group.

Designating Race/Ethnicity for Students Indicating Multiple Priorities

In the case of multiple number ones (1s), the student is indicating more than one racial/ethnic group. When this occurs, CEPI categorizes the student as

[50] Public School Academies are Michigan's term for charter schools. These schools constitute their own LEA.

multiracial/ethnic. CEPI evaluates student records only in terms of the designation of code "1" for race/ethnic groups.
The Office of Special Education Programs (OSEP) of the US Department of Education utilizes a different racial/ethnic group classification system than that used by CEPI. First, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the OSEP category Asian. Second, OSEP does not recognize the classification of multiracial/ethnic. Therefore, the multiracial/ethnic students must be classified into one racial/ethnic group. OSEP recommends distributing multiracial students proportionately into the other race/ethnicity categories.

Proportional allocation of Multiracial/ethnic Students

The following is a step-by-step process for this proportional allocation:

1. Subtract the multiracial students from the population total
2. Calculate the proportion of each remaining racial/ethnic category for this new total
3. Multiply the multiracial total by the calculated proportions of the remaining racial/ethnic categories
4. Add the results to the appropriate racial/ethnic group
5. This process is followed for each remaining racial/ethnic group until the multiracial students are distributed proportionally across all groups.

Example: Reported values:
White = 2705.0, Black = 88.0, Asian = 25.0,
American Indian = 11.0, Hispanic = 68.0, Multiracial = 29.0

Total of White through Hispanic = 2897
White % = 2705/2897 = 0.9337

To determine the white proportion of the multiracial:
29 * 0.9337 = 27.078

Then add that to white: 2705 + 27 = 2732

FFY 2006-2007 Annual Performance Report

Appendix G:
Compliance Checklist for
Secondary Transition – SPP #13
Current Version and Proposed DRAFT

Updated 5/2/08

Compliance Checklist for Secondary Transition – SPP #13

Indicator 13 – Secondary Transition Services: Percentage of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percentage = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals divided by # of youth with an IEP age 16 and above times 100.

To achieve compliance on this indicator an IEP Review must be able to answer "yes" to all 5 questions.

Yes	No	Question	Evidence in IEP
		Coordinated	
☐	☐	**1.a.** Does the IEP identify the student's post-secondary vision/s?	Does the IEP identify: *Where the student wants to go?* **Clarification:** The vision occurs after the student leaves school. A statement saying, "I want to graduate from high school" = "no." A statement that says, "I want to graduate from high school so that I can XXX" = "yes."
☐	☐	**1.b.** Does the IEP identify the student's strengths, preferences, interests, needs, academic achievement and functional performance?	Does the IEP identify: *Where the student currently is?* Must be all (not one or some) of the following: ❑ Strengths; ❑ Preferences; ❑ Interests; ❑ Needs; ❑ Academic achievement and functional performance. See PLAAFP statement and/or other areas of IEP.
☐	☐	**1.c.** Will the annual IEP goals and transition services reasonably enable the student to meet the post-secondary vision?	Does the IEP identify: *How the student will get there?* There is documentation of transition services (which include course/s of study) needed to assist the child in reaching those goals. A course of study is defined as educational content required to develop skills and knowledge the student will need to achieve their desired post-school outcome. The following are linked/aligned: ❑ the vision *(where the student wants to go);* ❑ the assessment/PLAAFP *(where the student is);* and ❑ the goal/s, course/s of study and transition activities *(how the student will get there)* to one of these areas: training, education, or employment, and where appropriate, independent living.
Yes	**No**	**Measurable**	
☐	☐	**2.** Are the IEP goals measurable?	The student's achievement of this goal can be measured.
Yes	**No**	**Annual**	
☐	☐	**3.** Was the IEP convened within an annual time frame?	Date/s on IEP document or in student file show date within 12 months of the prior IEP.

Updated 5/2/08

Compliance Checklist for Secondary Transition – SPP #13
Proposed DRAFT 2/1/08

Indicator 13 – Secondary Transition Services: Percentage of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percentage = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals divided by # of youth with an IEP age 16 and above times 100.

To achieve compliance on this indicator an IEP Review must be able to answer "yes" to all questions.

Defined IEP elements for SPP-13:	**Evidence for regulatory compliance:**
Description of evidence for compliance/performance:	**Is there documentation in student's IEP?**
1. The student's post-secondary vision (post-secondary goals) is identified.	YES ☐ NO ☐
2. The IEP identifies current student: ☐ Needs ☐ Academic Achievement ☐ Functional Performance (Must have evidence of all 3 items.)	YES ☐ NO ☐
3. The IEP identifies transition services (including course(s) of study) aligned with the post-secondary goals (vision).	YES ☐ NO ☐
4. The IEP identifies at least one annual IEP goal aligned with the post-secondary goals (vision).	YES ☐ NO ☐
5. The identified annual IEP goal is measurable.	YES ☐ NO ☐
6. The IEP was completed within at least an annual time frame.	YES ☐ NO ☐

Is this IEP compliant with the requirements of Indicator 13? YES_____ NO_____

FFY 2006-2007 Annual Performance Report

Appendix H:

Table 6
Assessment

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

STATE: Michigan

SECTION A ENROLLMENT DATA FOR THE MATH ASSESSMENT[1]

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	15,803	120,393
4	17,308	120,359
5	17,352	121,276
6	17,597	125,341
7	17,836	128,699
8	17,931	131,321
HIGH SCHOOL (SPECIFY GRADE:) 11	13,892	125,588

[1]At a date as close as possible to the testing date

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

STATE: Michigan

SECTION B PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
GRADE LEVEL	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)[1]	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3C)
3	12,670	4,590		5
4	14,156	6,157		9
5	14,027	6,792		12
6	13,924	6,546		26
7	14,139	5,400		32
8	14,012	5,425		39
HIGH SCHOOL : 11	10,485	7,009		757

[1] This column is gray because it does not apply to the math assessment Do not enter data in this column

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e g students do not take all portions of the assessment students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment assessment without these changes**.

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

2006-2007

STATE: Michigan

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

	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
GRADE LEVEL	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP[1] (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4D)
3	2,999		2,999	356	1
4	3,082		3,082	499	7
5	3,209		3,209	849	2
6	3,520		3,520	1365	2
7	3,514		3,514	1252	1
8	3,706		3,706	1440	0
HIGH SCHOOL : 11	2,907		2,907	1631	21

[1] NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e g students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes**.

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

OMB NO 1820-0659

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

FORM EXPIRES. 09/30/2007

2006-2007

STATE: Michigan

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

		STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB		
		STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS[5] (8)
3		0	0	0
4		0	0	0
5		0	0	0
6		0	0	0
7		0	0	0
8		0	0	0
HIGH SCHOOL : 11		0	0	0

[1] In a separate listing report the number of students exempted for other reasons by grade and specific reason

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

STATE: Michigan

SECTION C PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
		4	3	2	1						
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL[1]
3	MEAP	280	3,211	5,482	3,692	0	0	0	0	0	12,665
4	MEAP	1,167	3,907	6,804	2,269	0	0	0	0	0	14,147
5	MEAP	1,886	5,690	4,514	1,925	0	0	0	0	0	14,015
6	MEAP	3,704	5,679	3,165	1,350	0	0	0	0	0	13,898
7	MEAP	3,509	7,013	2,454	1,131	0	0	0	0	0	14,107
8	MEAP	3,083	6,750	3,371	769	0	0	0	0	0	13,973
HIGH SCHOOL : 11	MME	8,041	790	815	82	0	0	0	0	0	9,728

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

OMB NO 1820-0659

FORM EXPIRES 09/30/2007

STATE Michigan

SECTION C PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)														
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL[1]	Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
3		0	0	0	0	0	0	0	0	0	0	0	-1	0
4		0	0	0	0	0	0	0	0	0	0	0	-7	0
5		0	0	0	0	0	0	0	0	0	0	0	-2	0
6		0	0	0	0	0	0	0	0	0	0	0	-2	0
7		0	0	0	0	0	0	0	0	0	0	0	-1	0
8		0	0	0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0	0	-21	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT _____

[1] The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards

CURRENT DATE

U.S. DEPARTMENT OF EDUCATION
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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

STATE: Michigan

SECTION C PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)															
GRADE LEVEL	TEST NAME	1 Achievement Level[1]	2 Achievement Level	3 Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL[2]	Computed row Total	(Column 4B - Column 4D)[1] should be less than or equal to the computed total	(Column 4A + Column 4B - Column 4D)[1] should be equal to totals for column 9B plus 9C
3	MI-Access	1,637	800	561	0	0	0	0	0	0	2998	2998	2998	2998
4	MI-Access	1,625	832	618	0	0	0	0	0	0	3075	3075	3075	3075
5	MI-Access	1,564	772	871	0	0	0	0	0	0	3207	3207	3207	3207
6	MI-Access	1,741	1,093	684	0	0	0	0	0	0	3518	3518	3518	3518
7	MI-Access	1,651	982	880	0	0	0	0	0	0	3513	3513	3513	3513
8	MI-Access	1,663	1,203	840	0	0	0	0	0	0	3706	3706	3706	3706
HIGH SCHOOL : 11	MI-Access	730	1,329	827	0	0	0	0	0	0	2886	2886	2886	2886

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

[1] Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap

[2] The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

STATE: Michigan

SECTION C PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6)[1]	TOTAL FOR COLUMN 9B (ON PAGE 7)[1]	TOTAL FOR COLUMN 9C (ON PAGE 8)[1]	NO VALID SCORE[1,2] (10)	TOTAL[1,3] (11)	Sum of Column 3 through column 8	Number reported in col 1, Section A
3	12665	0	2998	6	15669	15669	15803
4	14147	0	3075	16	17238	17238	17308
5	14015	0	3207	14	17236	17236	17352
6	13898	0	3518	28	17444	17444	17597
7	14107	0	3513	33	17653	17653	17836
8	13973	0	3706	39	17718	17718	17931
HIGH SCHOOL : 11	9728	0	2886	778	13392	13392	13892

[1] **STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.**

[2] Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

[3] Column 11 should equal the number of students with IEPs reported in column 1 of Section A If the number of students is not the same provide an explanation Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8

Explanation

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

STATE: Michigan

SECTION D ENROLLMENT DATA FOR THE READING ASSESSMENT[1]

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		15,803	120,393
4		17,308	120,359
5		17,352	121,276
6		17,597	125,341
7		17,836	128,699
8		17,931	131,321
HIGH SCHOOL (SPECIFY GRADE:)	11	13,892	125,588

[1]At a date as close as possible to the testing date

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

STATE: Michigan

SECTION E PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)[1]	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3C)
3	12,306	3,164	1	64
4	13,718	4,102	1	76
5	13,636	4,623	2	64
6	13,702	4,032	1	120
7	14,057	3,442	1	137
8	13,984	3,297	0	155
HIGH SCHOOL : 11	10,510	6,541	1	1,658

[1] Report those LEP students who at the time of the reading assessment were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e g students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes**.

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

OMB NO 1820-0659

FORM EXPIRES: 09/30/2007

2006-2007

STATE: Michigan

SECTION E PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP[1] (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4D)
3	3,387	0	3,387	433	1
4	3,530	0	3,530	739	0
5	3,587	0	3,587	595	1
6	3,769	0	3,769	912	2
7	3,633	0	3,633	598	1
8	3,758	0	3,758	984	1
HIGH SCHOOL : 11	2,907	0	2,907	909	8

[1] NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e g students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

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2006-2007

SECTION E PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS[5] (8)
3		0	0	0
4		0	0	0
5		0	0	0
6		0	0	0
7		0	0	0
8		0	0	0
HIGH SCHOOL . 11		0	0	0

[1] In a separate listing report the number of students exempted for other reasons by grade and specific reason

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

SECTION F PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
		4	3	2	1						
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL[1]
3	MEAP	2,081	4,094	5,233	833						12,241
4	MEAP	1,370	6,158	5,597	516						13,641
5	MEAP	2,420	5,488	5,172	489						13,570
6	MEAP	2,773	5,498	4,965	345						13,581
7	MEAP	4,275	5,072	4,451	121						13,919
8	MEAP	5,255	4,858	3,399	319						13,829
HIGH SCHOOL : 11	MME	4 751	3 108	982	10						8 851

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

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SECTION F PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL[1]
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

[1] The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement s

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

2006-2007

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STATE: Michigan

SECTION F PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
		1	2	3							
GRADE LEVEL	TEST NAME	Achievement Level[1]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL[2]
3	MI-Access	1,923	811	652							3,386
4	MI-Access	1,873	868	789							3,530
5	MI-Access	2,109	666	811							3,586
6	MI-Access	2,431	719	617							3,767
7	MI-Access	2,398	676	558							3,632
8	MI-Access	2,209	1,002	546							3,757
HIGH SCHOOL : 11	MI-Access	1,405	1,025	469							2,899

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

[1] Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap

[2] The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

STATE: Michigan

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE[2] (10)	TOTAL[3] (11)
3	12241	0	3386	66	15693
4	13641	0	3530	77	17248
5	13570	0	3586	67	17223
6	13581	0	3767	123	17471
7	13919	0	3632	139	17690
8	13829	0	3757	156	17742
HIGH SCHOOL : 11	8851	0	2899	1667	13417

[1] **STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FC ERRORS.**

[2] Column 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8

[3] Column 11 should equal the number of students with IEPs reported in column 1 of Section A If the number of students is not the same provide an explanation Column 11 should always equal the s number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8

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TABLE 6

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: Michigan

Which assessment	Reasons for Exception

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TABLE 6

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA GRADE AND TYPE OF ASSESSMENT

GO BACK

STATE: Michigan

Which assessment	Discrepancies
	Discrepancies between computed totals in figures for enrollments versus participants in general and alternate assessments are due to the fact that enrollment count submission and testing dates are different. Enrollment data was submitted to the state on 9/26/06. The assessment window for grades 3-8 occurred from 10/9/06 -11/17/06. Grade 11 was assessed from 2/19/07 - 4/6/07. These different dates, combined with the fact that Michigan counts students in columns 3C and 4D for Reading and Math as not assessed, account for the discrepancies between the computed totals This is approved by the USED in the July 2007 version of the Michigan Consolidated State Application Accountability Workbook Pages 5 and 14: Michigan requires all students to participate in the appropriate state assessment (regular or alternate). Therefore, Michigan does not collect the reason why a student is not assessed. In addition, NCLB does not permit parental exemptions, so Michigan has no plans on collecting this information in the future. Michigan does permit applications for medical exemptions, but currently does not systematically record them by grade level.

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TABLE 6

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Michigan

COMMENTS

Pages 5 and 14 - Not applicable, as Michigan does not permit out of grade level assessment.
Pages 7 and 16 - Not applicable, as Michigan does not have alternate assessments on grade level standards.
Column 4A on pages 4 and 13 - Not applicable as Michigan does not have alternate assessments scored against grade level standards.

CURRENT DATE:

FFY 2006-2007 Annual Performance Report

Appendix I:

Table 7
Report of Dispute Resolution

TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	262
(1.1) Complaints with reports issued	238
(a) Reports with findings	103
(b) Reports within timelines	178
(c) Reports with extended timelines	58
(1.2) Complaints withdrawn or dismissed	13
(1.3) Complaints pending	11
(a) Complaint pending a due process hearing	3
SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	86
(2.1) Mediations	60
(a) Mediations related to due process	3
(i) Mediation agreements	2
(b) Mediations not related to due process	57
(i) Mediation agreements	46
(2.2) Mediations not held (including pending)	26
SECTION C: HEARING REQUESTS	
(3) Hearing requests total	77
(3.1) Resolution sessions	64
(a) Settlement agreements	29
(3.2) Hearings (fully adjudicated)	6
(a) Decisions within timeline	0
(b) Decisions within extended timeline	5
(3.3) Resolved without a hearing	52
SECTION D: EXPEDITED HEARING REQUESTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited hearing requests total	15
(4.1) Resolution sessions	15
(a) Settlement agreements	9
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

FFY 2006-2007 Annual Performance Report

Appendix J:

April 2008 Disproportionality Updates

Updated 5/2/08

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

May 1, 2008

PERSONALIZED - LEA Superintendent
PERSONALIZED - LEA Name
PERSONALIZED - LEA Address
PERSONALIZED - LEA City, MI ZIP

Dear PERSONALIZED - LEA Superintendent:

This is to notify you that, as a result of a federally required revision of Michigan's definition of disproportionate representation of students in special education, your district has been identified as having disproportionate representation of PERSONALIZED-racial/ethnic group students identified with a PERSONALIZED-disability category for federal fiscal years (FFY) 2005 and 2006.

The United States Department of Education has informed the Office of Special Education and Early Intervention Services (OSE/EIS) of a problem with the OSE/EIS business rules for calculating special education disproportionate representation reported in the State's February 1, 2008 Annual Performance Report. The business rules for *Indicator 10: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification* are inconsistent with the Individuals with Disabilities Education Act (IDEA) 2004 §1416(a)(3)(c) required measurement.

The State must identify districts for disproportionate representation of racial and ethnic groups in **each** of six specified disability categories. This applies to autism, cognitive impairment, emotional impairment, learning disability, other health impairment, or speech/language. The previous OSE/EIS business rule had a threshold of **two** disability categories relative to autism, learning disability, other health impairment, or speech/language.

The State must conduct a review of district policies, procedures, and practices to determine whether they contribute to inappropriate identification practices when the data suggest disproportionate representation.

Notified districts are required to follow the data verification steps in the attached document and submit the required response form by May 12, 2008. The OSE/EIS will conduct a review of the identification policies, procedures, and practices of districts remaining in the process after data verification. This review will be scheduled starting in June 2008.

Should you have any questions, please contact

- Amy Colton regarding data verification, Coltona@michigan.gov, 517-241-4415, or
- Teresita Long for the review process, longt1@michigan.gov, 517-335-6485.

Sincerely,

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

Attachments:

Disproportionate representation process
Disproportionate representation revised business rules
PDF file of district's FFY 2005 and 2006 disproportionality data
Data Verification Form
Disproportionality Measures Calculators for 2005 and 2006

CC: LEA Special Education Director
ISD Special Education Director
ISD Superintendent

Updated 5/2/08

Michigan Department of Education (MDE)

Office of Special Education and Early Intervention Services (OSE/EIS)

Disproportionate Representation Process

Step 1: Data Verification
Contact Person: Amy Colton, Coltona@michigan.gov, 517-241-4415.

A. Please review the attached Business Rules and the data verification form for your district.
B. If the numbers appear accurate, please check **A**, and sign and return the form as soon as possible, but in no case later than **May 12, 2008**.
C. If there are extenuating circumstances that you wish to address, please check **B**, complete the remaining questions on the form, and return the signed form with accompanying documentation as soon as possible, but in no case later than **May 12, 2008**.

Data adjustment and recalculation requests will be reviewed by the OSE/EIS and LEAs will be notified in writing of one of the following outcomes:

A. The OSE/EIS sees no grounds for recalculating the ratio.
➔ The LEA participates in Step 2.

B. The OSE/EIS concurs with the adjustment requested and recalculates the ratio.
➔ Where the ratios fall at or below 2.5, no further LEA action is required.

C. The OSE/EIS concurs with the adjustment requested and recalculates the ratio.
➔ Where the ratio remains greater than 2.5, LEA participates in Step 2.

D. The OSE/EIS needs more information and/or clarification before making a decision about the adjustment.
➔ An OSE/EIS staff member will contact the LEA Special Education Director by telephone within one week of the date the Data Verification Form is received.

Step 2: **Review of District Identification Policies, Procedures, and Practices**
Contact Person: Teresita Long, longt1@michigan.gov 517-335-6485.

Once the data verification is confirmed, districts remaining in the process will be placed into two tiers based on their ratio. Districts with disproportionate representation at the >2.5 – 3.0 levels will be Tier A and districts with disproportionate representation above 3.0 will be Tier B.

A. Tier A (ratio >2.5-3.0):
   1. Districts will be requested to submit the following documents by June 2, 2008:
      a. District hypothesis explaining over-representation of a specific racial/ ethnic group with a specific disability;

b. Written District identification policies, procedures, and practices and process that ensures that district staff adhere to such;
c. Other helpful information.

Documents may be submitted electronically, reference to website, or hard copy.

2. Desk audits of the submitted documents will be conducted by the Office of Special Education and Early Intervention Services (OSE/EIS) in conjunction with intermediate school district (ISD) monitors to determine the extent to which the disproportionate representation of racial and ethnic groups results from inappropriate identification policies, procedures and practices.

3. Desk audits will be conducted at regional sites (locations and dates to be determined) through the summer/fall of 2008.

4. Upon conclusion of this activity, districts will receive written notification of the outcome of the desk review which may include:

   a. Identification of areas of noncompliance and need to correct such noncompliance as soon as possible but no later than one year,
   b. Further actions required to determine the functioning of the district which may include on-site focused monitoring, or
   c. Close out due to no findings of noncompliance.

Districts in Tier A determined to require focused monitoring will be visited in the fall of the 2008-2009 school year. The focused monitoring visit will include an administrator forum, staff interviews, and student record reviews.

B. Tier B (ratio above 3.0):

Districts in Tier B will be focused monitoring in the spring of the current school year or fall of the 2008-2009 school year. Districts are advised to gather written identification policies, procedures and practices for review by the monitoring team. The focused monitoring visit will also include an administrator forum, staff interviews and student record reviews.