

Michigan Part B Annual Performance Report

As required by 20 U.S.C. 1416
Sec. 616(b)(1) of the Individuals with Disabilities Education Act 2004

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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 Information
CI	Cognitive Impairment
CIMS	Continuous Improvement and Monitoring System
DisCop	Disproportionality Community of Practice
ECE & FS	Early Childhood Education and Family Services
ECHO	Early Childhood Outcomes (National)
ECSE	Early Childhood Special Education
EETRK	Early Education Tracking System
ELA	English Language Arts
ELL	English Language Learners
ELPA	English Language Proficiency Assessment
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
FTE	Full Time Equivalency
GED	General Educational Development
GLECAC	Great Lakes East Comprehensive Assistance Center
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
MAF	Michigan Alliance for Families

Michigan Acronyms Used in SPP/APR

MAP	Mandated Activities Projects
MASSP	Michigan Association of Secondary School Principals
MDE	Michigan Department of Education, The State Education Agency
MEAP	Michigan Educational Assessment Program
MEAS	Michigan Educational Assessment System
MiBLSi	Michigan's Integrated Behavior and Learning Support Initiative
MICIS	Michigan Compliance Information System
MI-Map	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
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)
OSI	Office of School Improvement
PA	Program Accountability Unit
PAC	Parent Advisory Committee
Part B	Special Education (under IDEA 2004)
Part C	<i>Early On</i> (under IDEA 2004)
PBS	Positive Behavior Support
PD	Personnel Development
PI	Program Improvement Unit
PSA	Public School Academy also known as Charter Schools
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
FTA	Technical Assistance
UIC	Unique Identifier Code

Michigan Acronyms Used in SPP/APR

USDoE	United States Department of Education
WRR	Weighted Risk Ratio
WSU	Wayne State University

**Annual Performance Report (APR)
February 2007 Overview****Process used to develop the APR:**

The Annual Performance Report (APR) was developed under the leadership of the Office of Special Education Programs 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 analyzed data collection strategies, analyzed available data, discussed variables that impact progress and slippage, and assisted in analysis of improvement strategies and activities.

Expert consultation was sought from research and evaluation specialists. These included some of the current grantees involved in Individuals with Disabilities Education Act (IDEA) 2004 statewide initiatives as well as federally-funded regional and national resource centers. This was very important in the analyses of data collection, data analysis, and related discussions of progress and slippage.

Stakeholder input was provided through the Special Education Advisory Committee (SEAC, the IDEA mandated state advisory panel) as well as through existing 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 2007 Part B State Performance Plan Overview (February 2007 Update/Revisions).

Public Reporting:

The State Performance Plan and the Annual Performance Report will be placed on the MDE website as permanent documents. This will provide state aggregate data.

Annual public reporting on the required indicators for districts will be accomplished using two existing mechanisms:

- The ongoing annual release of the Special Education District Data Portraits will include all required reporting with the exception of state assessment data;
- The ongoing annual release of the Michigan ED Yes! Report Cards include information regarding student performance and participation in the state assessment system.

In addition, the following public information sharing is planned:

- Executive summaries of the SPP and APR, and each performance indicator, will be provided using "one-pagers;" available on the MDE website and used in public presentations;
- An information "toolkit" will be used and made available to staff and stakeholders including presentation and planning materials.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team had several issues to consider including the following:
 - lack of comparable data between general education and special education.
 - new state graduation requirements
 - plans to change calculation measures in 2007-2008, and
 - application of various calculation strategies to address comparability.

Monitoring Priority: FAPE in the LRE

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.

Calculation: The CEPI collects data and calculates the total student graduation rates in Michigan. The formula for determining the 2004-2005 graduation rates accounts for student attrition in a secondary school/facility over multiple grade levels. This is done by calculating the number of students graduating with a regular diploma divided by the number of students graduating with a regular diploma + those who received a certificate + dropped out + aged out + moved not known to be continuing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Michigan <i>Education YES!</i> (NCLB Target): 80% graduation rate.

NOTE: The Michigan *Education YES!* accountability system under NCLB, set the graduation target for **all** students at 85% beginning 2005-2006. Since that time, Michigan’s targets for graduation and dropout have been revised and approved by the U.S. Department of Education. See attached memo in SPP Appendix A

Actual Target Data for FFY 2005 (2005-2006):

Michigan’s 2005-2006 graduation rate for youth with IEPs was **70.6%**.

Michigan did not meet its target for graduation rate. Please see the following table for additional details.

Table 1: Graduation Rates for Students in Michigan

Percent of youth with disabilities graduating with a regular diploma (final 2005 count)	69.7%	N=8312
Percent of all youth graduating with a regular diploma (final 2005 count)	87.7%	Not Available
Percent of youth with disabilities graduating with a regular diploma (unaudited 2006 count)	70.6%	N=5642
Percent of all youth graduating with a regular diploma (final count not yet available)	N/A	

Source: CEPI-SRSD

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2011:

In the new July 1, 2006 reporting system, using the OSEP formula, the CEPI data now show that the overall percentage of graduating students with IEPs is 70.6%. Michigan has not yet met the proposed target of students with disabilities graduating at the NCLB all-student target. However, the graduation rate did continue to increase slightly. It is anticipated that graduation rates will continue to show incremental increases as a result of the following State Performance Plan activities.

Timelines	Activities	Resources
2005-2011	Continue collaboration with the National Dropout Prevention Center. Receive technical assistance.	The OSEP National Dropout Prevention Center
<p>Discussion: OSE-EIS staff participated in the National Dropout Prevention Center (NDPC) conference and conceptualized state strategies to address improving graduation rates for students of diverse learning needs. Michigan has deployed components of this conceptual model in a year long initiative "Reach and Teach for Learning" within which 17 building teams are closing the achievement gap and improving graduation rates for at risk learners. Michigan has been asked to present at the next NDPC conference on Michigan's collaborative design amongst education stakeholders to improve graduation performance for at risk populations.</p>		
2005-2011	Continue to disseminate LEA data reports on dropout rates by disability and ethnicity.	OSE/EIS LEAs and ISDs

Timelines	Activities	Resources
<p>Discussion: MI has expanded the ISD and LEA level data reports to include data from the Single Record Student Data (SRSD) system. This additional information allows districts to disaggregate data around the complex issues related to student performance and graduation rates for the purpose of developing system improvement plans.</p>		
2005-2006	Develop a MI-Map folder on special education graduation and transition services to embed a focus on this population in district school improvement plans.	OSE/EIS Office of School Improvement
<p>Discussion: Since the December 2005 submission Michigan has developed a coordinated set of action teams designed to address High School graduation rates for all students. The work of the High School Support and Intervention Action Team replaced the earlier proposed MI-Map activity. See web link for Action Team report: http://www.michigan.gov/documents/mde/Final_Report_HS_Initiative_Student_Support_critical_issues_6-1-06_174589_7.pdf</p>		
2005-2006	Provide education administrators with resources and methods for improving special education graduation rates using the IDEA Leadership Institute and School Improvement Leadership/Personnel Development formats.	OSE/EIS LEA and ISD administrators
<p>Discussion: The OSE/EIS has provided monthly guidance in the form of conference calls to ISD directors and other key stakeholders on key priorities related to new graduation requirements. The OSE/EIS has also hosted more than ten (10) day-long workshops and work sessions around the graduation requirements to a variety of stakeholder groups.</p>		
2005-2007	Target the improvement of special education students' performance at the middle school level in Math and English/Language Arts.	OSE/EIS SIG LEAs and ISDs
<p>Discussion: The SIG has developed a comprehensive set of tools to support middle school educators to more effectively teach higher order math skills to diverse learners. The SIG is in the third year of working with districts on implementing these tools in the classroom.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for 2006-2011:

See the 2007 updated State Performance Plan for 2006-2011 activities.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Michigan <i>Education YES!</i> (NCLB Target): 80% graduation rate.
<p>Justification: As described in Michigan's 2005 State Performance Plan, the Michigan <i>Education YES!</i> accountability system under NCLB, set the graduation target for all students at 85% beginning 2005-2006. Since that time, Michigan's targets for graduation and dropout have been revised and approved by the U.S. Department of Education. The revised Michigan's 2006 and 2007 targets project performance to be 80%.</p>	
2007 (2007-2008)	Michigan <i>Education YES!</i> (NCLB Target): 80% graduation rate.
2008 (2008-2009)	<p>Michigan <i>Education YES!</i> (NCLB Target): (to be reset) graduation rate.</p> <p>NOTE: New State NCLB targets will be set this year based on the NGA cohort methodology. The special education targets will be revised to match.</p>
<p>Justification: Effective 2008 the CEPI will calculate the graduation rates based on a four-year student cohort. The new method for calculating graduation rates, endorsed by the National Governor's Association, will allow for disaggregating graduation rate data for students with IEPs. The new National Governors' Association (NGA) cohort method, utilizing SRSD data, uses the following formula:</p> <ul style="list-style-type: none"> • Graduation rate = [on-time graduates in year x] ÷ [(first-time entering ninth graders in year x – 4) + (transfers in) – (transfers out)]. • Graduates are defined as students who have successfully completed their general education requirements and received a regular diploma. 	
2009 (2009-2010)	Michigan <i>Education YES!</i> (NCLB Target): 80% graduation rate. (may be revised pending NGA Cohort and USDoE decision re: potential 5 th year for some special education students)
2010 (2010-2011)	85% graduation rate (may be revised pending NGA Cohort and USDoE decision re: potential 5 th year for some special education students)

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team had several issues to consider including the following:
 - lack of comparable data between general education and special education.
 - plans to change calculation measures in 2007-2008,
 - applying various calculation strategies to address comparability.

Monitoring Priority: FAPE in the LRE

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.

Calculation: Measurement for youth with IEPs should be the same measurement as for all youth. The dropout rate is calculated by taking the number who dropped out, the number who moved, and the number who are not known to be continuing divided by the number who graduated, received a certificate, dropped out, aged out, died, and moved not known to be continuing, times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target: no more than 8%. Benchmark: reduce dropout by 2% from 15% to 13%.

Actual Target Data for 2005 (2005-2006):

Michigan’s drop out rate for 2005-2006 was 25.2%.

Table 1: Drop Out Rates for Students in Michigan

Percent of youth with IEPs dropping-out (final 2005 count)	25.5% n=3,337 (MICIS)
Percent of all youth dropping out (final 2005 count)	3.3% n=33,207 (SRSD)
Percent of youth with IEPs dropping-out (unaudited 2006 count)	25.2% n=2,017 (unaudited 2006 SRSD)
Percent of all youth dropping out (final count not yet available)	N/A

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2011:

Michigan did not meet its target. In part, this is a result of the recalculation shifting from the December to July reporting dates. The following activities all work in support of decreasing the dropout rate.

Timelines	Activities	Resources
2005-2011	Continue collaboration with the National Dropout Prevention Center. Receive technical assistance.	The OSEP National Dropout Prevention Center
<p>Discussion: OSE/EIS staff participated in the National Dropout Prevention Center (NDPC) conference and conceptualized state strategies to address improving dropout rates for students of diverse learning needs. Michigan has deployed components of this conceptual model in a year long initiative “Reach And Teach for Learning” within which 17 building teams are closing the achievement gap and decreasing student risk of dropout. Michigan has been asked to present at the next conference sponsored by NDPC on Michigan’s collaborative design amongst education stakeholders to improve dropout rates for at risk populations.</p>		
<p>2006-2007</p> <p>New</p>	Convene a referent group to reset dropout targets to be reported in the 2008 SPP/APR, because of the new graduation requirements and the new National Governors’ Association (NGA) cohort calculation.	OSE/EIS Program Improvement Unit, CEPI State Advisory Panel LEAs and ISDs
<p>Justification: Given the multiple changes in data collection systems and dates and state policies, the recommended targets need to be revisited with a broad stakeholder group.</p>		
2005-2011	Continue to disseminate LEA data reports on dropout rates by disability and ethnicity.	OSE/EIS LEAs and ISDs
<p>Discussion: Michigan has expanded the ISD and LEA level data reports to include data from the Single Record Student Data (SRSD) system. This additional information allows districts to disaggregate data around the complex issues related to student performance and dropout rates for the purpose of developing system improvement plans.</p>		
2005-2006	Develop a MI-Map folder on special education graduation in transition services. This will allow school improvement teams to assure their performance and will provide ideas for improvement activities.	OSE/EIS LEA School Improvement Teams

Timelines	Activities	Resources
<p>Discussion: Since the December 2005 submission Michigan has developed a coordinated set of action teams designed to address High School graduation rates for all students. The work of the High School Support and Intervention Action Team replaced the earlier proposed MI-Map activity. See web link for the Action Team report: http://www.michigan.gov/documents/mde/Final_Report_HS_Initiative_Student_Support_critical_issues_6-1-06_174589_7.pdf</p>		
2005-2007	Target the improvement of special education students' performance at the middle school level in Math and English/Language Arts.	OSE/EIS SIG LEAs and ISDs
<p>Discussion: The SIG has developed a comprehensive set of tools to support middle school educators to more effectively teach higher order math skills to diverse learners. The SIG is in the third year of working with districts on implementing these tools in the classroom.</p>		
2005—2011	Develop and implement best practices leading to graduation and successful transition to post secondary roles.	MI TOP ¹ OSE/EIS CIMS LEAs and ISDs
<p>Discussion: The Michigan Transition Outcomes Project, in its third year of implementation, continues to work with key stakeholders to identify and implement quality transition practices across the state. Michigan hosted four events since the December 2005 SPP submission to:</p> <ul style="list-style-type: none"> ▪ disseminate quality transition practices being implemented across the state; ▪ improve data analysis skills of key transition stakeholders to ensure data driven practices; ▪ develop a tool for data collection and system compliance; ▪ enhance the use of quality assessment tools to assess student performance and interests. <p>All of these efforts are designed to improve curriculum relevancy for students while also assisting providers to implement quality transition practices.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for 2006-2011:

See the 2007 Revised State Performance Plan for 2006-2011 activities. There are no changes to the following proposed targets.

¹ Michigan Transition Outcomes Project (MI TOP)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	13 % = Percent of youth with IEPs dropping out of high school
2006 (2006-2007)	11.5% = Percent of youth with IEPs dropping out of high school
2007 (2007-2008)	10.0% = Percent of youth with IEPs dropping out of high school
2008 (2008-2009)	9.5% = Percent of youth with IEPs dropping out of high school
2009 (2009-2010)	9.0% = Percent of youth with IEPs dropping out of high school
2010 (2010-2011)	8.0% = Percent of youth with IEPs dropping out of high school

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed the *Education YES!* Accountability System developed under the No Child Left Behind (NCLB), reviewed the targets already set for all students/schools in Michigan.

Monitoring Priority: FAPE in the LRE

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))

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

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)].

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of School Districts making AYP for the disability sub-group: 88%.

Actual Target Data for 2005 (2005-2006):

Table 1:

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.

Districts with AYP determination	539
Districts NOT making AYP	0
Percent making AYP	100.0%
Percent not making AYP	0.0%

Source: MDE/OEAA

Discussion of Performance Data:

Michigan met and exceeded the proposed target. The criteria used for district AYP determination were different for 2005-2006 than the criteria used in the Michigan's 2005 State Performance Plan. For the 2004-2005 AYP calculations, if a district missed the targets proficiency percentages at two of the three grade ranges (elementary, middle, and high school) it did not make AYP. For the 2005-2006 calculations, a district did not make AYP only if it missed the proficiency targets at ALL three grade ranges in the same content area (ELA or Mathematics). All districts met the revised criterion for 2005-2006.

FFY	Measurable and Rigorous Target for Participation in Statewide Assessments		
2005 (2005-2006)	Elementary	Mathematics	99.5%
		English Language Arts	95.7%
	Middle School	Mathematics	97.9%
		English Language Arts	97.5%
	High School	Mathematics	97.3%
		English Language Arts	97.3%

Table 2 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

Participation Rate 2005-2006	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math												
# of Children with IEPs in grades assessed	15847	15847	17072	17072	18030	18030	18187	18187	18467	18467	18288	18288	13520	13520
# and % of Children with IEPs in regular assessment with no accommodations	8591 54.2%	7659 48.3%	8674 50.8%	7418 43.5%	9282 51.5%	7459 41.4%	9697 53.3%	7718 42.4%	10505 56.9%	8716 47.2%	10271 56.2%	8241 45.1%	Not Available	Not Available
# and % of Children with IEPs in regular assessment with accommodations	3448 21.8%	4812 30.4%	4272 25.0%	5994 35.1%	4367 24.2%	6608 36.7%	4153 22.8%	6425 35.3%	3420 18.5%	5467 29.6%	3455 18.9%	5625 30.8%	Not Available	Not Available
# and % of Children with IEPs in alt. assessment against grade level standards	Not Applicable													
# and % of Children with IEPs in alt. assessment against alt. achievement standards	3513 22.2%	3122 19.7%	3895 22.8%	3479 20.4%	4217 23.4%	3827 21.2%	3790 20.8%	3585 19.7%	4190 22.7%	4080 22.1%	4098 22.4%	4079 22.3%	3035 22.4%	3040 22.5%
Total # and Overall Participation Rate ²	15552 98.1%	15593 98.4%	16841 98.6%	16891 98.9%	17866 99.1%	17894 99.2%	17640 97.0%	17728 97.5%	18115 98.1%	18263 98.9%	17824 97.5%	17945 98.1%	12343 91.3%	12724 94.1%
			met	met					met			met	not met	not met

Source: MDE/OEAA

² The bottom row represents the total #s and rates of students with disabilities who participated in state assessment.

Discussion of Performance Data:

The state met and exceeded the established participation targets for elementary and middle school. At the high school level, Michigan did not meet the 95% participation rate. Through disaggregation of the high school data, the state will determine what subpopulations (disability, race/ethnicity, district) were below target, and the MDE will begin with those districts to raise the participation rates.

FFY	Measurable and Rigorous Target for Proficiency on Statewide Assessments		
2005 (2005-2006)	Elementary	Mathematics	56%
		English Language Arts	48%
	Middle School	Mathematics	43%
		English Language Arts	43%
	High School	Mathematics	44%
		English Language Arts	52%

Table 3
C. Proficiency rate for children with IEPs against grade level standards and alternative achievement standards

Proficiency Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math												
Number of Children with IEPs in grades assessed	15847	15847	17072	17072	18030	18030	18187	18187	18467	18467	18288	18288	13520	13520
Total # of Participants ³	15552	15593	16841	16891	17866	17894	17640	17728	18115	18263	17824	17945	12343	12724
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	4792 30.8%	5891 37.8%	4280 25.4%	4926 29.2%	4108 23.0%	4009 22.4%	3397 19.3%	2620 14.8%	3320 18.3%	2180 11.9%	2748 15.4%	2228 12.4%	Not Available	Not Available
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	1170 7.5%	2874 18.4%	1183 7.0%	2868 17.0%	1168 6.5%	2243 12.5%	1666 9.4%	1272 7.2%	770 4.3%	669 3.7%	649 3.6%	936 5.2%	Not Available	Not Available
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	Not Applicable													
# and % of Children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	2332 15.0%	1867 12.0%	2426 14.4%	2167 12.8%	2761 15.5%	2408 13.5%	2580 14.6%	2370 13.4%	2871 15.8%	2485 13.6%	2895 16.2%	2568 14.3%	1915 15.5%	1642 12.9%
Total # and Overall Proficiency Rate for Children with IEPs	8294 53.3%	10632 68.2%	7889 46.8%	9961 59.0%	8037 45.0%	8660 48.4%	7643 43.3%	6262 35.3%	6961 38.4%	5334 29.2%	6292 35.3%	5732 31.9%	3093 25.1%	2763 21.7%
			met	not met					not met			not met	not met	not met

Source: MDE/OEAA

³ This row was used 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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2011:

Only the elementary mathematics target was met for the 2005-2006 school year. This will be an area of focus for the 2006-2008 school years, with particular attention to the high school performance. The following improvement activities will be important to continue with targeted subpopulations to improve this performance.

Timelines	Activities	Resources
2005-2011	Implement English language arts (ELA) and mathematics assessment in grades 3 through 8.	OSE/EIS OEAA LEAs and ISDs
Discussion: The MEAP ELA and Mathematics assessments were successfully implemented in fall 2005 for grades 3 through 8.		
2005-2011	Implement Functional Independence Assessment as part of MI-Access.	OSE/EIS OEAA LEAs and ISDs
Discussion: The MI-Access Functional Independence assessments in the content areas of English Language Arts and Mathematics were successfully administered in fall 2005 for grades 3 through 8.		
2005-2011	Implement required elements of the NCLB accountability systems as outlined in the Michigan Consolidated State Application Accountability Workbook, including: <ul style="list-style-type: none"> • Membership in MDE workgroups • Continued support for improvements to the Michigan DRAFT <i>Guidelines for Determining Participation in State Assessment for Students with Disabilities</i>. 	OSE/EIS MDE workgroups OEAA

Timelines	Activities	Resources
<p>Discussion: Ongoing collaboration exists between the OSE/EIS and the OEAA to recruit stakeholders with special education expertise in all assessment development and review committees, and the team responsible for revising the DRAFT <i>Guidelines for Determining Participation in State Assessment for Students with Disabilities</i>. This includes specific requirements for the members of these committees to ensure appropriate representation.</p>		
2005-2011	Participate with the Office of School Improvement, Field Services Unit teams to provide Targeted Technical Assistance to High Priority Schools.	OSE/EIS OSI/Field Services LEAs and ISDs Mi-BLSi ²
<p>Discussion: There has been increasing coordination at the director level to provide targeted technical assistance through initiative such as Mi-BLSi. To reach the performance targets, there is a plan to move the Mi-BLSi work into the middle, and later to the high schools. What they have achieved in accelerated rates of literacy development at the elementary level is now needed at the secondary.</p>		
2005-2011	Determine the level of involvement with Michigan’s State Improvement Grant (SIG) building level systems change model.	OSE/EIS SIG Grant LEAs and ISDs
<p>Discussion: The State Improvement Grant (SIG) exclusively serves middle schools where the special education subgroup has not met AYP in Mathematics and English Language Arts. The plan for the coming year is for the current SIG team to focus more exclusively on mathematics, both at the middle and high schools.</p>		
2005-2011	Collaborate with (MiBLSi) to develop support systems and sustained implementation of a data-driven, problem-solving model.	OSE/EIS MiBLSi LEAs and ISDs
<p>Discussion: MiBLSi has been collecting substantive data on its 100+ schools. There is significant improvement in literacy rates in their buildings. The initiative is now moving into the Detroit area and some other high achievement-need districts.</p>		
2005-2008	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 <i>In Michigan All Kids Count</i> , the updated manuals, web casts and teleconferences for technical assistance.	OSE/EIS OEAA/MI-Access LEAs and ISDs

² Michigan’s Integrated Behavior and Learning Support Initiative, a joint focus on positive behavior support and literacy development

Timelines	Activities	Resources
<p>Discussion: September 2005, February 2006, and September 2006 MI-Access Webcasts held to update MI-Access Coordinators and assessment administrators on their responsibilities during the assessment window.</p> <p>In fall 2006, the MI-Access staff developed the <i>MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program</i> to train assessment administrators on how to administer and score the new MI-Access v1.5 Supported Independence and Participation English Language Arts and Mathematics assessments.</p>		
2005-2007	Improve the production of the MEAP Braille and enlarged print assessment.	OEAA and MEAP/MI-Access Contractors
<p>Discussion: The OEAA has included more stakeholders with expertise in visual impairment on all OEAA Content Advisory Committees and Sensitivity Review Committees.</p> <p>Both the MEAP and the MI-Access Functional Independence assessments are produced in Braille and enlarged print.</p> <p>The new MEAP and MI-Access contracts contain specific quality control requirements to ensure the correct production of Braille and enlarged print assessments.</p>		
2005-2006	Pilot DRAFT <i>Guidelines for Determining Participation in State Assessment for Students with Disabilities</i> . Revise based on feedback from stakeholders.	OEAA and MEAS Contractor Stakeholders LEAs and ISDs
<p>Discussion: The DRAFT <i>Guidelines for Determining Participation in State Assessment for Students with Disabilities</i> document has been revised to include updated information on 1) accommodations for the Michigan Merit Examination (MME) and the English Language Proficiency Assessment (ELPA), 2) new MI-Access assessments in the content areas of English Language Arts and Mathematics, and 3) case studies.</p> <p>The OEAA plans to make the draft guidelines available in Spring 2007 for field review and public comment. Following the review, the document will be presented to the State Board of Education for approval.</p>		

Timelines	Activities	Resources
2005-2011	Continue dissemination of information on the appropriate use of assessment accommodations, using conference sessions, joint presentations with accommodations/assistive technology groups and newsletter articles.	OEAA and the MEAS Contractor OSE/EIS LEAs and ISDs
<p>Discussion: September 2005 Presentation made at the annual Michigan Assistive Technology Resource fall Institute titled, "Guidelines for Participation in State Assessment".</p> <p>November/December 2006 Presentation made at each of the six annual OEAA fall Conferences titled, "Draft Guidelines for Participation in State Assessment".</p> <p>Articles published in the August 2006, April 2006, February 2006, August 2005, June 2005, and January 2005 issues of <i>The Assist</i> a newsletter published by the OEAA's Assessment for Students with Disabilities Program.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for 2006-2011:

See Michigan's 2007 updated State Performance Plan for additional information on targets and activities.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed the status of available data, and the continuing need for data verification and improvement in reporting by LEAs. Strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005 continue to be implemented and are updated in this report. In addition, an external review and analysis of data for determining significant discrepancy resulted in modifications to the methodology and the determination of targets.

Monitoring Priority: FAPE in the LRE**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; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

Definition of Significant Discrepancy:

The Michigan Department of Education (MDE) defines “significant discrepancy” as a disproportionality risk ratio greater than 2.0. This ratio, computed for each district, is determined by dividing the rate of suspension/expulsion incidents in a district by the number of students with IEPs in the district.

In order to determine statistical significance, a difference of means test is conducted. Using a 0.05 significance level, a t-test identifies districts that have a suspension/expulsions rate significantly above the mean.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be maintained at <10%. (B) The OSE/EIS will report baseline data and set targets on this indicator in the FFY 2007 APR.

Actual Target Data for 2005 (2005-2006):

A. 3% of Michigan school districts were identified as having a significant discrepancy in their rate of suspension/expulsion among students with IEPs. B. Baseline data for this indicator is included in the SPP for Indicator #4B.

Discussion of Improvement Activities:

Michigan met its target of <10% for this indicator. When the state’s formula for significant discrepancy was applied to the 227 districts that had suspended or expelled students with disabilities, 19 districts, or 3%, were identified as having rates of suspensions and/or expulsions that are considered to be significantly discrepant.

For the last three years, the MDE has collected discipline data for students with disabilities using the state’s computerized data system, the Single Record Student Database (SRSD). Since the state does not collect suspension/expulsion data for non disabled students, comparisons can only be made on rates of suspension/expulsion among districts that have students with disabilities in the state.

The SRSD collects data at three times during the school year: September, February and June. Data are available for analysis in August. Once available, the data were submitted to Wayne State University, a collaborative partner with the OSE/EIS, for analysis.

A substantial proportion of districts reported no disciplinary actions taken against students with disabilities in the SRSD for the 2005 school year. The OSE/EIS verified their data with these districts by asking them to complete a Verification of Suspension/Expulsion Data Form (see Appendix B). In order to complete the analysis by the February submission deadline, a November cut-off date for districts to verify their data was established. As of November of 2006, 88% of all districts had either initially reported discipline data in the SRSD, or had completed and submitted to the OSE/EIS a Verification of Suspension/Expulsion Data Form. After submission of this SPP, the OSE/EIS will contact those districts that did not verify their data by the November cut-off in order to review the accuracy and completeness of their discipline data. Such follow-up activities will be conducted in the same manner used to obtain 100% of the 2004-05 SPP discipline data.

Activities will consist of placing phone calls with LEAs that have not verified their data, and collaborating with intermediate school district (ISD) directors and/or administrators to obtain 100% compliance.

The data presented in Table 1 demonstrates a significant improvement in the percent of districts reporting their suspension/expulsion data in a timely manner. As of the first verification follow-up contact for 2005-06, 28% more districts had reported and verified their data than the previous year.

With 227 of the 725 districts reporting suspensions/expulsions of ten or more days, the data indicate a 7% increase from the previous year in districts that reported disciplinary actions taken against students with disabilities. This increase is attributed to the OSE/EIS’s increased emphasis on accuracy in reporting data and working closely with districts to verify that all data submitted are accurate and complete.

Table 1: Number of Districts Reporting Suspensions/Expulsions of Students with IEPs

	2004-05		2005-06	
	Suspension/ Expulsions	Percent Reporting	Suspension/ Expulsions	Percent Reporting
Total # Districts in MI	768		834	
Districts that reported suspensions/expulsions of students with disabilities in the SRSD	294	38%	250	30%
Districts who initially left the suspension/expulsion fields blank or reported zero suspensions/expulsions	474	62%	595	71%
Districts reporting and verifying their suspension/expulsion data after first follow up contact	465	61%	725	87%
Districts reporting and verifying their suspension/expulsion data after the second/third contacts	303	40%	NA*	NA*
Total districts reporting and verifying their suspension/expulsion data after three follow up contacts	768	100.0%	NA*	NA*
Districts that reported suspensions/expulsions of 10 or more days for students with disabilities	294	39%	227	27%

* Source: CEPI-SRSD and OSE/EIS Contact Log

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Timelines	Activities	Resources
Jan/ Feb 2006	Complete a review of LEAs that show significant discrepancy in the suspension/expulsion of students with IEPs.	OSE/EIS LEAs
<p>Discussion: <i>(This activity was identified in the September 23, 2006 response to OSEP)</i> This activity is ongoing and will continue following submission of data every year. It was also identified in the September 23, 2006 response to OSEP. The review has been completed for the 2005 data submission.</p>		
2005-2008	Districts required to complete a statement of assurance for data validity, ensuring 100% compliance with data submission per suspension and expulsion data.	MDE, OSE/EIS
<p>Discussion: <i>(This activity was identified in the September 23, 2006 response to OSEP)</i> This activity is ongoing and will continue following submission of data every year. It was also identified in the September 23, 2006 response to OSEP. The verification process for the 2005 data submission is complete and the verification for the 2006 data is in its final stages.</p>		
April 2006	Submit a report of progress on the implementation of this plan to the OSEP.	OSE/EIS
<p>Discussion: A progress report was submitted to the OSEP March 23, 2006. The OSE/EIS initiated significant efforts to secure timely and more accurate suspension/expulsion reporting from districts. As a result of the three stage follow up process to secure verified data, the State secured suspension/expulsion data from 100% of the districts.</p>		
November 2006	Report the results of the implementation of this plan to the OSEP.	OSE/EIS
<p>Discussion: The status of the implementation of this plan was reported to the OSEP September 23, 2006. As a result of the verification process initiated by the State, a higher percentage of districts reported and verified their suspension/expulsion data after the first follow up contact. The OSE/EIS also organized a referent group which is designing changes to the State's Single Record Student Database to address ways to improve the electronic system for collecting suspension/expulsion data.</p>		
2006-2007	Utilize the Michigan IDEA Leadership Institute to provide statewide training for administrators and others on the improvement of special education suspensions/expulsions.	OSE/EIS Administrators
<p>Discussion: Workshops and conferences have been offered, and the OSE/EIS will continue to convene related meetings in partnership with secondary principals and special education administrators.</p>		

Timelines	Activities	Resources
2006-2007	Implement a plan to collect data on the new sub indicator. Analyze data and set targets for the 2007 APR.	OSE/EIS
Discussion: Data were collected and analyzed. The results form the baseline data submitted with the SPP for sub indicator 4B.		
2006-2008	Work with MICIS data system referent group and LEA stakeholders to develop a discipline data collection process to be followed by all districts.	MDE, OSE/EIS MICIS Referent Group LEA Stakeholders
Discussion: The referent group meets on a regular basis and expects to complete their tasks in time for the collection of the 2006-2007 data.		
2006-2011	Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	OSE/EIS Stakeholders
Discussion: The review of data has been established as an ongoing and continuous process.		
2007-2009	Develop a folder/module for the MI/MAP statewide school improvement tool kit to facilitate dissemination of information and technical assistance on special education suspensions/expulsions to a broader audience including LEA school improvement teams.	MDE, OSE/EIS LEA
2006-2011	Incorporate training on disproportionality issues related to suspension/expulsion with training designed to address issues identified in Indicators 9 and 10.	OSE/EIS LEAs and ISDs
2006-2009	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.	OSE/EIS MiBLSi
2006-2009	Obtain and disseminate materials on disproportionate representation from the National Center for Culturally Responsive Educational Systems (NCCREST) and disseminate to the field.	OSE/EIS

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for (2006-2011):

Timelines	Activities	Resources
2006-2011	Develop and implement a process/rubric for reviewing policies, procedures and practices of LEAs that demonstrate significant discrepancy in suspension and expulsion.	OSE/EIS

Timelines	Activities	Resources
<p>DISCUSSION: <i>(This activity was identified in the September 23, 2006 response to OSEP and is currently in process.)</i></p> <p>A Coordinated Self Review Rubric, currently in the final development stage. It is being designed to address factors that impact both suspension/expulsion and disproportionality and will be used with districts who have significantly discrepant data in Indicators four, nine and ten. A Coordinated Self Review Rubric was deemed necessary in order to reduce the burden on school districts which are facing follow up activities related to their performance in several indicator areas.</p> <p>The OSE/EIS will use the Rubric to assist districts in reviewing their policies, procedures and practices using the districts’ responses to components in the MDE’s School Improvement Framework and to the OSE/EIS Continuous Improvement and Monitoring System (CIMS) key performance indicators (KPI)s. Districts will meet in workgroups to explore areas that need change.</p> <p>Open-ended questions, probing policies, procedures, practices, infrastructure, professional learning and supervision will be used to assist districts to identify those issues which impact the suspension/expulsion rates in the district. Each district will share the results of their self discovery with the larger group. The resulting discussions will assist each district to rate itself and to develop an improvement plan. The OSE/EIS will review the districts’ plans, provide technical assistance and track the districts’ progress in order to assure changes in the rates of suspension/expulsion.</p> <p>Since the rubric is still in development, no districts have participated in this review.</p>		
2006-2011	The MDE will apply appropriate levels of intervention, including compliance agreements or sanctions to those districts found not in compliance on this indicator.	OSE/EIS LEAs ISDs
<p>Discussion: <i>(This activity was identified in the 2005 SPP and has not yet been implemented. It is anticipated that it will be implemented in 2006-2007 as part of the implementation of the Coordinated Self Review Rubric.)</i></p> <p>A three step approach has been proposed consisting of three levels of interventions and sanctions. All districts, with significant discrepancy rates will participate in the first level of intervention, implementation of self review of policies, procedures and practices using the OSE/EIS designed Coordinated Rubric. The OSE/EIS will assist the districts with this review, provide technical assistance and track districts’ progress by monitoring suspension/expulsion rates to assure improvement occurs over time.</p> <p>Districts who refuse to participate in the Coordinated Rubric review process or who do not demonstrate improved suspension/expulsion rates in the next data submission period, will be subject to the second level of intervention. This level consists of requiring district to participate in an OSE/EIS Compliance Plan. This</p>		

Timelines	Activities	Resources
<p>Plan will impose State level oversight over the district and will require the district review its policies, procedures and practices with the direct involvement of the OSE/EIS. Changes in those areas that impact suspension/expulsion rates will be mandates and progress will be monitored by the OSE/EIS to assure improvement in suspension/expulsion rates. Quarterly data submission will be required and tracked by the OSE/EIS.</p> <p>Districts whose data do not improve following the imposition of a Compliance Plan will be subject to the third level of intervention. This level will consist of monetary sanctions, including the mandated targeting of federal funds and or the withholding of some or all federal funds pending compliance with the OSE/EIS requirements and evidence of improvement in suspension/expulsion rates.</p>		
<p>2006-2007 New</p>	<p>Develop a letter which will be sent to districts that have not submitted their suspension/expulsion data in a timely manner for the 2004-2005 and 2005-2006 school years. The letter will reiterate the requirement for compliance and will identify the consequences for noncompliance, including compliance agreements and fiscal sanctions.</p>	<p>Superintendent of Public Instruction OSE/EIS Administration</p>
<p>2006-2008 New</p>	<p>In order to standardize the input of suspension/expulsion within the district, the OSE/EIS workgroup, including representatives of the Michigan Association of Secondary Principals (MASSP) and the ISDs, will design and implement a sample data reporting format. This format will be used to collect suspension/expulsion data at the school level, to provide data input personnel with a consistent presentation of data and to share with appropriate administration including the special education director.</p>	<p>OSE/EIS MASSP ISDs LEAs</p>
<p>2008-2011 New</p>	<p>Incorporate professional development on disproportionality issues related to suspension/expulsion with training designed to address issues identified in Indicator #9.</p>	<p>OSE/EIS</p>

Part B State Annual Performance Report (APR) for 2005 (2005-2006)**Overview of the Annual Performance Report Development:**

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed new state data for LRE that more accurately reflects the amount of time students spend in the regular classroom, special education settings within regular education buildings, and separate facilities. This new data collection procedure was projected in the 2005 SPP and required the Office of Special Education and Early Intervention Services (OSE/EIS) to revise its baseline and set new targets for LEA performance. The stakeholder team reviewed national and regional data and emerging policy initiatives, such as high school reform, that could impact Least Restrictive Environment (LRE).

Monitoring Priority: FAPE in the LRE**Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;³
- B. Removed from regular class greater than 60% 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))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% 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.

³ 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 2005-2006 State reported data collections.

FFY	Original Measurable and Rigorous Targets per 2005 SPP
2005 (2005-2006)	A. Increase the percentage of students served outside the regular class <21% of the time from 44.9% to 46%. B. Decrease the percentage of students served outside the regular class >60% from 22% to 21.5%. C. Decrease the percentage of students served in separate facilities to < 4.0%.

Actual Target Data for 2005 (2005-2006) based on Original 2005 SPP Calculation and Targets:

- A. 54.01 percent of students with disabilities, ages 6-21, were removed from the regular class less than 21% of the day. The state met its target.
- B. 17.87 percent of students with disabilities, ages 6-21, were removed from the regular classroom more than 60% of the day. The state met its target.
- C. 5.17 percent of students with disabilities, ages 6-21, were served in public or private separate schools, residential placements or homebound or hospital placements. The state did not meet its target.

Please see the following chart which reflects the revised December 1, 2005 Baseline Data prepared at OSEP’s request. This is the baseline against which 2006-2007 progress will be measured. It is a more accurate reflection of student placement.

Revised Baseline for Use in 2006 and Beyond (requested per OSEP)	
2005 Using new calculation	A. The percentage of students served outside the regular class <21% of the time: 54% B. The percentage of students served outside the regular class >60% of the time: 17.9% C. The percentage of students served in separate facilities: 5.2%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

While Michigan met the 2005 targets for measurement elements A and B, there was slippage on element C – students served in separate facilities. Historically, Michigan required districts to compute LRE data as the time a student spent with a special education provider. These full time equivalency (FTE) data often did not accurately reflect the time students were in regular settings. For example:

- ancillary services such as speech or occupational therapy
- special education teacher co-teaching support in the regular classroom.

Therefore, beginning with the 2005 student count, Michigan implemented new LRE reporting requirements to more accurately reflect the amount of time each student

spends in the regular classroom, special education setting within regular education buildings and separate facilities.

The 2005 performance data demonstrate that Michigan met the 2005 targets for element A - students removed from regular class less than 21% of the day and element B – students removed from regular class greater than 60% of the day.

Technical assistance efforts highlighted some previous data collection errors that were corrected in this data collection. Eight districts were contacted to determine the reasons their separate facility setting data for 2005 increased significantly from their 2004 data. All reported that the OSE/EIS efforts to assure accuracy of data resulted in changed and more accurate reporting practices.

- One large urban district reported no students in separate facilities in 2004, but actually served more than 1,000 students in separate facilities. This year, that district, with the assistance of the ISD data staff, accurately reported the students in these facilities.
- In 2004, one special education charter school was unaware of its status as a separate facility and therefore did not use the separate facilities code for any of its students. The school changed its reporting procedure after receiving clarification that it is considered a separate facility.
- Two other districts added programs and services in separate special education facilities that resulted in increases in the number of students served in these settings.
- One LEA was forced to move its general education programs out of a facility previously shared with the district’s low incidence program because of growth in the general education population. This resulted, by default, in the creation of a segregated special education facility.

Michigan will continue to implement data verification procedures and the activities designated in the SPP/APR reports to address this issue.

Timelines	Activities	Resources
2005	Review data and select districts to participate in focused monitoring based on LEA performance data on the focused monitoring indicators.	OSE/EIS
2005	Focus work with select districts whose 2002, 2003, 2004 average LRE data are below Michigan’s average and whose data indicate no positive direction of improvement in LRE during the past three years.	OSE/EIS LEAs and ISDs
2005	Collect and use data for the activity above by <ul style="list-style-type: none"> • using the Service Provider Self Review (SPSR) process that is completed by 1/3 of the LEAs annually. • developing an LRE statewide scatterplot including all districts to further examine state LRE distribution. 	OSE/EIS LEAs and ISDs

	<ul style="list-style-type: none"> developing and publicly distributing a state map including all districts to further examine state LRE distribution. 	
<p>Discussion: Michigan has reviewed local district LRE performance data to determine districts that may be selected to participate in focused monitoring. During 2005/2006 eight (8) districts were selected based on their LRE performance.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005:

FFY	Original Measurable and Rigorous Target Per 2005 SPP
Original submission 2005 (2005-2006) with original calculation	A. Increase the percentage of students served outside the regular class <21% of the time from 44.9% to 46%. B. Decrease the percentage of students served outside the regular class >60% from 22% to 21.5%. C. Decrease the percentage of students served in separate facilities to < 4.0%.
<p>Revised Measurable and Rigorous Targets Per December 1, 2005 Baseline (requested per OSEP)</p>	
2006 (2006-2007) Using new calculation	A. Increase the percentage of students served outside the regular class <21% of the time from 54% to 55%. B. Decrease the percentage of students served outside the regular class >60% of the time from 17.9% to 16.9%. C. Decrease the percentage of students served in separate facilities to 5.1%
2007 (2007-2008)	A. Increase the percentage of students served outside the regular class <21% of the time from 55% to 57%. B. Decrease the percentage of students served outside the regular class >60% of the time from 16.9% to 15.4%. C. Maintain the percentage of students served in separate facilities to 5.1%.
2008 (2008-2009)	A. Increase the percentage of students served outside the regular class <21% of the time from 57% to 59%. B. Decrease the percentage of students served outside the regular class >60% of the time from 15.4% to 13.9%. C. Decrease the percentage of students served in separate facilities to 5.0%.
2009 (2009-2010)	A. Increase the percentage of students served outside the regular class <21% of the time from 59% to 61%. B. Decrease the percentage of students served outside the regular class >60% of the time from 13.9% to 12.4%.

	C. Decrease the percentage of students served in separate facilities to 4.9%.
2010 (2010-2011)	<p>A. Increase the percentage of students served outside the regular class <21% of the time from 61% to 63%.</p> <p>B. Decrease the percentage of students served outside the regular class >60% of the time from 12.4% to 11.9%.</p> <p>C. Decrease the percentage of students served in separate facilities to 4.8%.</p>

2006-2011 activities are reported in Michigan 2007 updated State Performance Plan.

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team had to review and analyze a number of systemic barriers to improving LRE ratios. These barriers include state legislation and funding, regulations regarding teacher certification standards and a shortage of early childhood placement options.

Monitoring Priority: FAPE in the LRE

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.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	49% of preschool children with IEPs receive 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).

Actual Target Data for FFY 2005 (2005-2006):

Table 1: Number of Children with IEPs Ages 3-5 and Participation Rate in the OSEP Environmental Classifications/Settings December 1, 2005

<u>Educational Setting Ages 3-5</u>	<u>2005</u>	<u>% Participation</u>
Early Childhood Setting ⁴	11,388	46.9
Early Childhood Special Education Setting	9,963	40.2
Home	411	1.7
Part-time Early Childhood/Special Education	1,168	4.8
Residential Facility	4	0.0
Separate Facility	213	0.9
Itinerant Services	1,342	5.5
Reverse Mainstreaming	9	0.0
Total	24,290	100%

⁴ Educational settings designed primarily for children without disabilities.

Source: Michigan Compliance Information System (MICIS)

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.

$$[(11,388+411+1,168)/24,290]100 = 53.4\%$$

Discussion of Performance Data:

The MDE, OSE/EIS met the measurable and rigorous 2005 LRE target. The percent of preschool children with IEPs who receive special education services in settings with typically developing peers is 53.4%. This percent was reached by adding the number of preschool children with IEPs who received special education services in settings with typically developing peers, children served in their homes, and children served part-time in early childhood/special education settings, divided by the total number of preschool children with IEPs times 100.

Data collected from Intermediate School Districts (ISDs) and Local Education Agencies (LEAs) as part of the Section 618 December 1 Count are entered into the Michigan Compliance Information System (MICIS) database. The eight (8) reporting categories follow the OSEP classifications. Table 1 displays the December 1, 2005 data including the numbers and percent of children served in each of the classifications (settings).

The following definitions clarify what each setting described in this data collection represents.

- *Early Childhood Setting:* Educational settings designed primarily for children without disabilities.
- *Early Childhood Special Education Setting:* Students who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community based settings.
- *Home:* Students receive their special education and related services in the principal residence of the child's family or caregivers.
- *Part-Time Early Childhood/Part-Time Special Education Setting:* Students who received special education and related services in multiple settings including special education and related services are provided in: (1) the home, (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities, and (5) separate schools.
- *Residential Facility:* Students who received all of their special education and related services in publicly operated residential schools or residential medical facilities on an inpatient basis.
- *Separate Facility:* Students who received all of their special education and related services in educational programs or private day schools specifically for children with disabilities.

- *Itinerant Services Outside the Home:* Students who received all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). This does not include children receiving services at home.
- *Reverse Mainstreaming:* Students who received all of their special education and related services in educational programs designed primarily for children with disabilities but that includes 50 percent or more children without disabilities.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

The MDE, OSE/EIS met the measurable and rigorous 2005 LRE target.

Timelines	Activities	Resources
2005-2006	Identify members of an ongoing work group who will develop strategies to increase the number of children with IEPs receiving services with non-disabled peers. ECE and FS will add a Section 619 Educational Consultant position to focus on staff development.	OSE/EIS ECE & FS Grantees if appropriate
<p>Discussion: A work group was established to work on other early childhood issues. Additional members will be added to carry forward the work of developing strategies for young children with disabilities to receive educational services with their non-disabled peers. This work thus far has focused on programmatic issues. The focus will shift.</p> <p>The Office of Early Childhood Education and Family Services (ECE&FS) hired a Section 619 Educational Consultant, effective November 21, 2005. Representatives from the ECE & FS and the OSE/EIS focused on inclusive efforts that facilitate improving performance in LRE, including site visits to a variety of Michigan programs to learn about programming models and challenges to specific LRE. The staff of ECE & FS also conducted staff development activities to increase awareness of exceptional children and provide methods and strategies for successful inclusive practices.</p>		
2005-2006	Work with the Continuous Improvement and Monitoring System (CIMS) in the development of a Key Performance Indicator (KPI) that will capture the LRE data that LEAs and ISDs (who provide early childhood programs for 3-5 year olds) submit.	CIMS team
<p>Discussion: Development of this KPI was initiated in October 2006. Electronic programming of the content of this KPI requires additional time to complete. The KPI will be implemented in the CIMS Service Provider Self-Review (SPSR) electronic workbook for Cohort 3 in 2007—2008.</p>		

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

Proposed targets will not change. Activities identified in the 2005 SPP will be maintained and are listed below. See new activities.

Timelines	Activities	Resources
2006-2007	Build on the OSE/EIS Technical Assistance/Personnel Development LRE activities regarding the 6-21 year old students by adapting activities for 3-5 year old children. Strategies will include TA from the finance units of both the OSE/EIS and ECE & FS on funding options that ISD/LEAs may use for maximizing LRE opportunities.	OSE/EIS Finance ECE & FS Finance Grantees, if appropriate
2006-2009	Build on the OSE/EIS Technical Assistance LRE activities regarding the 6-21 year old students by adapting activities for 3-5 year old children. Strategies will include TA from the finance units of both the OSE/EIS and ECE & FS on funding options that ISD/LEAs may use for maximizing LRE opportunities.	OSE/EIS ECE & FS Grantees if appropriate
2006-2008 NEW	Develop financing policies that increase opportunities to serve children in the LRE with typically developing peers.	OSE/EIS ECE & FS Grantees if appropriate

Justification: Michigan’s current finance policies for early childhood programs and services limit inclusive practices due to requirements for teacher credentials that vary across programs (Head Start, Michigan School Readiness Program, and Early Childhood Special Education); other program variations are also problematic, such as requirements for minimum hours or days, class size, etc.

The Michigan State Board of Education has adopted vision and principles of universal education as a framework for policy development. This policy framework demonstrates commitment to valuing diverse learners in natural educational settings and general education settings, which serves as a resource.

Changes to the State Aid Act were made in 2006 that provide increased flexibility in the delivery of preschool programs and services, enhancing opportunities for improving LRE. However, ongoing challenges include categorical service delivery models, discrete funding structures, complex funding and pupil accounting requirements, and program guidelines, including Supreme Court ordered funding formulas.

During FFY 2005-2006, Section 619 funds were decreased and the Michigan School Readiness Program’s (MSRP) funds were maintained at 2004-2005 funding levels. Funding challenges continue to hamper inclusive practices due to the limited number of funded spaces available for non-disabled children in early childhood programs.

Timelines	Activities	Resources
2007-2008 NEW	Work with the Michigan Association of Administrators of Special Education (MAASE) Early Childhood Work Group to increase administrators' involvement in early childhood issues.	OSE/EIS ECE & FS MAASE Work Group
<p>Justification: In order to move this accountability work forward, administrative support at the local and intermediate level is needed. Future work to address finance policies, and other issues will be built on the MAASE 2004 <i>Early Childhood Programs and Services: Report and Recommendations</i>.</p>		
2007-2010	Work with public and private institutions to create and implement LRE options for children ages 3-5 who have IEPs.	ECE & FS

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team considered the interim data collection strategies implemented to collect data and establish baseline for LEA performance on this indicator, and the meaningfulness of data collected using this process. The stakeholder team will continue the review process in order to determine any process or data collection redesign issues that should be addressed in future data collection efforts. Activities that focus on efforts to achieve and maintain compliance on this indicator have been emphasized.

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 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.

(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.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # 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.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	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.

Actual Target Data for FFY 2005 (2005-2006): 92.1%

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

(a) # of children who have been served in Part C and referred to Part B for eligibility determination.	714
(b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	271
(c) # of those found eligible who have an IEP developed and implemented by their third birthdays	408
(d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services	0
# children included in (a) but not included in (b), (c) or (d)	35

Source: Sample from Cohort One of the Continuous Improvement and Monitoring System (CIMS)

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

[(408)/(714-271)]100 = **92.1%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Michigan did not meet the target for this indicator. 92.1% of 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 birthdays. Information learned at the time of the data verification activities indicated there is not an understanding at the ISD and/or LEA level about the expectation of this data collection. There is a clear need for these data fields to be added to the MICIS data fields in the fall of 2007 and for personnel to receive technical assistance about the data collection. The new data fields are confirmed for the 2007-2008 school year.

Timelines	Activities	Resources
2005-2006	<ol style="list-style-type: none"> Design new data fields to be collected statewide for special education referrals. Distribute manuals and information about new data fields to stakeholders. Design self review KPI to collect data on children ages 3-8. Work with the Early Childhood Education and Family Services (ECE&FS) in order to improve transition from Part C to Part B services. 	Data design and development team CIMS team OSE/EIS ECE&FS Stakeholders Grantees ISDs and LEAs

Timelines	Activities	Resources
<p>Discussion: New data fields have been added to the EETRK system and will be available for data collection in 2007. However, OSEP recently added measurement D and new fields will be created to track this data. Statewide updates on these operating systems are ongoing as changes are made. The KPI will be completed and ready for data collection in 2007.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for 2006-2010:

Proposed targets and activities will not change.

Timelines	Activities	Resources
2006-2007	<ol style="list-style-type: none"> 1. Collect data in the new data fields during the December 2006 collection process and test for accuracy. 2. Provide feedback on submitted data by including the fields in District Data Portraits. 3. Collect data for the new, related requirement in indicator 11, due 2/07. 4. Train ISD monitors in new Early Childhood KPI and implement. Collect and verify data. 5. Work with ECE&FS in order to improve transition from Part C to Part B services. 	Data design and development team CIMS team OSE/EIS ECE&FS Stakeholders Grantees ISDs and LEAs
2006-2007	Analyze and report baseline performance in 2007 APR.	OSE/EIS
2007-2011	Identify LEAs determined to be out of compliance and target for technical assistance and appropriate corrective action.	OSE/EIS CIMS Team ECE&FS
2007-2008	<ol style="list-style-type: none"> 1. Collect data in the new data fields during the December collection process and test for accuracy. Make changes to increase accuracy. 2. Collect and verify self review data. 3. Collaborate with the ECE&FS in order to improve transition from Part C to Part B services. 	Data team CIMS team OSE/EIS ECE&FS Stakeholders ISDs and LEAs

Timelines	Activities	Resources
2008-2009	<ol style="list-style-type: none"> 1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback. 2. Collect and verify self review data. 3. Collaborate with the ECE&FS in order to improve transition from Part C to Part B services. 	Data team CIMS team OSE/EIS ECE&FS Stakeholders ISDs and LEAs
2009-2010	<ol style="list-style-type: none"> 1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback. 2. Collect and verify self review data. 3. Collaborate with the ECE&FS in order to improve transition from Part C to Part B services. 	Data team CIMS team OSE/EIS ECE&FS Stakeholders ISDs and LEAs
2010-2011	<ol style="list-style-type: none"> 1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback. 2. Collect and verify self review data. 3. Explore further the extension of Part C services as an option afforded in IDEA 2004. 4. Collaborate with the ECE&FS in order to improve transition from Part C to Part B services. 	Data team CIMS team OSE/EIS ECE&FS

Part B State Annual Performance Report (APR) for 2004 (2004-2005)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed previous monitoring data, complaint data and compared the previous monitoring model to the new Continuous Improvement and Monitoring System (CIMS), as well as the effectiveness of strategies implemented to achieve compliance.
3. In response to items in Table B of the Office of Special Education Programs' (OSEP) March 14, 2006 SPP Review letter, the Office of Special Education and Early Intervention Services (OSE/EIS) continues to implement activities to ensure compliance on this indicator and that timely correction of noncompliance occurs at the Local Educational Agency/Intermediate School District (LEA/ISD) level.

Monitoring Priority: Effective General Supervision Part B/General Supervision

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.

FFY	Measurable and Rigorous Target
2005-2006	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.

Actual Target Data for FY 2005 (2005-2006):

Monitoring Percent: $(323) \div (323) = 1 \times 100 = 100\%$

Michigan met the target for this component of the indicator. 100% of all monitoring noncompliance identified was corrected within one year of the identification.

Complaint Percent: $a (149) \div b (149) \times 100 = 100\%$

100% of all complaint noncompliance identified was corrected within one year of the identification.

The target data are presented in two segments. Table 1 displays the monitoring data, and Table 2 displays the complaint data. An explanation follows each data set.

Table 1: Noncompliance Identified Through Monitoring

Priority Monitoring Area	Monitoring Mechanism	Cumulative Number of Standards Monitored	Cumulative Number of Findings for All Related Standards	Number of Findings Corrected in One Year
1. Eligibility, Evaluation Procedures	CIMS Pilot SPSR ⁵ 2004-2005	48	6	6
2. Parental Consent and Notice	CIMS Pilot SPSR 2004-2005	101	16	16
3. Multi-disciplinary Team Reports	CIMS Pilot SPSR 2004-2005	240	24	24
4. Initial Evaluation Timelines	CIMS Pilot SPSR 2004-2005	27	6	6
5. IEP Implementation and Content	CIMS Pilot SPSR 2004-2005	187	47	47
6. Programs and Services Requirements	CIMS Pilot SPSR 2004-2005	18	0	0
7. IEP: Due Process Notification	CIMS Pilot SPSR 2004-2005	48	2	2
8. IEP: Procedures and Content	CIMS Pilot SPSR 2004-2005	724	156	156
9. IEP: Participation in state assessment	Michigan Educational Assessment System data ⁶	See	Indicator	3
10. Progress reporting to parents	CIMS Pilot SPSR 2004-2005	94	42	42
11. Annual Review Timelines	CIMS Pilot SPSR 2004-2005	84	24	24
12. Manifestation Determination Review Requirements	Not Monitored			
13. Evaluation Review Requirements	Not Monitored ⁷			
14. Juvenile Detention Programs/Services	Not Monitored			
15. Interim Alternative Placement Requirements	Not Monitored			
Totals		1,571	323	323

Source: Continuous Improvement and Monitoring System

¹ CIMS SPSR: /Continuous Improvement and Monitoring System Service Provider Self Review

² Michigan Educational Assessment System

³ Although this item was not monitored in 2004-2005, it was reinstated in the SPSR for 2005-2006.

Columns:

1. The priority area that was monitored.
2. The monitoring system utilized to collect data.
3. The total number of standards monitored that measure the category times the number of instances in which it was actively monitored.
4. The number of times there was a finding for any standard identified within the category.
5. The number of findings of non-compliance corrected within one year.

Discussion of Performance Data:

The data collected for 2004-2005 are from the Pilot of the Continuous Improvement and Monitoring System (CIMS), Service Provider Self Review (SPSR), and it does meet the target of identifying and correcting noncompliance as soon as possible, but in no case more than one year from identification.

The initial SESR pilot process was developed with guidance and technical assistance from the National Center for Special Education Accountability Monitoring (NCSEAM). The initial SESR protocols contained fewer standards and as a result, fewer standards were monitored. The data collected for this APR is from the SESR Student Record Review component and from the SESR IEP Implementation Review component. For the piloting of the SESR, six Local Education Agencies (LEAs) participated, therefore, the frequency with which individual standards were monitored was reduced from the previous year.

Table 2: Noncompliance Identified Through Complaints

Complaint Issue	Monitoring Mechanism	a: Number of Findings of Noncompliance Identified Through Complaint Investigations	b: Number of Findings Corrected Within One Year
1. Programs and Services	Complaint Investigation	11	11
2. IEP Implementation	Complaint Investigation	83	83
3. IEP Development/ Process	Complaint Investigation	8	8
4. LRE Complaint Investigation	Complaint Investigation	1	1
5. Suspension and Expulsion	Complaint Investigation	4	4
6. Confidentiality/ Consent/ Notice	Complaint Investigation	5	5
7. Multidisciplinary Evaluations	Complaint Investigation	3	3
8. Reevaluations	Complaint Investigation	3	3
9. Manifestation Determinations	Complaint Investigation	5	5

Complaint Issue	Monitoring Mechanism	a: Number of Findings of Noncompliance Identified Through Complaint Investigations	b: Number of Findings Corrected Within One Year
10. Timelines: Evaluations	Complaint Investigation	12	12
11. Child Find	Complaint Investigation	0	0
12. Interim Alternative Placement	Complaint Investigation	2	2
13. Complaints Process and Implementation	Complaint Investigation	1	1
14. Hearings: Process and Implementation	Complaint Investigation	1	1
15. Individual Educational Evaluations	Complaint Investigation	3	3
16. Transition Requirements and Implementation	Complaint Investigation	0	0
17. Educational Records: FERPA	Complaint Investigation	4	4
18. Temporary Placements	Complaint Investigation	1	1
19. Surrogate Parents	Complaint Investigation	0	0
20. Supplementary Aids and Services	Complaint Investigation	1	1
21. Notification of Child's Progress	Complaint Investigation	4	4
22. Participation in Assessments	Complaint Investigation	0	0
23. General Education Issues	Complaint Investigation	2	2
24. Personnel	Complaint Investigation	0	0
Total		149	149

Source: Michigan Due Process Database

Discussion of Performance Data:

Michigan met the target for this component of the indicator. The MDE continues to be at 100% compliance with this indicator. In 2005-2006 the OSE/EIS used a two-tier complaint investigation system. Investigations first occur at the Intermediate School District (ISD) level. The complainant may then appeal for a state level investigation if they disagree with a finding of invalid. The 2005-2006 data show timely correction of noncompliance findings with specific dates for expected compliance with the directive. Of the 149 separate findings of noncompliance in 71 different complaint investigations, all were corrected within one year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

Timelines	Activities	Resources
March 1, 2006	Investigate single-tier complaint process and make recommendation regarding adoption.	OSE/EIS Program Accountability Unit Consultants
<p>Discussion: The OSE/EIS will continue to develop a one-tier complaint system. The process was begun in July, 2006. It is anticipated that revised policy and procedures will be made available for public comment in the spring of 2007.</p>		
Quarterly each year	Review data from the complaint database for timeliness, issues and trends within ISDs and LEAs for supervision decisions regarding monitoring, compliance agreements, or verification.	OSE/EIS Program Accountability Unit Complaint database Monitoring information
<p>Discussion: The OSE/EIS has continued to improve its data collection system in order to easily access information. The data collection system will integrate with the due process, mediation and monitoring databases. The Program Accountability Compliance Unit meets weekly to discuss the log of cases and compliance with indicators #15 and #16. The Program Accountability Compliance Unit will distribute a copy of the complaint log updates to all case managers on a biweekly basis. The new database has assisted the OSE/EIS in collecting and summarizing data.</p>		
Nov. 1, 2005	Continue full implementation of the Continuous Improvement and Monitoring System (CIMS) at the LEA level.	OSE/EIS Program Accountability Unit Consultants and CIMS Team
<p>Discussion: The SESR was piloted 2004-2005; revisions/modifications were made to the process as a result of information learned during the pilot process and have now been implemented state-wide. The name was changed from Special Education Self Review (SESR) to Service Provider Self Review (SPSR) to help schools understand that it is a school-wide process. The process involves LEAs reviewing their own system for educating students with disabilities with training and assistance from ISDs. This represents a process change from the previous Michigan Monitoring Model (MMM) that required ISDs or the OSE/EIS to conduct the review. All Michigan LEAs and Public School Academies (PSAs) are required to review the effectiveness of their programs once every three years. ISDs designate the LEAs/PSAs that will begin the process each year. All LEAs will have begun the process by the fall of 2007 and all of Michigan’s LEAs will have completed two reporting cycles by 2010-2011.</p> <p>During the summer of 2005, the CIMS SPSR was revised, and the electronic workbook was completed. Cohort One (representing one-third of the student population within each ISD) used the electronic workbook during the first year of implementation (2005-2006 school year). The electronic workbooks will assist the OSE/EIS in collecting data for this indicator and provide a system for ensuring that timelines are being met.</p>		

Timelines	Activities	Resources
<p>The Verification Review (VR) component of CIMS is being implemented as a pilot during 2006-2007. This onsite process is being conducted by OSE/EIS and serves to validate the SPSR findings. Ten to twelve Intermediate School Districts (ISDs) are selected for VR by size and geographic location each year. Within each selected ISD, three to six LEAs, including charters, are randomly selected for review. The OSE/EIS Verification Team will review all components of the SPSR (Educational Benefit, Student Record Review, IEP Implementation Review, rating of Key Performance Indicators and Improvement Plans) for procedural accuracy and compliance issues. The onsite visit includes interviews, reviews of data, student records and may include observations. A Report of Findings is issued to the district by the OSE/EIS. A corrective action plan will be developed to address all noncompliance.</p>		
<p>The Focused Monitoring component (Appendix C) of the CIMS was fully implemented during the 2005-2006 year and involved eight Part B LEAs with sixteen LEAs scheduled in 2006-2007. An OSE/EIS Focused Monitoring Team conducts the on-site Focused Monitoring based on monitoring priority areas. The LEA/PSA receives a Report of Findings and must develop an improvement plan. The improvement Plan includes strategies that will address systemic noncompliance findings; evidence of correction must be demonstrated. In each component, student level citations identified must be corrected within 30 days. All other noncompliance must be corrected within one year.</p>		
<p>May, 2006 and annually through 2011</p>	<p>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.</p>	<p>External Evaluator Electronic SPSR systems ISDs OSE/EIS CIMS team</p>
<p>Discussion: Since the pilot year (2004-2005) improvements have been made to the CIMS that will affect the quality and the amount of data collected. The CIMS SPSR data was collected electronically in the 2005-2006 year. This improvement standardized and streamlined the data collection process. Information from the Student Record Review, the IEP Implementation Review, Surveys and Educational Benefit Review pre-populates the Key Performance Indicators (KPIs) probes in the electronic notebook. The electronic system facilitates ensuring that all timelines are met for corrective actions. Standards have been added to the Student Record Review to capture information on the Evaluation Review process. The support system for the ISD monitoring staff and the LEA SPSR Teams included training, a Help Desk, Webinars and conference calls provided on a regular basis. This training serves to assure that the data collected by the LEAs is more accurate and reliable.</p> <p>The SPSR KPIs were revised prior to the 2006 implementation and will be revised prior to the 2007 implementation to continue strengthening alignment between the KPIs the SPP Indicators.</p> <p>Implementation of the Verification Review in 2006-2007 will validate appropriate implementation of the SPSR Process.</p>		

Timelines	Activities	Resources
March, 2006 and annually through 2011	Conduct annual analysis of state performance through Annual Performance Report and utilize results to determine priority areas for focused monitoring of ensuing year.	OSE/EIS core planning team representing CIMS and SPP/APR
Discussion: During this year the SPP/APR and CIMS are moving toward alignment.		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for FY 2007-2011:

Proposed targets and activities will not change. The remaining 2005 SPP activities will continue to be implemented.

Timelines	Activities	Resources
2006-2007	Investigate single-tier complaint process and make recommendation regarding adoption.	OSE/EIS Compliance Stakeholders Advisory Group
2006-2011 quarterly each year	Review data from complaint database for timeliness, issues and trends within ISDs and LEAs for general supervision decisions regarding monitoring, compliance agreements, or verification.	OSE/EIS Compliance Complaint database information; monitoring information
2006-2011	Continue full implementation of the Continuous Improvement and Monitoring System (CIMS) at the LEA level.	OSE/EIS CIMS ISDs LEAs
2006–2011 annually	Conduct annual analysis regarding content and process of local compliance and performance assessment through the CIMS SPSR.	External Evaluator Electronic SPSR systems ISDs OSE/EIS CIMS team
2006-2011 annually	Conduct annual analysis of state performance through Annual Performance Report and utilize results to determine priority areas for focused monitoring of ensuing year.	OSE/EIS SPP team CIMS team OSE/EIS stakeholders

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed the trend in Michigan’s performance data, including corrective actions applied by the Department to improve compliance.

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator 16: 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.

FFY	Measurable and Rigorous Target
2005	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.

Actual Target Data for FFY 2005 (2005-2006):

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

$$125 + 77 = 202 / 204 = .99 \times 100 = \mathbf{99\%}$$

- (1) Signed, written complaints total = 229
- (1.1) Complaints with reports issued = 204
 - (a) Reports with findings = 118
 - (b) Reports within timelines = 125
 - (c) Reports with extended timelines = 77
- (1.2) Complaints withdrawn or dismissed = 10
- (1.3) Complaints pending = 15
 - (a) Complaints pending a due process hearing = 15

Source: The OSE/EIS Complaint Database

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Michigan did not meet the target for this indicator. The OSE/EIS went over 60 days in 2 cases. In both cases the cause was human error and the total for both cases was 6 days. The OSE/EIS continues to work with the new data base and assures that the next reporting year will indicate 100% compliance. "

In all cases when the OSE/EIS issues a final decision on a case, if any party to the case objects to the decision, the party has the right to appeal to a court of competent jurisdiction.

- (a) All reports were completed with findings (100%).
- (b) All reports were completed within timelines or timelines with extensions (99%).

Note: Exceptional Circumstances Defined:

- o Request for additional time by complainant granted;
- o Request for additional time by ISD granted;
- o Cannot resolve allegations under current law;
- o Numerous complaints, documents, allegations, or people involved;
- o Waiting for information from court;
- o Case has statewide impact;
- o Complaint assigned to hearing officer;
- o Investigation held in abeyance for mediation
- o Other.

(c) Complaints withdrawn or dismissed (n=10) plus complaints pending due process (n=15) plus complaints with reports issued (n=204) equals 229 (100%)

Timelines	Activities	Resources
2005-2006	Integrate the new data tracking system into the Michigan Compliance Information System (MICIS).	OSE/EIS Compliance Consultants MICIS Information System Team
Discussion: The OSE/EIS complaint unit will continue the use of a new data tracking system for complaints. The data tracking system was integrated into the Michigan Compliance Information System (MICIS) in January, 2007.		
2005	Complete weekly case timeline reviews.	OSE/EIS

Timelines	Activities	Resources
<p>Discussion: The Program Accountability Compliance Unit continues to meet on a weekly basis to review critical timelines and emerging issues. The Complaint Unit Coordinator conducts biweekly case timeline reviews.</p>		
2006	Develop a prototype for a one-tier complaint system that contains a dispute resolution option.	OSE/EIS ISD, LEA Stakeholders Parent and Advocate representatives
<p>Discussion: The OSE/EIS will continue to develop a one tier complaint system. The process was begun in July, 2006. It is anticipated that the revised policy and procedures will be made available for public comment in the spring of 2007.</p>		
2005-2006	Engage external consultants to conduct quarterly in-service training for state, local and contract investigators.	OSE/EIS External experts and facilitators
<p>Discussion: This training activity was completed in (5) meetings that occurred during the 2005-2006 school year. The OSE/EIS continues to utilize non-staff contract investigators. This is an ongoing initiative and will include OSE/EIS staff and outside experts and contractors.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for FFY 2007 (2007-2011):

Proposed targets and activities will not change. Remaining/continuing 2005 SPP components are listed below:

Timelines	Activities	Resources
2006-2007	Establish compliance agreement procedures which will include a dispute resolution option that can be used with districts that demonstrate persistent noncompliance.	OSE/EIS Program Accountability Unit ISD and LEA Stakeholders Parent and Advocate representatives

Timelines	Activities	Resources
2006-2008	Implement the one-tier complaint system, evaluate the effectiveness/impact of the system and use evaluation results for continuous improvement of the system.	OSE/EIS ISD and LEA Stakeholders Parent and Advocacy representatives
2008-2011	Develop and implement a plan for ongoing maintenance and continuous improvement of the system.	OSE/EIS Compliance ISDs and LEAs Stakeholders Parent and Advocacy representatives

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed the trend in Michigan’s performance data, the requirements of IDEA 2004 and developed activities necessary to meet those requirements.
3. In response to items in Table B of the Office of Special Education Programs’ (OSEP) March 14, 2006 State Performance Plan (SPP) Review letter, the Office of Special Education and Early Intervention Services (OSE/EIS) continues to implement activities to ensure compliance on this indicator adhering to due process hearing timelines.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: 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.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS assures, through the services of SOAHR, that 100% of fully adjudicated cases are completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.

Actual Target Data for FFY 2005 (2005-2006): The target data is displayed in the tables below. Table 1 indicates target data for FFY 2005 and Table 2 is a comparison of FFY 2004 and FFY 2005. Michigan met the 100% target for this indicator.

$$\text{Percent} = [(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100.$$

$$100\% = 3 + 6 = 9 \text{ divided by } 9 = 1 \times 100$$

Table 1: Due Process Hearings Processed during July 1, 2005–June 30, 2006

(3)	Total Hearing Requests (local)	116
(3.1)	Resolution Sessions	77
	a. Settlement agreements	28
(3.2)	Hearings Fully Adjudicated	9
(3.2a)	Adjudicated within 45 days	3
(3.2b)	Adjudicated within extended timeline	6
(3.3)	Resolved without hearing	83
(4)	Expedited Hearing Requests	5
	Pending cases as of July 1, 2006	24

Source: Michigan Complaints and Hearings Database

Table 2: Analysis of Due Process Hearing data for 2004 and 2005

	2004	2005	% Increase/ decrease
# Hearing requests	110	116	1% increase
Resolution Sessions	Not Collected – New indicator as of 2005	77	NA: New indicator in 2005
Hearings Fully Adjudicated	8 of 110 = 7% of hearings requested	9 of 116 = 8% of hearings requested	1% increase
Adjudicated within 45 days	1 of 8 = 13%	3 of 9 = 33%	20% increase
Adjudicated within extended timeline	7 of 8 = 88%	6 of 9 = 67%	21% decrease
Resolved without hearing	70 of 78 = 90%*	83 of 92 = 90%**	No change
Expedited Hearing Requests	0 of 110 = 0%	5 of 116 = 4%	4% increase
<i>Pending cases</i>	32 of 110 = 29%	24 of 116 = 21%	5% decrease

* Note: 110 complaints (-) 32 complaints pending = 78 concluded complaints
70 complaints filed were resolved without hearing: 70 of 78 = 90%

**Note: 116 complaints (-) 24 complaints pending = 92 concluded complaints
83 complaints filed were resolved without hearing: 83 of 92 = 90%

Source: Michigan Complaints and Hearings Database

Discussion of Performance Data:

The data in Table 2 were collected during FFY 2005 (2005-2006). During this time the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) utilized a two-tier system. Due process complaints that were initiated prior to July 1, 2006 will continue to be processed in accordance with the two-tier system. On July 1, 2006, the MDE implemented a new single tier due process hearing system. The single tier system was not in effect during this report period, therefore there was not a significant difference in the percentage of fully adjudicated hearings between FFY 2004 and FFY 2005. The data show a 20% increase in adjudications completed within 45 days. This is based on a total number of fewer than ten fully adjudicated hearings in 2004 or 2005.

To facilitate the implementation of the single tier due process system, the OSE/EIS has contracted with the State Office of Administrative Hearings and Rules (SOAHR) to conduct hearings. Michigan administrative rules now require that due process complaints be filed with the MDE and the non-complaining party. When the complaint is properly filed it is referred to the SOAHR. In accordance with the Interagency Agreement between the OSE/EIS and the SOAHR, due process hearings are conducted by Administrative Law Judges (ALJ) appointed and supervised by administrators from the SOAHR. The OSE/EIS and the SOAHR collaboratively provide training for ALJs. The SOAHR is responsible for routine management and supervision of ALJs and the hearing process. However, the MDE

maintains responsibility for adherence to IDEA and state regulations and rules regarding due process hearings. The MDE has appointed an Acting Due Process Coordinator who serves as a liaison with SOAHR in this regard.

All records are returned to the MDE after the ALJ has issued a final order or decision. Case management is maintained by the MDE until the appeal period has expired and the case is closed. Under the single tier system the only appeal available is via the court system.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Timelines	Activities	Resources
2005-2006	Apply the sanction system created pursuant to the OSEP March 2004 directive through the efforts of existing staff.	OSE/EIS SOAHR
<p>Discussion: The MDE met the current year target for Indicator #17. 100% of fully adjudicated hearings were completed in 45 days or within appropriately extended timelines. This was accomplished by diligent efforts of the SOAHR Due Process Hearing Coordinator. Multiple letters and phone calls were made to privately contracted Local Hearing Officers (LHOs) throughout the 2005-2006 FFY, reminding them of their responsibilities and potential sanctions for failure to appropriately document and report local hearing activities.</p>		
2005-2006	Revise instructions and reporting requirements imposed on hearing officers and LEAs to assure that accurate computation of and compliance with timeline requirements continue to be met in view of the variability created by the new resolution session and sufficient notice provisions of IDEA 04.	OSE/EIS SOAHR
<p>Discussion: LHOs were required to submit information and case up-dates on a monthly basis, regarding cases closed, extensions granted, and resolution sessions/settlement agreements.</p> <p>While the MDE met the established target for Indicator #17, supporting data indicate that some improvements in reporting and gathering data are needed for the 2006 FFY. The two tier system utilized during 2005-2006 will continue to be in effect for complaints initiated prior to July 1, 2006. Under this system, LEAs and parents select a LHO from a list of over 45 authorized LHOs. The LHOs are private contractors in diverse locations. The large number of LHOs and the nature of the private contract arrangement resulted in supervision and management issues including inconsistencies in accountability, the manner in which information/data are reported, and interpretations/definitions of LHO activities.</p>		
2005-2006	Select individuals to serve as salaried hearing officers after July 1, 2006 to assure ability and willingness to maintain accurate time records and to assure that cases progress.	MDE and SOAHR

Timelines	Activities	Resources
<p>Discussion: In June, 2006, SOAHR selected two additional administrative law judges (ALJs) to process special education due process hearings. ALJs are salaried employees in the SOAHR agency. They are supervised by SOAHR administrators and are more closely monitored regarding compliance with reporting requirements and use of universal definitions and terms regarding hearing activities.</p> <p>The SOAHR also designated one ALJ to conduct State Level Reviews for appeals of LHO decisions regarding complaints that were initiated prior to July 1, 2006.</p> <p>In addition, the OSE/EIS has reorganized the Program Accountability Unit to include a separate Due Process Complaint/Hearings program. An Acting Due Process Hearings Coordinator and part time support staff process and monitor due process complaints, collaborate regarding data collection with SOAHR staff, and assure compliance with IDEA and state rules and regulations relevant to due process hearing timelines. The OSE/EIS anticipates these changes will result in more accurate documentation and data to report in the FFY 2006 report.</p>		
<p>2005-2006</p>	<p>Provide initial training to salaried hearing officers prior to their service that will include instruction on the information and skills necessary to comply with training provided.</p>	<p>MDE and SOAHR</p>
<p>Discussion: The MDE and SOAHR conducted an initial 4-day training session for ALJs on June 20 - 29, 2006. A one day follow-up was conducted on August 16, 2006, and two additional days of training were provided on September 12 and 13, 2006. Several other SOAHR ALJs also participated in the training. They are now qualified to conduct due process hearings across the state, as needed. The content of the training included:</p> <ul style="list-style-type: none"> • administrative law and procedures; • special education law, rules, and regulations; needs of students with disabilities; diagnostic testing; educational testing; school programming and operations; • educational accommodations; and presiding officer ethics, skills, authority, and duties. <p>The trainers included individuals with expertise in the areas listed above. A teleconference training session occurred on December 7, 2006. On-going training will be provided annually. Additional training will be provided as required when new or additional ALJs are employed, and as the MDE completes revisions to state rules and regulations.</p>		

**Revisions, with Justification, to Proposed Targets/Improvement Activities/
Timelines/Resources for 2006-2010:**

Proposed targets will not change. Activities reported in the 2005 SPP are listed below. New improvement activities and justification for revised activities are listed below.

Timelines	Activities	Resources
2006-2007	Refine case and docket management data systems to forewarn hearing officers of timeline extension deadlines.	OSE/EIS Program Accountability Unit SOAHR
2006-2007	Develop common expectations for diligent and prompt attention to completion of due process hearing activities among hearing officers, hearing participants and stakeholders.	OSE/EIS Program Accountability Unit SOAHR Stakeholders
2006-2007	Monitor and evaluate time line compliance for each hearing officer as part of his/her performance assessment through SOAHR management.	OSE/EIS Program Accountability Unit SOAHR
2006-2007 New	Refine case and docket management data systems to collect and report expedited hearings resulting in a change of placement.	OSE/EIS Program Accountability Unit Data system contractor
Justification: Table 7 requires data regarding expedited hearings and number of placement changes. The data base currently used by MDE/SOAHR documents and reports number of expedited hearings. However, during 2005-2006 there was no field for "change of placement". (During 2005-2006 there were only 5 due process complaints regarding expedited hearings.)		
2007-2011	Provide ongoing selection, training and evaluation to assure continuing compliance with timeline requirements through efforts of SOAHR staff.	OSE/EIS SOAHR

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator the stakeholder team reviewed the trend in Michigan’s performance data, and determined activities necessary to increase use of mediation.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	74% of mediations conducted result in agreement

Actual Target Data for FFY 2005 (2005-2006):

Michigan exceeded its target with 88% of mediations resulting in complete agreement.

- | | |
|---------------------------------------------------------------------------------------|----|
| 2.1(a)(i). Mediations related to due process that resulted in complete agreement: | 2 |
| 2.1(b)(i). Mediations not related to due process that resulted in complete agreement: | 48 |
| 2.1. Total number of mediations held: | 57 |

Percent = (2 + 48) ÷ 57 * 100 = **88% of mediations resulting in complete agreement.**

Source: Michigan Complaints and Hearings Database

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

For FFY 2005, the Michigan Special Education Mediation Program (MSEMP) sought to have 74% of mediations conducted result in agreements. The actual target data show that 88% of mediations (50 of 57) resulted in complete agreement, including

two mediations related to due process. Three of the remaining seven cases (5% of the total number conducted) resulted in partial agreements in which some but not all issues were resolved. Adding partial agreements to the above formula brings the total agreement percentage for FFY2005 to 93%.

During 2005-2006, 31 requests for mediation did not result in actual mediation sessions for a variety of reasons. In 15 cases the initiator withdrew the requests after the intake process. In nine cases the parties resolved their issues before mediation. In the remaining cases, the respondent refused to mediate or could not be reached, or contact was lost with one of the parties.

Timelines	Activities	Resources
2005-2006	Increase awareness of mediation in the early intervention and special education communities through semi-annual mailings and presentations conducted throughout the year.	OSE/EIS The MSEMP network of 20 Community Dispute Resolution Program Centers

Discussion: The MSEMP exceeded its goal for FFY 2005. This was achieved by implementing the program’s FFY 2005 activity plan. The MSEMP mailed newly developed program brochures to constituents across the state and increased its schedule of presentations. In addition to these planned activities, the MSEMP formed an advisory committee composed of leaders in the special education and early intervention communities, developed a new Web site and hired two outreach representatives to promote the program statewide. The OSE/EIS has integrated the MSEMP into its daily work and directly promotes the program by mailing program brochures to individuals who file complaints. It has included the MSEMP in developing new rules for processing complaints that emphasize the use of collaboration and mediation as first steps in resolving the issues. Through its continuing work with the MSEMP, the OSE/EIS has established a continuity in mediation services that enhances user trust in the program and its mediators.

The MSEMP’s results for the year also were achieved by maintaining an effective mediator training program. The program informs mediators about special education law and regulation. It also provides trainees with parent and educator perspectives on the mediation process. Each session includes interactive exercises that enable mediators to practice their skills.

Mediators are thereby well prepared to contribute to a strong agreement rate. As called for in the FFY 2006 activity plan, the MSEMP is working to improve mediation training by identifying new trainers who can bring special skills such as diversity expertise to the training curriculum. The MSEMP also is creating a special education externship for conducting research to improve the mediation process. The MSEMP has inaugurated a facilitation training program to provide mediators with the skills necessary to facilitate IFSP and IEP meetings. As many of these skills are adaptable to mediation, particularly those mediation sessions involving multiple parties, they will further add to mediator value.

Timelines	Activities	Resources
<p>Knowledge of conflict resolution skills will directly benefit the educators and parents who participate in IFSP and IEP meetings. As indicated in the activity plan, the MSEMP in FFY 2005 began developing a training module for these individuals to improve their ability to communicate and negotiate in mediation sessions. This training, along with the MSEMP's other mediation and facilitation services, will be targeted to areas of the state in greatest need of conflict resolution expertise. In FFY 2005 the OSE/EIS, in keeping with the activity plan, initiated the process through compliance agreements with relevant school districts and by sharing relevant data with the MSEMP.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for FFY 2006-1011:

Proposed targets will not change. Activities reported in the 2005 SPP are listed below. New improvement activities and justification for those activities are listed below.

Timelines	Activities	Resources
2006-2011	Build capacity of parents and educators to maximize the use of mediation through skill-building workshops.	OSE/EIS The MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2011	Research and introduce new collaborative problem solving techniques for use in mediation.	OSE/EIS The MSEMP network
2006-2011	Improve mediator trainings held to emphasize techniques for reaching agreements.	OSE/EIS The MSEMP network
2006-2011	Identify and target areas of the state in particular need of assistance.	OSE/EIS The MSEMP network
2006-2011	Use the new compliance database to increase opportunities for use of mediation and track progress in mediation.	OSE/EIS The MSEMP network
2006-2011	Increase coordination with the OSE/EIS complaint and hearing staff.	OSE/EIS The MSEMP network

Part B State Annual Performance Report (APR) for 2005 (2005-2006)

Overview of the Annual Performance Report Development:

1. See General Overview page 6.
2. For this indicator, the stakeholder team reviewed pertinent information regarding data collection systems and reporting histories. Activities to maintain timelines and accuracy were developed.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will assure that state reported data (Section 618, State Performance Plan, and Annual Performance Report) are timely and accurate 100 percent of the time.

Actual Target Data for 2005:

90% of Reported Data was Timely and Accurate. Michigan did not meet the target for this indicator.

Discussion of Performance Data:

Table 6, Assessment, was submitted one day late (on February 2, 2006). After Michigan submitted the table, Westat reviewed it and identified two problems: 1) The names of the assessment tests and achievement levels were missing from

pages 6, 7, 8, 15, 16, and 17 of the table; and 2) row totals found on page 17 were inconsistent with data reported on earlier pages. The OSE/EIS made the necessary changes and resubmitted on April 26, 2006.

In addition, the OSE/EIS did not proactively explain the changes in the data from the 2005 reporting year that were greater than 10%. After being contacted by Westat to explain these changes, the OSE/EIS submitted all comments in a timely manner.

These factors explain how the OSE/EIS arrived at a rating of 90%. More specifically, the above factors can be broken down as follows:

- Table 6 was submitted one day late:	5%
- Errors were found in Table 6, and changes in the data of greater than 10% were not proactively explained:	5%
TOTAL DEDUCTED:	<u>10%</u>
% OF REPORTED DATA THAT WERE TIMELY AND ACCURATE:	90%

In addition to the above noted problems, the OSE/EIS identified and made appropriate corrections to data submission procedures in order to ensure data reporting accuracy:

1. Section 618, Table 3: (LRE). In calculating data to report in the State Performance Plan, the OSE/EIS identified three small intermediate school districts that had inappropriately reported students as residing in public residential facilities. In verifying these data with the districts, the OSE/EIS determined that these schools should have reported their students as attending educational programs/services in general education school buildings. The OSE/EIS worked with these districts to correct their data, and then resubmitted to OSEP.

Resolution: The OSE/EIS designed, and will implement, additional data verification checks into the Michigan Compliance Information System (MICIS). These validation procedures will be run on all data submitted by the districts, and any anomalies (e.g., substantial changes in LRE settings) will be identified and verified with the districts. The OSE/EIS will also compare data submitted by each district from one year to the next, to spot potential problems with each district’s annual submission.

2. Section 618, Table 6: (Achievement). The OSE/EIS collaborated with staff from the Office of Educational Assessment and Accountability (OEAA), who provided the OSE/EIS with assessment data. The OEAA assisted the OSE/EIS in clarifying achievement levels and delineating what levels constitute proficient achievement (i.e., meets standards).

Resolution: The OEAA will complete the assessment table and verify the data for accuracy.

MICIS, a database containing data/information only on students with disabilities, will only be used to collect **active student records** for those students. Data on exiting students will be collected from the Single Record Student Database (SRSD),

and personnel data will be collected from the Registry of Educational Personnel (REP), respectively. Both the SRSD and REP are maintained by the Center for Educational Performance and Information (CEPI), another State of Michigan department. The OSE/EIS has been collaborating with CEPI personnel to understand and validate their data error checking procedures, in order to assist the OSE/EIS in providing accurate and timely data to OSEP.

In terms of improvements and/or enhancements to the Michigan Compliance Information System (MICIS), please note the following:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2011:

The original December 2005 SPP submission calculation was based only on timely submission of district data and timely State submission of data that accurately reflected what districts had submitted. Technically, there was slippage from the 2005 submission. In reality, the increased analysis of district data during the 2005-2006 school year has created a clearer picture of accuracy. The original 100% submitted represented an incomplete view.

Timelines	Activities	Resources
2005-2011	Continue working with data personnel from Detroit Public Schools and other districts as necessary to improve the accuracy and timeliness of reporting.	IIS Grantee OSE/EIS Information System Team District personnel
<p>Discussion: This is an on-going activity. The OSE/EIS worked with personnel from the Detroit Public Schools and Wayne County RESA, and will continue to work closely with them and other districts to improve both the accuracy of the data submitted, and the timeliness of all data submissions.</p> <p>In addition, the data contractor contacted districts prior to the submission deadline to offer technical assistance, helping them submit more complete data.</p>		
2005-2008	Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.	OSE/EIS Information System Team Data Grantee
<p>Discussion: 2005-2006 technical assistance included group trainings, help desk support, clear and consistent manuals, and self-paced tutorials. These activities will continue to be provided in 2006-2008.</p>		
2005-2006	Conduct software testing well in advance of December 1 to make sure the program has integrity.	Data System Grantee OSE/EIS Information System Team District Data Entry Personnel

Timelines	Activities	Resources
Discussion: Software testing was completed to assure MICIS is operating effectively, and tutorials/training materials were updated and provided to districts.		
2005-2011	Enforce submission deadlines aligned to explanation of slippage.	OSE/EIS Administration
<p>Discussion: The OSE/EIS has shortened the deadline for submitting active student records (via MICIS) by seven (7) days. All files must be certified by ISD Directors by December 22, 2006. This will give the OSE/EIS more time to verify data submitted by the districts.</p> <p>In addition, Data Portraits which represent LEA and state summary data/information are being modified this year to include additional "timeliness of submission" information. The OSE/EIS will print the Certification Date for each ISD and the Data Validation Date for each LEA on their respective Portraits. These represent the submission stages that most accurately represent completion of the ISD and LEA work.</p> <p>Finally, timeliness/accuracy of data submissions will be enforced through State and federal laws, which allow for the withholding of funds, and/or conditional approval of funds, to districts that are unable to provide valid and timely data.</p>		
2005-2007	Build a framework to improve data accuracy at the LEA and ISD level.	OSE/EIS
Discussion: Preliminary work has been completed. The OSE/EIS has restructured timelines, designed and built into MICIS detailed data reports, Data Portraits, and new charting software.		
2005-2009	Use new Active and Exited student tracking reports to target local districts that need improvement.	Data System Grantee, Contractors and Consultants/ OSE/EIS Information System Team/ CEPI
<p>Discussion: MICIS data on active and exited students with disabilities were used to determine those districts that may be subject to Focused Monitoring (FM) activities conducted by the CIMS personnel.</p> <p>In addition, the OSE/EIS is using the Verification component of the CIMS to validate LEA SPSR data.</p>		
2005-2006	Change the submitted field definitions to differentiate "time removed from general education", as opposed to Full Time Equivalency (FTE).	OSE/EIS Information System Team
Discussion: This activity has been completed.		
2005-2011	Continue to distribute widely, teach about, and use the Data Portraits.	OSE/EIS ISDs and LEAs

Timelines	Activities	Resources
<p>Discussion: These activities are on-going, and will continue to be refined annually to reflect emerging components of the Data Portraits.</p>		
<p>2005-2011</p>	<p>Continue implementation of internal process that ensures timely reporting.</p>	<p>OSE/EIS Information System Team</p>
<p>Discussion: The OSE/EIS convened a meeting in October 2006 to discuss and plan the further alignment of major State Performance Plan (SPP) activities performed by the agency. One topical area discussed involved a review of the current activities carried out to ensure timely reporting. Stakeholders indicated that shortening the deadline for submitting active student records and modifying the Data Portraits are both strong approaches to helping districts submit their data in a timely manner.</p> <p>In collaboration with the CEPI, the OSE/EIS instituted a variety of changes with respect to the collection of data for Indicators 1, 2, 4, 5, 11, and 12. The OSE/EIS believes that these changes will not only improve data accuracy and completeness, but will also facilitate the timely submission of data. In designing and carrying out these changes, careful attention was paid to the principles and critical elements found in <i>Data Accuracy: Critical Elements for Review of SPPs</i>. Specific examples of these changes are highlighted below.</p> <p>Indicators 1 and 2 (Graduation and Drop-Out): In prior years, the OSE/EIS used data from the MICIS to report on these indicators. Beginning in FFY 2005, the OSE/EIS is utilizing data from the SRSD in order to capture and report more complete data on students with disabilities. Making this change enables the OSE/EIS to assure that Principles 1, 2 and 4 are met. To maintain consistency, the OSE/EIS is reporting on data derived from both the MICIS and SRSD for FFY 2005.</p> <p>Indicator 4 (Suspensions/Expulsions): In FFY 2005, the OSE/EIS is now reporting suspensions/expulsions by race/ethnicity. These data come from the SRSD. In reviewing the data, the OSE/EIS discovered that the majority of school districts reported no suspensions/expulsion data on the students with disabilities. The OSE/EIS undertook verification efforts by contacting districts that did not report any disciplinary actions with their students with disabilities. Through this process, the OSE/EIS collected and reported more accurate and complete data in the Indicator 4 report. These procedures also assure that the OSE/EIS adheres to Principles 1 and 2 of <i>Data Accuracy: Critical Elements for Review of SPPs</i>. The OSE/EIS is also working with stakeholders to improve applicable data collection fields in the SRSD, in order to better capture these data.</p> <p>Indicator 5 (LRE Settings): Beginning December 1, 2005, LRE data were collected per the federal reporting format for LRE. Calculations using FTE data are no longer used. This change helps to assure that the critical elements of Principle 1 are met.</p> <p>In verifying data for FFY 2005, the OSE/EIS found that three small districts had incorrectly coded a significant number of their students as residing in residential</p>		

Timelines	Activities	Resources
<p>facilities. The OSE/EIS verified these coding errors with the districts, provided them technical assistance, and submitted corrected data to the OSEP.</p> <p>Indicator 11: (Part B Child Find): For FFY 2005, the existing data collection system did not capture all data needed to satisfy the elements of Indicator 11. Therefore, it was necessary for the OSE/EIS to utilize data fields from the SRSD and to collect additional data by sampling school districts. The OSE/EIS then verified these data with districts that had anomalies in the data they reported. In addition, the OSE/EIS worked closely with CEPI to make changes to applicable SRSD data fields, so that, beginning in the fall of 2007, all data for this indicator will be collected via the SRSD. The resulting business rules and systemic changes assure that Principles 1 and 2 are adhered to.</p> <p>Indicator 12: Similar to Indicator 11, no current data system captured all data needed to satisfy the elements of Indicator 12. Districts were sampled to augment data found in the SRSD, giving the OSE/EIS more complete data. Changes were made to the SRSD, so that all data will be collected in it by the fall of 2007.</p>		

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for 2005-2011:

The proposed targets and activities will not change.

2005 SPP activities which will continue are listed below.

Timelines	Activities	Resources
2005-2011	Continue working with data personnel from Detroit Public Schools and other districts as necessary to improve the accuracy and timeliness of reporting.	Grantee/Contractors Consultants OSE/EIS District personnel Wayne RESA (ISD)
2005-2008	Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.	OSE/EIS Data Team grantee(s)
2005-2006	Conduct software testing well in advance of December 1 to make sure the program has integrity. This will be done annually.	OSE/EIS Data Team Data Entry/District Personnel grantee(s)
2005-2011	Enforce submission deadlines.	OSE/EIS
2005-2007	Build a framework to improve data accuracy at the LEA and ISD level.	OSE/EIS

Timelines	Activities	Resources
2005-2009	Use new Active and Exited student tracking reports to target local districts that need improvement.	Grantee/Contractors Consultants OSE/EIS Data Team CEPI
2005-2011	Continue to distribute widely, teach about, and use the Data Portraits.	OSE/EIS ISDs and LEAs grantees
2005-2011	Continue implementation of internal process that ensures timely reporting.	OSE/EIS

FFY 2005-2006 State Performance Plan

Appendix A:

Michigan Decision Letter

for State Accountability Plans

under the Consolidated State Application

Decision Letter on Request to Amend Michigan Accountability Plan

June 27, 2006

The Honorable Michael P. Flanagan
Superintendent of Public Instruction
Michigan Department of Education
608 W. Allegan Street
Lansing, MI 48909

Dear Superintendent Flanagan:

I am writing in response to Michigan's request to amend its State accountability plan under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). Following our discussions with your staff, the requested changes that are aligned with NCLB are now included in an amended State accountability plan that Michigan submitted to the Department on May 18, 2006. The changes are listed in an attachment to this letter. I am pleased to fully approve Michigan's amended accountability plan, which we will post on the Department's website.

If, over time, Michigan makes changes to the accountability plan that has been approved, Michigan must submit information about those changes to the Department for review and approval, as required by section 1111(f)(2) of Title I. Approval of Michigan's accountability plan is not also an approval of Michigan's standards and assessment system.

Please also be aware that approval of Michigan's accountability plan for Title I, including the amendments approved above, does not indicate that the plan complies with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act.

I am confident that Michigan will continue to advance its efforts to hold schools and school districts accountable for the achievement of all students. I wish you well in your school improvement efforts. If I can be of any additional assistance to Michigan in its efforts to implement other aspects of NCLB, please do not hesitate to call.

Sincerely,

Henry L. Johnson

cc: Governor Jennifer M. Granholm

Amendments to Michigan's Accountability Plan

These statements are summaries of the amendments. For complete details, please refer to the Michigan accountability plan on the Department's website:

www.ed.gov/admins/lead/account/stateplans03/index.html

Full Academic Year (Element 2.2)

Revision: As a result of moving from a spring test administration to a fall test administration for grades 3-8, Michigan will define their full academic year based on the two-semi-annual student count days - the fourth Wednesday in September and the second Wednesday in February. For schools and school districts, students must be enrolled for the three most recent semi-annual official count days.

Annual Determinations of AYP (Element 4.1)

Revision: To calculate AYP with multiple grade levels assessed, Michigan will implement a proficiency index to form a single AYP determination for a school. Michigan will calculate a weighted average of the proportion of students above or below the Annual Measurable Objective. A proficiency index of zero or higher indicates that the annual measurable objective has been met by the school or subgroup.

Revision: Michigan will identify districts for improvement that miss AYP for two consecutive years in the same subject across all grade spans

Assessment of students with disabilities (Element 5.3)

Revision: Michigan will use the "proxy method" (Option 1 in our guidance dated May 7, 2005) to take advantage of the Secretary's flexibility regarding modified academic achievement standards. Michigan will calculate a proxy to determine the percentage of students with disabilities that is equivalent to 2.0 percent of all students assessed. For the 2005-06 AYP determinations, this proxy will then be added to the percent of students with disabilities who are proficient. For any school or district that did not make AYP solely due to its students with disabilities subgroup, Michigan will use this adjusted percent proficient to reexamine if the school or district made AYP for the 2005-06 school year.

Graduation Rate (Element 7.1)

Revision: Michigan will continue to use the graduation rate target of 80% for the 2005-06 school year.

Changes in the Assessment System (Element 9.1)

Revision: Michigan will continue to use the Annual Measurable Objectives for the grade levels previously assessed, English/language Arts in grades 4, 7, 11 and Math in grades 4, 8, and 11. Michigan will implement new Annual Measurable Objectives for the newly assessed grade levels of 3, 5, 6, and 8 in reading and 3, 5, 6, 7 in math.

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Appendix B:

Verification of Suspension

And Expulsion Data

Verification of Suspension and Expulsion Data

Please answer all questions.

1. Does your district have a means of documenting and/or tracking any students receiving special education programs/services who were suspended and/or expelled during the 2005-2006 academic school year (e.g., a database that monitors these disciplinary actions)?

Please Check One

Yes _____
 No _____

2. Did any students receiving special education programs/services receive a single suspension or single expulsion that exceeds (10) academic school days?

Yes _____ If yes, how many students? _____
 No _____

3. Did any students receiving special education programs/services accumulate multiple suspensions that added up to more than ten (10) school days?

Yes _____ If yes, how many _____ students?
 No _____

If your district suspended students as indicated in Questions 2 and 3 above, please complete the following table.

	Suspensions/Expulsions by Racial/Ethnic Group					
	Total # of students	Native American	Asian	Black	Hispanic	White
Suspensions > 10 Days						
Multiple suspensions accumulating > 10 Days						
Total						

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

Name: _____

Title: _____

_____ School:

School District Code: _____

Date: _____

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) 355-0454.

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Appendix C:

**Overview of the
Continuous Improvement and
Monitoring System (CIMS)
As Developed and Implemented
In Michigan**

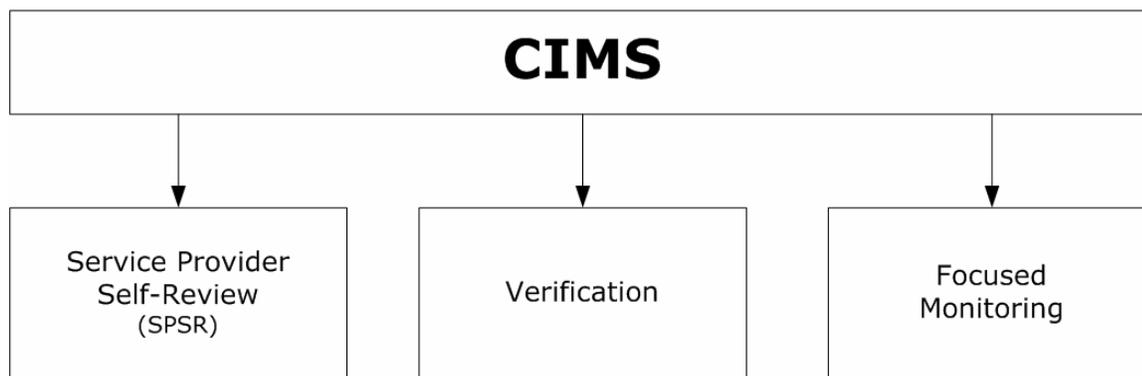
Continuous Improvement and Monitoring System OVERVIEW

The Continuous Improvement and Monitoring System (CIMS) broadens the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan. This design effort was facilitated by the work of a stakeholder group established by the 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 Quality Assurance and Early On staff, and others. The results of that work will move Michigan educators from a cyclical closed-ended monitoring system into one of continuous improvement.

The CIMS will be used by local education agencies (LEAs), public school academies (PSAs), state schools (e.g., the Michigan School for the Deaf), state agencies (e.g., Department of Human Services, Community Mental Health), and Part C (early intervention) service areas.

While the previous monitoring system focused on procedural compliance, CIMS now encompasses compliance monitoring, program effectiveness, and student results/outcomes. Unlike the previous state-driven system, which depended on cyclical MDE monitoring activities, CIMS now 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 CIMS components.

The CIMS process includes the following components: service provider self-review, verification, and focused monitoring.



SERVICE PROVIDER SELF-REVIEW

The purpose of the service provider self review (SPSR) is to improve the performance of students with disabilities so that they will have a successful transition to adult life. The SPSR Part B is a process through which each school district in Michigan reviews the effectiveness of its programs and services once every three years. This team process emphasizes the analysis of outcomes for children with disabilities, of whole school approaches, and of targeted areas of most concern for the federal Office of Special Education Programs (OSEP) and the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS). The LEAs participating in the SPSR must demonstrate that the achievement of compliance has a direct and positive impact upon the achievement of students/children with disabilities. All Key Performance Indicators (KPIs) rated as “noncompliant” must be addressed in the Improvement Plan. It is recommended that districts/service areas additionally consider inclusion of actions for any KPI rated as “Needs Improvement”. By addressing these potential systemic issues, LEAs assume a proactive role in areas of potential future non-compliance.

Improvement planning is an integral part of the SPSR as is the monitoring of changes in student performance as a result of improvement efforts. The LEAs completing the SPSR process will be required to submit a student level corrective action plan and an improvement plan. All individual student level non-compliance findings must be addressed with in a Student Level Corrective Action Plan with a timeline for correction in 30 calendar days. The purpose of the improvement planning is to: 1) focused on achieving systemic change that will create significant improvement in results for children with disabilities and their families; and 2) achieve compliance, and 3) focus on the effect of efforts on achieving systemic change that supports improved results for children and families. Non-compliance issues identified in improvement plans must be corrected in 1 year.

Sampling Districts for the Service Provider Self Review

Initial implementation of the SPSR will occur over a period of three years. Intermediate School Districts (ISDs) will designate the school districts that will begin the process in fall of 2005; and those initiating the fall of 2006.

The ISDs are to designate which districts will implement the SPSR in 2005-06. All remaining LEAs will implement in 2006-2007 or 2007-2008. LEAs are informed in August of their implementation year.

Based on this process it is anticipated that the following number of records will be reviewed across the total number of year one cohort of LEAs participating in SPSR for 2005

Table 1
 Number of Districts and Estimated Cases To Be Used for the SPSR - 2005-2006

Number of LEAs/PSAs in FFY 2005 cohort	Number of students receiving special education	Sample size for cases
298	10,756	1,459

Source: Monitoring data

Since all ISDs are included every year, the sample will be geographically representative with approximately one third of LEAs in each ISD represented. Where SPSR data are used to meet the requirements for the Monitoring Priority indicators, some statistical corrections will be made to adjust for race/ethnicity representation and disability categories.

The LEA enters into the SPSR continuous improvement process by completion of the Key Performance Indicators (KPIs). Year 2 is comprised of implementation of the improvement plan. At the one-year anniversary of approval of the improvement plan, review of measurable annual progress occurs. Based on the findings, continuation of the plan, refinement of the plan, or revision of plan components occurs. This is repeated over one additional year. The LEA then conducts a total review of their system through completion of the then current KPIs.

VERIFICATION

The purpose of verification review is to assure that districts properly implement SPSRs and that the results are valid. Review by an OSE/EIS team, of selected individual districts, takes place at the ISD level. Additional districts may be selected for review in response to OSE/EIS concerns. The OSE/EIS team reviews the district’s SPSR submissions and supporting documentation and verifies that specific performance standards have been met. 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 (NCSEAM) 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 identified with the support of a stakeholder-based committee after a review of state performance data. Selected priorities are consistent with those of the OSEP and reflect Michigan's goals for the successful implementation of IDEA 2004 and No Child Left Behind—the revised Elementary and Secondary Education Act of 2001 (NCLB). Based on these priorities, the OSE/EIS conducts an analysis of state data to rank, identify, and select districts that will be targeted for focused monitoring.

The focused monitoring reviews are conducted by an OSE/EIS monitoring team and supported by a district-appointed team and the ISD monitor. While on site at the LEA, 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 outcome measures.

The outcome of the focused monitoring process is a report to the district identifying areas of noncompliance for corrective action and system improvement.

After completion of the onsite visit, the LEA will receive a Report of Findings from the Office of Special Education and Early Intervention Services (OSE/EIS). Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic non-compliance findings leading to the required evidence of change. Any student level citations identified must be completed within 30 days in addition to the improvement plan.

One year following the approval of the improvement plan, a district representative shall meet with an OSE/EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

Sequence of Events

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: <ul style="list-style-type: none"> • 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
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 LEA FM Evaluation	SEA FM Team Leader	1 week after on-site visit
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	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
Provide feedback on progress report	FM Team Leader	10 days after receipt of progress report
Conduct Evidence of Change Review	OSE/EIS; LEA Superintendent or designee	12 months after LEA report of findings
Conduct evaluation of the FM Process	LEA	After close-out of process

Focused Monitoring Overview

Phase I: Preparation for Monitoring

Once the district/service area identification process is completed, the superintendents of the chosen districts will be notified by the SEA of selection for Focused Monitoring. A district Focused Monitoring Team will then be appointed by the Superintendent.

Focused Monitoring is a customized process to investigate factors related to a hypothesis(es) specific to the causes of low performance on indicators within a specific district/service area. Known data previously submitted to the ISD, SEA, or housed at the district, drives the development of the hypothesis(es).

The SEA and District FM Team members are finalized.

Arrangements for FM on-site activities are finalized with the District FM team representative for the purpose of advance notification and preparation of staff, parents, students and community.

The Superintendent is responsible for notification of the community regarding the occurrence of the Focused Monitoring. Notification is required as a means of accountability to stakeholders.

Phase II: On-site Monitoring Activities

The purpose of on-site activities is to gather information related to the hypothesis that allows for identification of root causes. Data informs the team of how the district functions in five attributes: 1) Policies and Procedures; 2) Professional Learning; 3) Practice; 4) Supervision; 5) Infrastructure.

Phase III: Analysis of Results and Reporting

The SEA Focused Monitoring team will review the information gathered through all of the Focused Monitoring activities and determine compliance

Sufficient evidence must be present to establish non-compliance. Evidence must be present from at least two sources before non-compliance can be cited. The robustness of the evidence is also considered in the final decision. A record of decisions and supporting evidence concerning systemic non-compliance will be compiled by the OSE/EIS. Any student level non-compliance findings will be addressed separately from the systemic issues.

A Report of Findings will be completed and mailed to the superintendent of the district/service area within 30 days of the conclusion of the on-site visit. The Report of Findings narrative will provide a standard format for explaining to parents, Board of Education members and other audiences the purpose, process and results of the Focused monitoring.

Phase IV: District Response & Follow-up

Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic non-compliance findings leading to the required evidence of change.

Any student level citations needing to be addressed must be completed within 30 days in addition to the improvement plan.

The OSE/EIS will make available to the district a technical assistance specialist to assist with Improvement Planning. The role of this individual is to assist the district in developing an Improvement Plan that meets the requirement of FM. The FM Team Leader will be present at the initial planning meeting as a resource for clarification of findings.

A template is provided to the district for the improvement plan.

A draft of the improvement plan must be electronically submitted to OSE/EIS within 30 days after receipt of the Report of Findings and must be approved by OSE/EIS within 60 days of receipt of the Report of Findings.

Progress Reporting

Reports of progress will be electronically submitted as indicated in the approved Improvement Plan. Progress will be reported for each activity.

Feedback will be provided to the district from OSE/EIS regarding needs for clarity or specificity. If progress reporting indicates the LEA is not making sufficient process toward Evidence of Change, the OSE/EIS may require the district to take additional steps.

Evidence of Change Review

One year following the approval of the improvement plan, a district representative shall meet with an OSE/EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

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Appendix D:

Table 7

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

Table 7, APR Due February 1, 2007

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
 INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 2005-06 School Year Data

STATE:

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	229
(1.1) Complaints with reports issued	204
(a) Reports with findings	118
(b) Reports within timeline	125
(c) Reports within extended timelines	77
(1.2) Complaints withdrawn or dismissed	10
(1.3) Complaints pending	15
(a) Complaint pending a due process hearing	15

SECTION B: Mediation requests	
(2) Mediation requests total	88
(2.1) Mediations	
(a) Mediations related to due process	2
(i) Mediation agreements	2
(b) Mediations not related to due process	55
(i) Mediation agreements	48
(2.2) Mediations not held (including pending)	31

SECTION C: Hearing requests	
(3) Hearing requests total	116
(3.1) Resolution sessions	77
(a) Settlement agreements	28
(3.2) Hearings (fully adjudicated)	9
(a) Decisions within timeline	3

(b) Decisions within extended timeline	6
(3.3) Resolved without a hearing	83

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	5
(4.1) Resolution sessions	5
(a) Settlement agreements	2
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0