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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 10, 2010

MEMORANDUM

TO: Local and Intermediate School District Superintendents
Public School Academy Directors

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

SUBJECT: Clarification about Change in Calculation of District Adequate Yearly Progress

We have received a number of questions regarding my July 29, 2010 memorandum about the attribution of assessment scores and graduation rates for students in special programs to resident districts for purposes of calculating adequate yearly progress (AYP). This memorandum should resolve and clarify the issues that have been raised.

First, the July 29 memorandum indicated that in order to be a Shared Educational Entity (SEE), a special program must *"receive funding through its constituent/cooperating LEAs rather than directly."* Feedback from the field indicates this would require significantly rewriting cooperative agreements on a short timeline for eligible programs. We are, therefore, moderating that requirement to indicate that a SEE must *"receive funding according to the cooperative agreements."*

Second, the district or agency responsible for the Operating Program must send a copy of the cooperative agreement to the Michigan Department of Education (MDE) at aypcontactus@michigan.gov by **September 10** for MDE to approve the Program as a SEE. By **October 1**, the lead district or agency for the Operating Program must submit to MDE an addendum to the existing agreement that includes a signed statement from an authorized representative of each cooperating/constituent district indicating that it is in agreement that the program operating through the cooperative agreement will be treated as a SEE with the understanding that scores will be returned to resident districts for district accountability purposes. If a lead district or agency for an Operating Program is in the process of developing a cooperative agreement, that agreement must include the same information as described above for an addendum to an existing agreement.

Third, special programs that are approved as SEEs will not receive an AYP status, will not receive an accreditation status, and will not be subject for inclusion on the State's lowest five percent lists.

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Finally, clarification has been requested on available options for districts operating special programs and for districts sending students to receive services at special programs, as well as the implications of exercising those options. That clarification is provided below.

Options for Districts Operating Special Programs

Special programs (such as special education centers, alternative high schools, and gifted and talented programs) receiving students from multiple districts can become SEEs or not. The implications of becoming a SEE are that the special program will not be included in AYP, accreditation, or lowest five percent calculations.

Any special program that does not become a SEE will continue with business as usual, meaning that the program will continue to receive an AYP status, accreditation status, and ranking on the lowest five percent lists.

Options for Districts Sending Students to Special Programs

If special programs serving students from multiple districts do not choose to become SEEs, business will continue as usual for districts sending students to those programs.

However, if a special program becomes a SEE, the sending districts can choose to retain their relationships with those special programs or not. The implications of the choice are as follows:

- For districts opting to retain their relationships with those special programs, the scores of their students will be returned to the sending districts for purposes of calculating district AYP and any other district accountability measures. This includes the return of those scores to all relevant subgroups in calculating AYP and in creating a new "scores sent back" subgroup for any district sending more than 30 students to a SEE in elementary, middle, or high school grades.
- For districts opting to terminate their relationships with special programs, the district is responsible for providing any required special services that would have been provided by the special program. The students who would have been served by the special program will also factor into any appropriate subgroups for school and district AYP and will count in school accreditation status and lowest five percent calculations.

If you have additional questions, please contact our Office of Educational Assessment and Accountability toll-free at 1-877-560-8378.

cc: William Mayes, MASA
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