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

Overview of the State Performance Plan Development:

(This section will be supplemented prior to 1/15/07)

New measurable and rigorous targets established for 2006-2010 are based on the 2005 baseline percentages, targets established by other states, and the national summary provided in the *Analysis of Part B State Performance Plans, Summary Document, compiled 9/13/06* by the Office of Special Education Programs. They also reflect broad stakeholder input.

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;

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.

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Overview of Issue/Description of System or Process:

The Office of Special Education and Early Intervention Services (OSE/EIS) monitors the provision of services in the Least Restrictive Environment (LRE) by reviewing these data annually, along with the results of local district self review improvement plans. Districts whose LRE percentages vary significantly from the state targets are identified for focused monitoring.

Historically Michigan required districts to compute Least Restrictive Environment (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 received

- 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 a new LRE reporting mechanism to reflect more accurately the amount of time each student spends in the regular classroom, special education settings within regular education buildings, and separate facilities. This new procedure also reflects a renewed emphasis on promoting the placement of students with disabilities in general education to the maximum extent appropriate.

Data changes were anticipated in the 2005 State Performance Plan (SPP). It was suggested at that time that new targets would be set in the 2006 State Performance Plan, because the data would reflect these procedural and system modifications.

At the same time, Michigan renewed efforts to improve the accuracy of the LRE data that districts reported. The results of these technical assistance efforts were especially evident in the separate facility setting data. 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 their 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 percentage of 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.

In addition, Michigan implemented revised definitions of some of the data fields used to report the percentage of students in special education settings, affecting the students served in Department of Corrections facilities. Previously, these facilities counted their students under their own "correctional facility" code. This was changed in the December 2005 student count to "separate facility", a change that effected an increase of 151 students.

Baseline Data for FFY 2005 (2005-2006):

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A. 54.01 percent of students with disabilities, ages 6-21, were removed from the regular class less than 21% of the day.
B. 17.87 percent of students with disabilities, ages 6-21, were removed from the regular classroom more than 60% of the day.
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.

Source: MICIS

Table 1: Percentages of Students by Placement for Ages 6-21 by Disability

Michigan 2005	**<21%[1]**	**21-60%**	**>60%**	**Separate Facility**	**Total**
Autism Spectrum Disorder	38.4%	16.7%	30.0%	14.9%	100.0%
Cognitive Impairment	14.6%	17.8%	51.2%	16.3%	100.0%
Deaf/Blind[2]	77.8%	0.0%	11.1%	11.1%	100.0%
Early Childhood Developmental Delay	55.4%	19.4%	21.9%	3.3%	100.0%
Emotional Impairment	39.5%	24.5%	23.8%	12.2%	100.0%
Hearing Impairment	53.6%	17.9%	21.2%	7.3%	100.0%
Other Health Impairment	61.1%	26.5%	9.8%	2.6%	100.0%
Physical Impairment	50.2%	19.0%	27.2%	3.6%	100.0%
Severe Multiple Impairments	4.4%	2.0%	24.4%	69.2%	100.0%
Specific Learning Disability	50.9%	33.4%	15.0%	0.8%	100.0%
Speech and Language Impairment	93.1%	4.9%	1.6%	0.3%	100.0%
Traumatic Brain Injury	48.8%	24.9%	19.6%	6.8%	100.0%
Visual Impairment	67.2%	16.0%	13.3%	3.5%	100.0%
All Disabilities	**54.0%**	**23.0%**	**17.9%**	**5.2%**	100.0%

Source: MICIS

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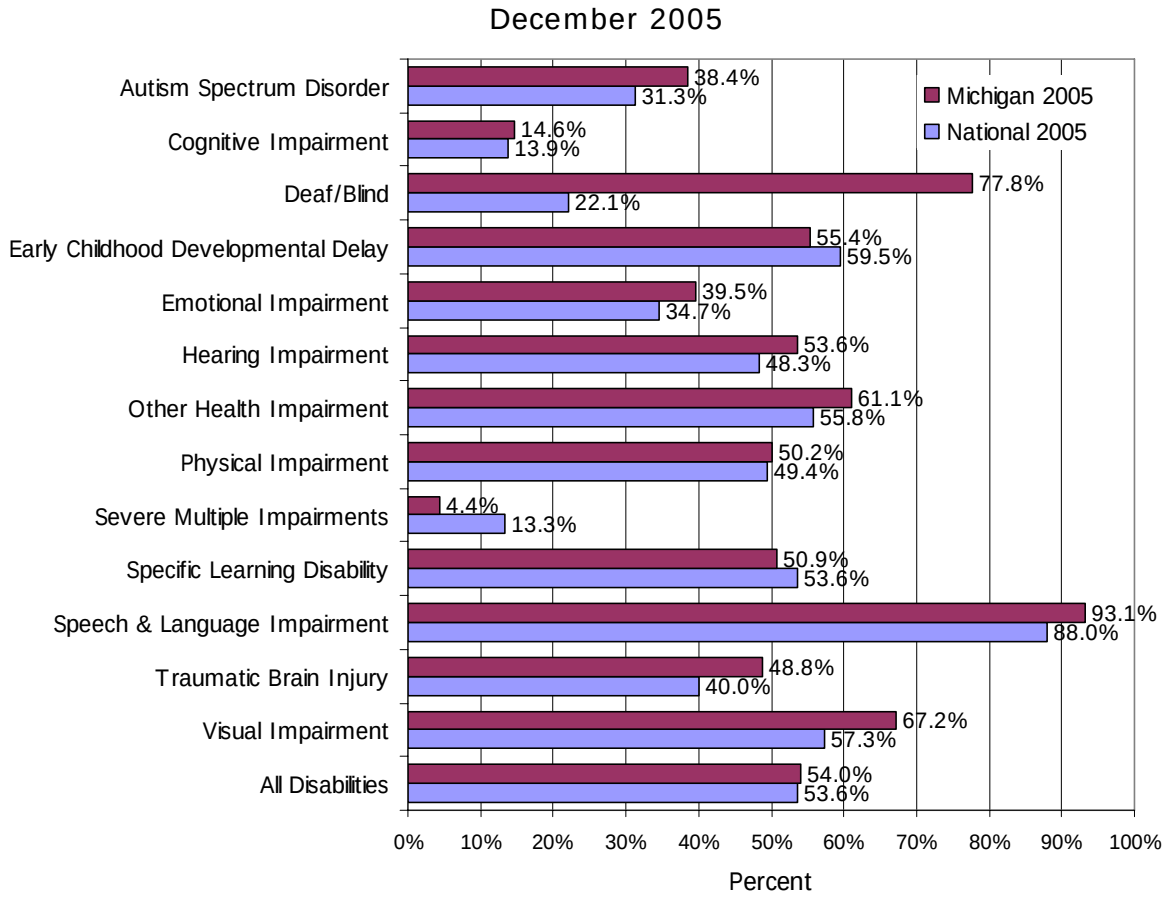
[1] removal from the regular education classroom less than 21% of the day
[2] The deaf/blind disability category is new for the state of Michigan. In the past, students had been coded as having hearing impairments, visual impairments, or severe multiple impairments.

Table 2: Comparison of Michigan and National Average Percentage of Students, ages 6-21 By Disability, Removed From the Regular Classroom Less Than 21% of the Day



Source: MICIS

Discussion of Baseline Data:

In Michigan, 54% of students are removed from the regular education setting less than 21% of the day, in order to receive their special education instruction and related services. Slightly less than 18% of students are removed from the general education setting for more then 60% of their day in order to receive their specialized instruction. The percentage of students placed in separate facilities is slightly more then 5%.

The OSE/EIS implemented a new LRE data collection procedure during the 2005-2006 school year. These data can not be compared to that of previous years, therefore the OSE/EIS is establishing new baseline performance data that will be used to set new measurable and rigorous targets for 2006-2010. The OSE/EIS believes this new procedure more accurately reflects the status of LRE in Michigan.

Additionally, as a result of the technical assistance provided to the districts, the data collected in the 2005-2006 reporting period is significantly more accurate. This is especially evident in the separate facility data.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	A. Increase the percentage of students outside the regular class <21% of the time from 54% to 55%. B. Decrease the percentage of students served outside the regular classroom >60% of the time from 17.9% to 16.9%. C. Decrease the percentage of students served in separate facilities to 5.0%.
2007 (2007-2008)	A. Increase the percentage of students outside the regular class <21% of the time from 55% to 57%. B. Decrease the percentage of students served outside the regular classroom >60% of the time from 16.9% to 15.4%. C. Decrease the percentage of students served in separate facilities to 4.8%.
2008 (2008-2009)	A. Increase the percentage of students outside the regular class <21% of the time from 57% to 59%. B. Decrease the percentage of students served outside the regular classroom >60% of the time from 15.4% to 13.9%. C. Decrease the percentage of students served in separate facilities to 4.6%.
2009 (2009-2010)	A. Increase the percentage of students outside the regular class <21% of the time from 59% to 61%. B. Decrease the percentage of students served outside the regular classroom >60% of the time from 13.9% to 12.4%. C. Decrease the percentage of students served in separate facilities to 4.4%.
2010 (2010-2011)	A. Increase the percentage of students outside the regular class <21% of the time from 61% to 63%. B. Decrease the percentage of students served outside the regular classroom >60% of the time from 12.4% to 11.9%. C. Decrease the percentage of students served in separate facilities to 4.2%.

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Improvement Activities/Timelines/Resources:

TIMELINES	REVISED ACTIVITIES	RESOURCES
2006-2007	Continue to identify districts for participation in Focused Monitoring based upon their LRE performance data. At least 16 districts will participate in Focused Monitoring based on their average LRE performance over three school years. These districts are significantly below the state target.	OSE/EIS CIMS[3] team LEAs
2006-2010	Review the CIMS LEA Service Provider Self Review (SPSR) data to analyze the LRE Key Performance Indicator (KPI) ratings. This LEA data will be factored into the identification of districts targeted for technical assistance.	OSE/EIS CIMS team ISDs LEAs
2006-2007	Develop a rubric for ISDs to use with LEAs that have been identified for technical assistance as a result of their SPSR data. The rubric will help districts identify root causes for their LRE percentages and move their LRE percentages closer to the state targets.	OSE/EIS CIMS team ISDs
2006-2010	Gather, verify, and analyze district LRE data by disability category, ethnicity, and community size (urban, suburban, rural). Where discrepancies exist, implement activities including use of a rubric to be developed. Districts will be required to review and rate their policies and procedures related to their LRE data and develop improvement plans.	OSE/EIS Data team ISDs LEAs
2006-2010	Verify and analyze LRE data for the twenty districts whose separate facility percentages vary significantly from the state targets. Districts will be required to review and rate their policies and procedures related to their LRE data and develop improvement plans.	OSE/EIS Data team ISDs LEAs
2006-2010	Provide technical assistance to districts to assist them with issues such as: • understanding how to report LRE time more accurately. This activity will concentrate on defining what constitutes time in special education and time in regular education. • helping data entry staff in LEAs and ISDs in order to improve the accuracy and consistency of student data reporting. Emphasize accuracy of data supplied for separate facilities.	OSE/EIS TA team ISDs

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[3] Continuous Improvement and Monitoring System

TIMELINES	REVISED ACTIVITIES	RESOURCES
2006-2010	Prioritize targeted districts to receive technical assistance from content related Response to Intervention statewide initiatives such as: a. Michigan's Integrated Behavior and Learning Support Initiative (MiBlSi) that supports school wide positive behavior support and literacy achievement. b. Michigan's State Improvement Grant (SIG) mathematics and English Language Arts AYP study group resources and products.	OSE/EIS Program Improvement Staff MiBlSi Staff SIG Staff, ISDs
2006-2010	Initiate a comparative study of the correlation in Michigan school districts between setting and achievement (linking with indicator #3 on AYP proficiency) to determine the relationship between LRE and student performance. Report results to the public including general education administrative organizations as well as institutions of higher education as a resource to their general and special education pre-service curricula.	OEAA[4] OSE/EIS data team Institutes of Higher Education School Administrators
2006-2010	Convene an ISD staff stakeholder group to identify districts where a high percentage of students are served <21% outside the regular classroom and who also have improving achievement data in order to determine best practice and essential elements of their delivery systems. Models will be disseminated to the field through Michigan's IDEA Leadership Institute.	OSE/EIS Program Improvement unit ISDs LEAs

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[4] Office of Educational Assessment and Accountability