

Michigan Part B State Performance Plan

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

Submitted to the
U.S. Department of Education
Office of Special Education Programs
February 1, 2007



Office of Special Education and Early Intervention Services

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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
MAP	Mandated Activities Projects

Michigan Acronyms Used in SPP/APR

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
MI-BLSi	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
USDoE	United States Department of Education

Michigan Acronyms Used in SPP/APR

WRR	Weighted Risk Ratio
WSU	Wayne State University

Part B State Performance Plan (SPP) for 2005-2010 February 2007 Overview

General Overview of the State Performance Plan Development and Revisions for 2007 Reporting:

Preparation:

Preparation for the development of the SPP began in early summer 2005. Staff from the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) reviewed the Individuals with Disabilities Education Act (IDEA) 2004 to better understand what the U.S. Department of Education (USDoE), Office of Special Education Programs (OSEP) would likely require. By the time of the OSEP Summer Institute in August 2005, a plan for developing this SPP had been generated. Several staff attended the OSEP Summer Institute to assure a reasonable understanding of the expectations for the development of the SPP.

Given that some SPP Indicators were due to have baselines established for the 2007 Report, these Indicators and respective baselines are reported in this SPP Updated Report. Further, given that some calculations were revised either at the request of the OSEP or due to calculation changes at the State Education Agency (SEA), these revisions are reported in the SPP template for the 2007 Report.

On-going Capacity Building:

In order to build capacity within the SEA and among grantees and contractors for the implementation of the SPP, significant activities have been initiated since 2005. The OSE/EIS has been re-organized to better implement a focused structure on the performance indicators. Staff, grantees and contractors are all involved in targeted activities to address data collection and analysis, improvement activities, and integrated implementation of accountability and improvement.

Strategic use of federally-funded resource centers (regional and national) has been implemented. During 2005-06, staff, contractors and grantees accessed information from: the North Central Regional Resource Center; the Great Lakes East Comprehensive Center; the American Institutes for Research; the National Center for Culturally Responsive Educational Systems; the National Center on Post-School Outcomes; the National Center on Special Education Accountability Monitoring; and the National Drop-Out Prevention Center, among others. In addition, the OSE/EIS has benefited from the work of, and networking provided through, the National Association of State Directors of Special Education.

Stakeholder Teams:

In 2005 and in 2006, teams of stakeholders were identified to work on the indicators; some were responsible for managing multiple indicators. For example, in 2005, graduation, dropout and suspension/expulsion were clustered to facilitate understanding the relationship and mutual influence among these indicators. In 2007, team leaders, either OSE/EIS staff or grantees, were assigned to specific indicators. For example, the team leader for Indicators 13 (Secondary Transition)

and 14 (Post-School Outcomes) was the Deputy Director of OSE/EIS and the team included grantees and field staff who have constituted the “core team” for the Michigan Transition Outcomes Project (MI TOP). In the case of Indicators 9 and 10, the team leader was a contracted staff person and the team included OSE/EIS staff, grantees, and others from the field. In both examples, the work of the teams was connected to Disproportionality Community of Practice (DisCoP) specific to these areas of focus.

In other cases, stakeholder teams included:

- The OSE/EIS staff
- (MDE) Office of Educational Assessment and Accountability (OEAA)
- (MDE) Office of Early Childhood Education & Family Services (ECE & FS)
- (MDE) Office of School Improvement (OSI)
- Grantees and contractors involved with various statewide initiatives
- Parents
- Practitioners and administrators
- State Advisory Panel (Special Education Advisory Committee or “SEAC”)

Teams were given the following tasks:

- Analyze the indicators to understand intent and meaning
- Review relevant data (state, LEA, National, similar states, etc.)
- Determine the current baseline, if applicable
- Analyze existing baselines in relation to changes in formulae and calculations
- Analyze the efficacy and impact of using various formulae and calculations
- Recommend data collection approaches, if applicable
- Identify measurable and rigorous targets
- Determine improvement activities
- Identify resources to implement improvement activities

The process for determining targets was applied consistently for those indicators where the state had latitude in setting measurable and rigorous targets. Team members reviewed multiple sources of data, clarified key issues that may influence achieving targets and recommended targets based on the comparisons to national data, state trends, standard deviations, or other data deemed appropriate. Input from the Special Education Advisory Committee (SEAC, Michigan’s State Advisory Panel) as well as input from the field through web-based surveys influenced final target setting.

In 2005, each stakeholder team had an assigned “data person”, and a team leader who was responsible for convening the meetings, obtaining access to technical support, and compiling the results of their deliberations. In 2006, data analysis was completed by the teams with assistance and technical consultation from grantees and contractors with expertise in research and evaluation. In addition, some indicators were tied to OSEP recommended data collection tools and analysis using national centers and recommended vendors (for example, Indicator 8, Parent Involvement, where the parent survey base was developed by the National Center on Special Education Monitoring and the analysis was completed by Avatar International, Inc.).

Stakeholder Input and Involvement:

In 2005 and in 2006, the key mechanisms used for obtaining additional stakeholder input were through ongoing work with districts and groups from the field, the Special Education Advisory Committee, and web-based surveys.

Given the short timeline and intensive work necessary to develop the SPP in 2005, the OSE/EIS used existing opportunities to obtain input on the indicators from the broader stakeholder community including:

Involving stakeholders on the stakeholder teams that reviewed data and developed the indicator specific plans,

Convening a structured dialogue session during the Michigan IDEA Leadership Institute¹ in June, 2005.

- Conducting a presentation during the Michigan Association of Administrators of Special Education Summer Institute in August 2005.
- Conducting a presentation for the State Special Education Advisory Committee (SEAC) in October, 2005 and a full day of substantial input in November 2005.
- Conducting a structured feedback session with Michigan's IDEA Partnership in November, 2005.
- Using the web based Zoomerang Survey process to gather additional input.

In 2006, timelines for target setting for new indicators were again compressed. The requisite information regarding the intent of the indicators, the requirements for data collection, and the specifics of the reporting were disseminated over the year through national conferences, technical assistance (TA) phone calls from OSEP and through networking with other states. In some cases, changes or clarifications in technical assistance were received in the fall of 2006, or later, impacting the time available to finalize the work necessary for target setting.

In one case, final technical assistance for data analysis through Westat was obtained very late in the report preparation period, and only upon special request. Specifically, the WRR (weighted risk ratio) for determining disproportionality, the formula appeared to yield unanticipated results relative to white students for some districts. The grantee working with the OSE/EIS made adjustments for variables such as group size (total special education students and disability sub-groups) upon recommendation by OSE/EIS, and for district variables such as "resident district" and "operating district" (recommended by administrators in the field). Each time a new data "run" was completed the indicator team would be convened to review the data. Discussions and consultation were had with a variety of resources, including the Great Lakes East Comprehensive Center (which provided onsite consultation from the American Institutes for Research) and consultation with other states using the WRR, where the same concerns were voiced. The calculations, variables, and findings were discussed. This happened several times over a period of months. The Team was not confident that the data findings were valid. Since this was a high priority indicator for monitoring, it was imperative that the data be valid and credible. Late in this ongoing analysis and series of re-calculations, the grantee assisting the OSE/EIS sought input from Westat. Westat indicated that this issue

¹ an OSE/EIS sponsored forum for special education and other education administrators and educational leaders

had been noted with the WRR and that a separate calculation for any districts with small numbers of minority populations, the ARR (alternate risk ratio), should be used. This appeared to improve the internal reliability of the calculations, which were completed in mid-January, 2007.

This example illustrates both the imperative for timely and accurate TA to states, as well as the model the OSE/EIS has used to do the work of the SPP; i.e., the teams were deeply involved, as were grantees and contractors, in ongoing analysis of the methods of data collection and the analysis of the data and findings. In this case, the work could have been completed several months earlier if the information regarding the design anomalies of the WRR had been provided to the states.

Facilitated Input from the Special Education Advisory Committee (SEAC):

In 2005, the SEAC was provided an overview of the SPP in October as a preparation for a full day of facilitated input. In November a full day session was conducted whereby SEAC members were given the task of reviewing data to understand how we arrived at the baseline, discussing proposed targets and making recommendations to set new targets, modify proposed targets or acknowledge agreement with proposed targets. Overall, the SEAC was supportive of the targets and eager to assist in the on-going evaluation of the implementation of the Plan.

In 2006, the SEAC was provided a forecast of the SPP work at the September Retreat. In November, December and January, presentations by team leaders on Indicators 4B, 5, 8, and 18 were followed by facilitated discussion that resulted in recommendations from the SEAC regarding targets. The recommendations are reflected in the overviews of each of these indicators.

Web-Based Input:

In both 2005 AND 2006, structured, web-based Zoomerang surveys were constructed and disseminated to multiple listservs and stakeholder organizations announcing the opportunity to review the indicators and provide input on the targets. Stakeholders gained access to the Zoomerang surveys through a link on the MDE and the OSE/EIS websites. Survey users were able to review descriptions of indicators, respond as to the rigor of proposed targets (not rigorous, rigorous, too rigorous). If stakeholders were not in agreement with proposed targets, they could propose new targets and make general comments about the SPP.

Field-Based Input:

Ongoing input opportunities from the field and from organizations have been provided through invited presentations by OSE/EIS staff as well as through targeted agendas of the Michigan IDEA Leadership Institute, the IDEA Partnership and parent and education organizations. Presentations on the SPP and annual performance reports will continue to create the basis for all public presentations by staff and others as our work to achieve improved outcomes continues.

Dissemination of the SPP to the Public and On-going Public Reporting:

The SPP was placed on the MDE website as a permanent document. The 2007 updates/revisions will be placed on the website upon submission of the documents to the OSEP. Reporting to the media will occur as determined by the Superintendent of Public Instruction in conjunction with other reports under No Child Left Behind (NCLB). The goal is to align public reporting and present special education information at the same time general education information is promoted. To address requirements for disseminating information to the public on the SEA and LEA performance toward meeting the SPP targets, the OSE/EIS proposes to:

- Post annually, a copy of the SPP and APR to the MDE website.
- Create an executive summary (“one-pagers”) of the SPP and APR indicators to post to the website, making hard copies available upon request.
- Publish information regarding the annual ISD and LEA “Data Portraits” where data on required Indicators are reported.
- Disseminate information about the *Education YES!* Report Cards, where sub-group performance and participation on state assessments is reported.
- Begin to use an information toolkit including a PowerPoint presentation and related materials that can be used by staff and stakeholder groups for conducting presentations on state and local performance and how improvement activities can be completed at the local level to address SPP indicators. This is being facilitated by the North Central Regional Resource Center.
- Incorporate performance reports and updates into monthly conference calls with ISD directors and the on-going Michigan IDEA Leadership Institute sessions.
- Convene sessions at quarterly and annual meetings of various organizations, parent groups, advocacy groups, etc. to facilitate broad-based dissemination of performance information.
- Work with the SEAC on a regular basis to review performance on key indicators.

On-going Development:

Time restrictions for the current and on-going development process, including predicted and unpredicted changes to data collection requirements and systems, anticipated and unanticipated policy changes in the immediate and longer-range, as well as inevitable modifications to plan requirements, will require on-going development and modification of the SPP. For example, the new High School Graduation Requirements adopted by the State Legislature have already impacted discussions regarding graduation and dropout rates, as well as student performance. This policy change, and others, will be reflected in on-going stakeholder input regarding performance targets.

Baseline data (Indicator 1 for example) will need to be re-established and/or discussed in light of changes made to Michigan’s current data collection systems. If baseline changes are not made when data collection changes are made, then extensive analysis of variances in performance data will be required. The OSE/EIS anticipates several data challenges that will result from implementing the SPP. Incorporating several new data collection fields that address the Monitoring Priority

indicators into the Michigan Compliance Information System (MICIS) will require ongoing stakeholder involvement, field testing and training for the field. Based on new and revised data, several targets may need to be adjusted as systems improve. Also, stakeholder input on an on-going basis may result in further adjustments.

The OSE/EIS efforts to align with the State Board of Education requirements for all children will be influenced by Michigan's ongoing work on high school redesign as well as the National Governor's Association recommendations for the cohort methodology of calculating high school graduation and dropout rates.

Implementation:

Developing and revising the SPP itself are steps in systems improvement. Implementing the activities described in the SPP has begun with aligning and integrating the activities across indicators.

Emphasis is first on activities that require new or modified data collection. Implementing new data collection systems or modifying current systems are both costly and time consuming and require intensive design, testing and training to assure accuracy. These activities are necessary to the foundation of the SPP and subsequent Annual Performance Reports (APR).

Improvement activities are ongoing. Expanded and re-energized partnerships with organizations such as the Michigan Association of Secondary School Principals, the Michigan Association of Intermediate School Administrators, the Michigan Association of Administrators of Special Education, the Michigan Education Association, the American Federation of Teachers-Michigan and others are notable. A newly funded parent support system, the Alliance for Families, along with the CAUSE², creates a reconstituted foundation for parent involvement.

Activities that require the development of requests for proposals, new contracts, or modifications to existing grants or contracts will also be prioritized and integrated and aligned as much as possible with ongoing statewide initiatives. These activities help implement systemic improvements.

Both the SPP and the full implementation of the IDEA 2004 will require modification to the Continuous Improvement and Monitoring System (CIMS). This activity supports ongoing measurement of the impact of SPP implementation. In 2007-08, revisions will be developed to fully align the CIMS with the key performance indicators of the SPP. In addition, SPP indicators will be utilized, as appropriate, in making determinations regarding LEA performance as required under the IDEA and by OSEP.

² Citizens Alliance to Uphold Special Education, Michigan's Parent Training and Information Center

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
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.

<p>Monitoring Priority: FAPE in the LRE</p>
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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))

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

Overview of Issue/Description of System or Process:

Michigan is submitting a revised SPP report for Indicator 1, because four significant events have occurred since submitting the December 2005 SPP that affect baseline data and targets.

1. Change in exit data reporting date from December 1 to July 1 per OSEP's request
2. U.S. Department of Education (USDoE) acceptance of amended Michigan Department of Education (MDE)/State Board of Education *Education YES!* (NCLB) 2005-2006 graduation targets for all students
3. Adoption of new State graduation requirements (PA 123 of 2006; PA 124 of 2006) effective for the graduating class of 2011, and
4. Adoption of the National Governors Association (NGA) cohort method of calculating graduation rate for full implementation in spring of 2008.

Historically, Michigan used the Section 618 December 1 special education count for its exit data. At OSEP's request, Michigan has transitioned to a July 1 report using the state's pupil count data. The transition to a July 1 reporting date accounts for the change to a smaller N between the 2004-2005 and the 2005-2006 data sets.

Second, 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 target for graduation has been revised to **80%** and was approved by the U.S. Department of Education (see appendix A) <http://www.ed.gov/admins/lead/account/letters/acmi5.html>. The U.S. Department of Education advised the MDE that due to Michigan's shift to the NGA Cohort calculation methodology, Michigan's NCLB calculation can remain at 80% pending emerging data from the NGA cohort calculations. The MDE will set a new baseline beginning with the graduating class of 2007 using the NGA cohort method. The MDE anticipates this baseline will be significantly below 80%, and the state will rebuild from there. Per the Office of Special Education Programs' requirement for an increasing target rate, the SPP graduation target will return to **85%** in FFY 2010.

Third, as forecast in the December 2005 SPP, the Michigan Legislature enacted the Michigan Merit Curriculum into law in March of 2006 (PA 123 of 2006; PA 124 of 2006). The new associated graduation requirements dramatically change the educational landscape. Beginning with the graduating Class of 2011 (Michigan's 2006-2007 eighth graders) all students must meet rigorous academic standards to receive a regular high school diploma. The focus is to hold all students to consistent, high standards that will prepare them for life and the global economy they will experience.

Local districts award high school diplomas in Michigan (with the exception of the Michigan School for the Deaf). There is no state diploma, and there are no legislated alternatives to the regular diploma. Michigan does not recognize the five tests of General Educational Development (GED) as a regular diploma (i.e., attainment of a GED does not terminate a student's right to FAPE for the purposes of pursuing a regular diploma). Local districts may choose to grant alternatives to a regular diploma, such as a certificate of completion, however such certificates do not constitute graduation from high school in Michigan.

The new legislation does allow for the development of a Personal Curriculum that will provide flexibility for any student and will support progress toward graduation. Personal curriculum modifications for students with IEPs accommodate for disability-related learning needs and must be supported by the IEP process. The Michigan Merit Curriculum legislation requires that all students have an educational development plan by their first year in high school. The Michigan Merit Curriculum also requires all students to earn credits in the following areas, with specific content expectations in each area:

- 4 credits each in English Language Arts and Mathematics

- 3 credits each in Science and Social Studies
- 1 credit in Health and Physical Education
- 1 credit in the Visual, Performing, or Applied Arts
- 2 credits in World Languages, beginning with the Class of 2016
- An Online Learning Experience

While local districts determine the total number of credits needed to graduate, the State has set a minimum number of credits required in each subject area and, in some areas, specified the content expectations that must be addressed. An online learning experience is required along with the 18 credits outlined above. Prior to the new legislation, Michigan law only required that a student complete a course in civics to graduate (Section 380.1166), with remaining requirements set by each locally elected Board of Education.

The final projected change in Michigan, again as forecast in the December 2005 SPP, is that the Center for Educational Performance and Information (CEPI) will begin transitioning from using aggregate data to determine the graduation rates to calculating the graduation rates based on a four-year student cohort. The new method for calculating graduation rates, endorsed by the NGA, will allow for disaggregating graduation rate data for students with IEPs. The projected date for full implementation of the new method is spring of 2008. The new National Governors Association (NGA) cohort method, utilizing SRSD data, uses the following formula:

- 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.

The new method for calculating graduation rates will utilize a single data source and provide a more refined, efficient, and comprehensive result. The Office of Special Education and Early Intervention Services (OSE/EIS) will report graduation rates for students with disabilities using this formula and show a comparison between the performance of students with IEPs and all students. There is a request pending with the U.S. Department of Education for some special education students to be able to count as a graduate even though they take five (5) years to complete their program. A response from the U.S. Department of Education is expected spring, 2007.

Baseline Data for FFY 2004 (2004-2005):

The graduation rate of 67.05% which was reported in the December 2005 SPP report was calculated by CEPI and was an unaudited count. This calculation was performed by CEPI to allow a comparison between the graduation rates of youth with IEPs and all youth. Due to the differences in calculation methodology and reporting dates between general education and special education the percentages

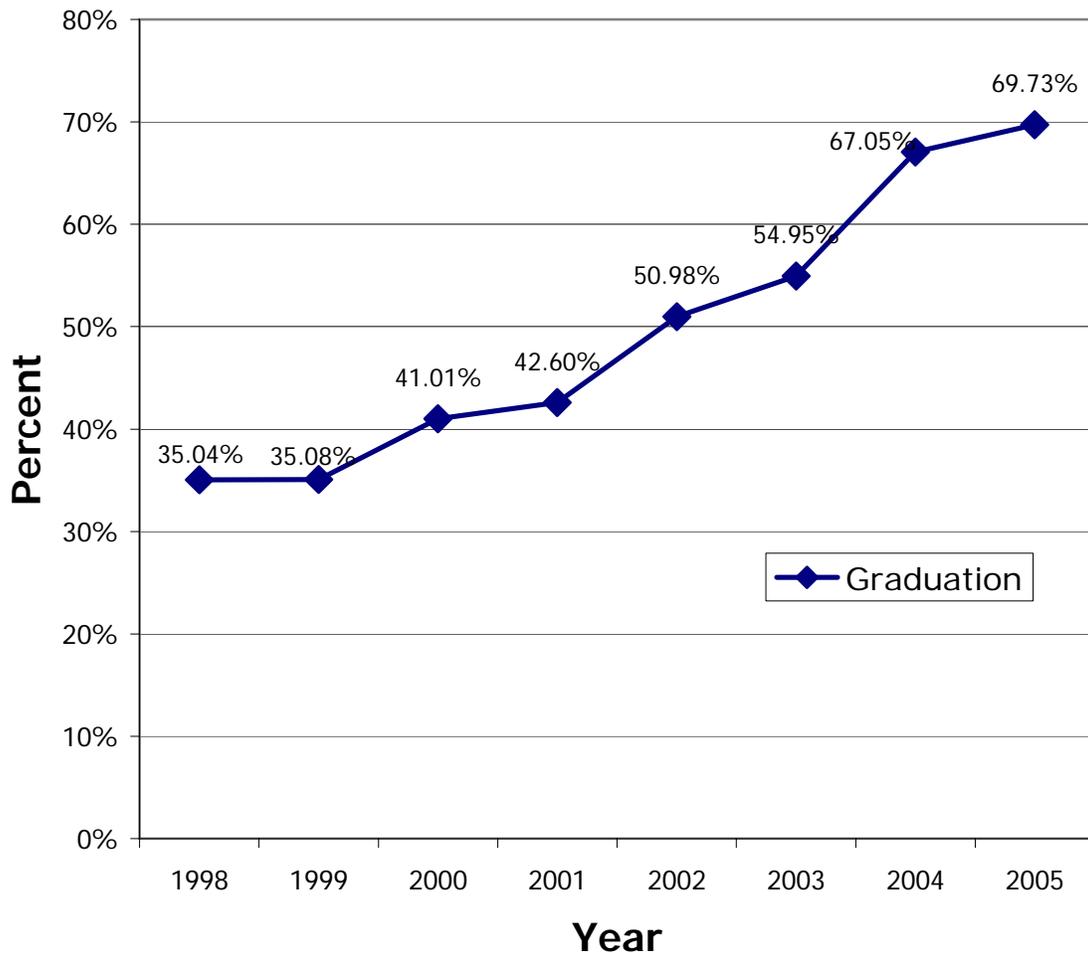
are slightly different. The OSE/EIS is providing revised performance data for the FFY 2004 to assist in developing a common understanding of this complex issue. Further explanation follows after Table 1.

Table 1: Graduation Rates for Students in Michigan

	Percent	Number
Percent of youth with IEPs graduating with a regular diploma (final December 1 2005 count)	69.7%	N=8312
Percent of all youth graduating with a regular diploma (final July 1 2005 count)	87.7%	not yet available

Sources: MICIS and CEPI-SRSD

Figure 1: Special Education Graduation Rates 1998-2005



Source: MICIS

Discussion of Baseline Data:

2004-2005 Special Education Graduation Rate: The original graduation rate computation for Michigan youth with IEPs utilized the OSEP method and December 1 data from the Michigan Compliance Information System (MICIS). Michigan data showed that from 1998 through 2005 the percentage of Michigan students with IEPs who graduated with a high school diploma increased steadily from 35.04% to 69.73% (See Figure 1).

The Center for Educational Performance and Information (CEPI) collects data and calculates the total student graduation rates in Michigan. The formula for determining the 2004-2005 graduation and dropout rates was the same formula used to determine the 2003-2004 rates, that is the number of students graduating with a regular diploma divided by the number of students graduating with a regular diploma + Received a certificate + dropped out + aged out + moved not known to be continuing.

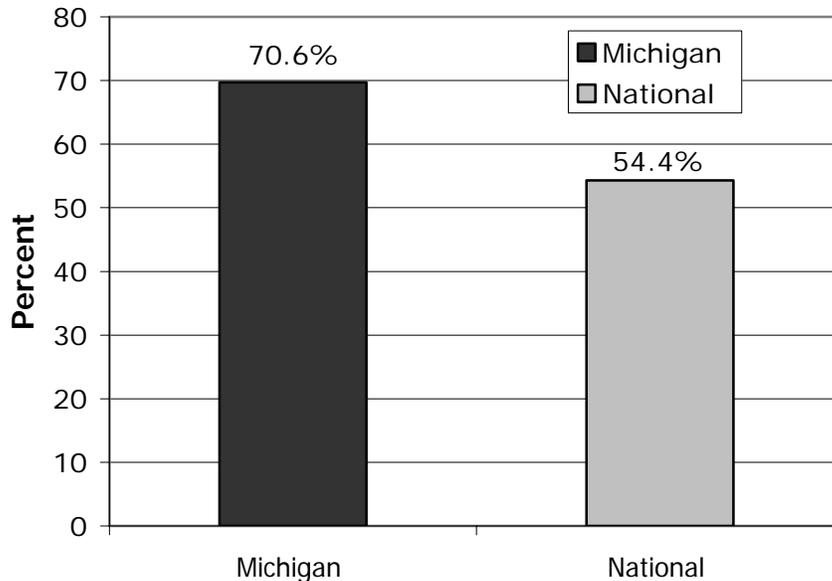
This formula accounts for student attrition in a secondary school/facility over multiple grade levels. This is done by multiplying all the class retention rates together in the secondary school/facility. CEPI used the Single Record Student Database (SRSDB) data collection and submission process. The 2004-2005 graduation and dropout rates examined students' movements from the fall 2004 count date to and including the fall 2005 count date, in order to determine their most recent dispositions for the school year. Student records in each cycle were placed into one of the following categories: continuing with his/her education; transfer-in; transfer-out; completer (student who completes in more than four years), graduate; or unknown (not accounted for). The students "retained in grade" were determined using the fall 2005 submission.

Discussion of Performance Data:

2005-2006 Special Education Graduation Rate: 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's 2005-2006 graduation rate also surpasses the national graduation percentage for students with disabilities reported for 2004-2005 as shown in Figure 2 below.

Figure 2:

**Comparison of National and Michigan
Special Education Graduation Rates 2004-2005**



Sources: MICIS and IDEA Data IDEAdata.org

Michigan 2004-2005 (n=8,312)

National 2004-2005 (n=211,033)

Michigan 2005-2006 (n=5,642 source: SRSD) 70.6%

National 2005-2006 Data not available

Measurable and Rigorous Targets:

For Indicator 1, the SPP team identified the considerations listed below as a basis for proposing revised, measurable and rigorous targets:

- MDE *Education YES!* (NCLB) amended targets set and approved by the State Board of Education for all students, (effective 2005-2006)
- Adoption NGA cohort method of calculating graduation rate for full implementation in spring of 2008.
- Adoption of new State graduation requirements effective for the graduating class of 2011,
- State special education trend data
- National special education trend data, and
- Michigan Continuous Improvement and Monitoring System (CIMS) data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. 80% (Michigan's NCLB target revised per USDoE approval)
2006 (2006-2007)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. 80%
2007 (2007-2008)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. 80%
2008 (2008-2009)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. 80%
2009 (2009-2010)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. 80%
2010 (2010-2011)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. 85%

Improvement Activities/Timelines/Resources:

Activities implemented in 2005 are described in the 2007 Annual Performance Report (APR).

Timelines	Activities	Resources
2005-2011	Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	OSEP NPDC
2005-2011	Continue to disseminate LEA data reports on graduation rates by disability and ethnicity	OSE/EIS IIS ³ Grantee LEAs and ISDs
2006-2007	Convene a referent group to reset graduation targets to be reported in the 2008 SPP/APR, because of the new graduation requirements and the new NGA cohort calculation.	OSE/EIS PI Unit ⁴ CEPI State Advisory Panel LEAs and ISDs
2006-2008	Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum, to inform educators about the SPP targets and available resources.	OSE/EIS CIMS ⁵ MI TOP ⁶ LEA and ISD administrator PD ⁷
2006-2007	Target improved performance of special education students at the middle school level in mathematics and English language arts.	OSE/EIS staff, SIG ⁸ , LEAs and ISDs
2006-2011	Work through the CIMS, using focused monitoring, to determine LEAs that need technical assistance to improve graduation rates.	OSE/EIS staff, CIMS, LEAs and ISDs
2006-2011	Develop and implement best practices leading to graduation and successful transition to post secondary roles.	OSE/EIS staff, MI TOP, LEAs and ISDs

³ Interagency Information Systems

⁴ Program Improvement Unit

⁵ Continuous Improvement and Monitoring System

⁶ Michigan's Transition Outcomes Project (MI TOP)

⁷ Personnel Development

⁸ State Improvement Grant

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
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,
 - application of 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.

Overview of Issue/Description of System or Process:

Michigan is submitting a revised SPP report for Indicator 2: Four significant events, described in the overview section of Indicator 1, have occurred since submitting the December 2005 SPP. Historically, Michigan used the Section 618 December 1 special education count for its exit data. At OSEP's request, Michigan has transitioned to a July 1 report using the state's pupil count data. The transition to a July 1 reporting date accounts for the change to a smaller N between the 2004-2005 and the 2005-2006 data sets.

New performance data are reported holding all students to consistent, high standards that will prepare them for life and a global economy. The Michigan Legislature enacted the Michigan Merit Curriculum into law in April of 2006 (PA 123 of 2006; PA 124 of 2006). The new graduation requirements dramatically change the educational landscape in Michigan. Beginning with the graduating Class of 2011 (Michigan's 2006-2007 eighth graders), students must meet rigorous academic standards to receive a regular high school diploma upon graduation.

Michigan's Merit Curriculum is part of an overall high school reform effort emphasizing rigor, relevance, and relationships in the education community. Michigan's Superintendent of Public Instruction emphasizes that the Michigan Merit Curriculum, while maintaining rigorous academic standards, allows for flexibility and the incorporation of student interests into a local district's curriculum. This new emphasis includes initiatives specifically designed to keep students in school and reduce dropout rates for all students. As requested by Michigan's Governor, and adopted legislatively, the Michigan Merit Curriculum requires schools to contact parents immediately at the first signs of a student's risk of failure. In partnership with the parent and student, a local school may develop a modified personal curriculum (within established limits) aligned with the student's education development plan to meet a student's specific academic needs. For students with disabilities, the Michigan Merit Curriculum legislation allows for further modifications to a personal curriculum. These modifications are allowed to the extent necessary because of the student's disability and must be consistent with the student's educational development plan and the student's individualized education plan.

As a result of these legislative efforts, local districts are beginning to focus increased resources on retaining students and lowering dropout rates. Dropout rate and graduation rate continue to remain a priority in Michigan's special education Continuous Improvement and Monitoring System.

The majority of Michigan students with IEPs graduate with a regular diploma. Some students, however, have their education interrupted due to family circumstances, illness, placement in a residential facility, or other unique circumstances. Some students complete their education by earning a General Education Development (GED) certificate or other alternative certificate of completion granted by the local district. Other students with IEPs complete their education by reaching Michigan's maximum age limit of 25 for receiving special education programs and services.

A note about graduation and drop out rates: Combining the graduation and drop out rates do not equal 100% because some students die, receive a certificate of completion, or reach the maximum age.

Baseline Data for FFY 2004 (2004-2005):

The dropout rate for youth with IEPs as reported in the December 2005 SPP submission was 15.2%. This figure was based on unaudited results from the CEPI. Changes in data collection systems, reporting periods, and calculation methodology significantly altered data results therefore making it difficult to show comparability from year to year.

Table 1: Revised Michigan Performance Data for FFY 2004 (2004-2005):

Percent of youth with IEPs dropping-out (final 2005 count)	25.5% n=3,337
Percent of all youth dropping out (final 2005 count)	3.3% n=33,207

Sources: MICIS and CEPI – SRSD

Discussion of Baseline Data:

2004-2005 Special Education Dropout Rate: The formula for determining the 2004-2005 dropout rates was the same formula used to determine the 2003-2004 rates. It was calculated by taking the number who dropped out, the number who moved, and the number who were 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.

The Center for Educational Performance and Information (CEPI) provides the total student dropout rate in Michigan. The CEPI defines dropouts as unaccounted for students. As with its calculations for graduation rates, CEPI is in the process of transitioning from its current method of calculation to a new cohort method by the spring of 2008.

This formula accounts for student attrition in a secondary school/facility over multiple grade levels. This is done by multiplying all the class retention rates together in the secondary school/facility. CEPI used the Single Record Student Database (SRSD) data collection and submission process. The 2004-2005 dropout rates examined students' movements from the fall 2004 count date to and including the fall 2005 count date, in order to determine their most recent dispositions for the school year. Student records in each cycle were placed into one of the following categories: continuing with their education; transfer-in; transfer-out; completer; graduate; or unknown (not accounted for). The students "retained in grade" were determined using the fall 2005 submission.

2005-2006 Special Education Dropout Rate:

In the new July 1, 2006 reporting system, using the OSEP formula, the CEPI data now show that the overall percentage of dropouts for students with IEPs is 25.2%. Michigan's 2005-2006 dropout rate for students with disabilities is slightly better than the corresponding national rate as shown in Table 2 below.

Table 2: Comparison of Michigan and National Special Education Drop Out Rates

	% Dropout	
	Michigan 2004-2005	National 2004-2005
Total	25.5% n=3,294	28.3% n=109,656

Sources: MICIS and IDEAdata.org

Table 3: 2006 Drop Out Rate for Michigan Youth with IEPs

Percent of youth with IEPs dropping out (unaudited 2006 SRSD count)	25.2% n=2,017
Percent of all youth dropping out (2006 final count)	Not yet available

Source: CEPI - SRSD

The CEPI defines a dropout as a student who has been assigned to a graduating class and does not graduate, or does not receive a GED certificate, or is not considered a transfer, or whose enrollment status is otherwise unknown. Students with IEPs are considered dropouts according to the same criteria established for students without IEPs. The CEPI considers all of the following students dropouts (unaccounted for) if they fit the descriptors and cannot be located in the data system through their Unique Identification Code:

- Dropped out of school
- Expelled from the school district with no further services
- Enlisted in the military or Job Corps
- Unknown
- Left adult education

A student with an IEP can leave school without graduating and not be considered a dropout if they fit the CEPI definitions of a 'Completer' or 'Transfer-Out'. Table 4 below shows the CEPI definitions of Transfer-Out, Completer, and Dropout and Students Located.

Table 4: CEPI Definitions In Conjunction with Drop Out Data Collection

<p>Transfer-Out: Students who transfer out of the district are removed from the graduating class of the school/facility and district. A student would be considered a transfer-out if any of the following district exit statuses applied to the student.</p> <ul style="list-style-type: none"> • Completed general education with an equivalency certificate • Completed general education with other certificate • Deceased • Enrolled in another district known not to continue in special education • Enrolled in another district, known to continue in special education • Enrolled in home school • Enrolled in non-public school • Incarcerated • Moved out of state • Placed in a recovery or rehabilitative program • Reached maximum age (special education) • Received certificate of completion or finished IEP requirements

Completer: Completers are considered a transfer-out. A student would be considered a completer if any of the following district exit statuses applied to the student.

- Received certificate of completion or finished IEP requirements
- Reached maximum age (special education)

Dropout and Students Located: A student that is not accounted for will be considered a dropout. A student would be considered a dropout if any of the following district exit statuses applied to the student:

- Dropped out of school
- Expelled from the school district (no further services)
- Enlisted in military or Job Corps
- Left adult education
- Unknown

Source: CEPI – 2006 SRSD Manual

The CEPI will begin transitioning from using aggregate data to determine the dropout rates to determining the rates based on a four-year student cohort. The new method for calculating dropout rates will allow for the disaggregating of dropout rate data for students with IEPs. The projected date for full implementation of the new method is spring of 2008.

The OSE/EIS has determined that targets set for all youth are appropriate expectations and will be applied for all Michigan youth are appropriate expectations and will be applied to youth with IEPs.

As these targets change under *Education YES!* NCLB in Michigan, the OSE/EIS, along with input from stakeholders, will continue to monitor the progress of students with IEPs and determine the extent to which graduation targets represent rigorous and achievable targets for students with disabilities.

Measurable and Rigorous Targets:

For Indicator 2, the SPP team identified the considerations listed below as a basis for setting measurable and rigorous targets:

- Michigan Department of Education (MDE) *Education YES!* NCLB targets set and approved by the State Board of Education for all students
- State special education trend data
- Comparison to national average.
- The Continuous Improvement and Monitoring System (CIMS)

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

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007 New	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
2006-2011	Continue to work through the Continuous Improvement and Monitoring System (CIMS), using focused monitoring, to determine LEAs that need technical assistance to improve graduation rates.	OSE/EIS, CIMS, LEAs and ISDs
2006-2011	Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	The OSEP and NDPC
2006-2011	Develop and implement best practices leading to graduation and successful transition to post secondary roles.	OSE/EIS, MI TOP, LEAs and ISDs
2006-2011	Develop strategic initiatives through the Parent Involvement grant that focus on reducing dropout rates	OSE/EIS, Parent Involvement stakeholders
2006-2008	Utilize statewide dissemination of information and training on high school reform, including the Michigan Merit Curriculum, to inform education practitioners about the SPP targets and available resources.	OSE/EIS staff, CIMS staff/ MI TOP staff

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
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 = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \text{ divided by the (total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}] \text{ times } 100.$
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$).

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

Overall Percent = $[(b + c + d + e) \text{ divided by } (a)].$

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)].

Overview of Issue/Description of System or Process:

The Michigan Educational Assessment System (MEAS) was adopted by the Michigan State Board of Education in November 2001. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), MI Access, and a component at the time of adoption called ELL-Access, but is currently called Michigan's English Language Proficiency Assessment (ELPA).

Michigan administers the MEAP and MI-Access grades 3-8 assessments in the fall and the grade 11 assessments in the spring. The following table indicates the grade levels of the English language arts and mathematics assessments administered. Please note that all of the grades 3-8 assessments are new and were administered for the *first time* in 2005-2006.

Table 1: Grade Levels for MEAP and MI-Access English Language Arts and Mathematics Assessments

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English language Arts (reading & writing)	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X

Source: MDE/OEAA

MI-Access is the state's standardized alternate assessment program for students with significant cognitive disability. The MI-Access assessments are administered to students based on the Individualized Education Program (IEP) Team determination. The MI-Access assessments are administered when the IEP Team, determines that the MEAP, or MEAP with accommodations, is not appropriate for that student.

MI-Access currently is comprised of three alternate assessments, *based on alternate achievement standards*, appropriate for the cognitive functioning level of the students being assessed. The MI-Access Functional Independence assessments are designed for students with, or function as if they have, mild cognitive impairment. The MI-Access Supported Independence assessment are designed for students with, or function as if they have, moderate cognitive impairment. The MI-Access Participation assessments are designed for students with, or function as if they have, severe cognitive impairment. As a result of the U.S. Department of Education (USDoE) Peer Review of Michigan's assessments administered in 2005-2006, the MI-Access Functional Independence assessments were fully approved. However, the MI-Access Participation and Supported Independence (P/SI) assessments were not approved to use when calculating NCLB adequate yearly progress (AYP). The USDoE approved that all of the students who were administered these assessments (P/SI) could count as being assessed when calculating NCLB participation rates, but the scores could not be used when calculating AYP. This information related to the MI-Access P/SI assessments will help explain incomplete proficiency rate data.

The MEAP is Michigan's general assessment program and has been in place for over thirty years. Currently the OEAA only reports MEAP high school results by graduation class, not just by grade 11 students, which is the official high school grade of the assessments. Graduation class reports are produced because the scores on the MEAP Reading, Writing, Science and Mathematics assessments can be used to qualify students for the Michigan Merit Award, a \$2,500 scholarship. This scholarship is used for post secondary education. Students could take the grade 11 MEAP assessments in grade 10 for dual enrollment and could retest up to 4 times in order to meet the criteria to receive the Merit Award. However, by Michigan legislation⁹, the MEAP high school assessments will be replaced with the Michigan Merit Examination (MME) starting spring 2007.

With the implementation of the federal No Child Left Behind (NCLB) legislation, the Michigan Department of Education (MDE), Office of Educational Assessment and Accountability (OEAA) is required to determine a school's adequate yearly progress for grade 11 students. However, the OEAA does not produce a MEAP grade 11 report that is released to the public. The only official MEAP high school report is for the graduating class. Due to the fact that there is no MEAP grade 11 reports produced, information related to use of accommodations (standard or nonstandard) or invalid scores is not available. The United States Department of Education, Office of Elementary and Secondary Education, currently does not allow the OEAA to use

⁹ PA 593 of 2004 replaces high school MEAP with MME in School Aid Act, PA 596 of 2004 replaces the high school MEAP with MME in the School Code

the scores from retesting when calculating Adequate Yearly Progress (AYP). As mentioned earlier, beginning spring 2007, the OEAA will replace the grade 11 MEAP assessments with the MME. This assessment cannot be administered to grade 10 students which will allow the OEAA to produce reports for grade 11, including information on the use of assessment accommodations and any invalid scores. This information related to MEAP grade 11 reports will help explain incomplete data for the use of assessment accommodations or invalid scores for MEAP grade 11.

The Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, maintains an electronic database called the Single Record Student Database (SRSD) and assigns the Unique Identification Code (UIC) for each student. This database, updated by school districts three times per year, includes current enrollment and attendance data for all Michigan public school students. This is used to confirm the continued enrollment of a student in a particular school and school district. In addition to this database, the OEAA maintains databases for MEAP results, MI-Access results, and NCLB AYP.

Baseline Data for FFY 2004 (2004-2005):

Table 2:

A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

Districts with AYP determination	542
Districts NOT making AYP	66
Percent making AYP	87.8%
Percent not making AYP	12.2%

Source: MDE/OEAA

Table 3:

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	Elementary		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
2004-2005						
# of Children with IEPs in grades assessed	17,613	17,613	18,454	18,815	12,606	12,606
# and % of Children with IEPs in regular assessment with no accommodations	9626 54.7%	6965 39.5%	19455 56.7%	7751 41.2%	7321 58.1%	6431 51.0%
# and % of Children with IEPs in regular assessment with accommodations	2663 15.1%	5253 29.8%	2549 13.8%	5632 29.9%	1128 8.9%	2021 16.0%
# and % of Children with IEPs in alt. assessment against grade level standards	4389 24.9%	3794 21.5%	4147 22.5%	3990 21.2%	2536 20.1%	2533 20.1%
# and % of Children with IEPs in alt. assessment against alt. achievement standards	852 4.8%	852 4.8%	909 4.9%	973 5.2%	1286 10.2%	1286 10.2%
Total # and Overall Participation Rate	17530 99.5%	16864 95.7%	18060 97.9%	18346 97.5%	12271 97.3%	12271 97.3%

Source: MDE/OEAA

The range of participation rates for ELA over the three grades tested is 97.3% to 99.5% and the range for math is 97.5% to 95.7%.

Table 4:

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

Proficiency Rate	Elementary		Middle School		High School		
	2004-2005	ELA	Math	ELA	Math	ELA	Math
Number of Children with IEPs in grades assessed		17,613	17,613	18,454	18,815	12,606	12,606
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations		3971 22.5%	4037 22.9%	2785 15.1%	2060 10.9%	1033 8.2%	673 5.3%
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations		662 3.8%	1976 11.2%	614 3.3%	1091 5.8%	148 1.2%	130 1.0%
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards		3377 19.2%	2361 13.4%	2957 16.0%	2087 11.1%	2085 16.5%	1219 9.7%
# and % of Children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards		697 4.0%	734 4.2%	778 4.2%	865 4.6%	986 7.8%	976 7.7%
Total # and Overall Proficiency Rate for Children with IEPs		8707 49.4%	9108 51.7%	7134 38.7%	6103 32.4%	4252 33.7%	2998 23.8%

Source: MDE/OEAA

The range of proficiency rates in ELA extends from 33.7% to 49.4% and for math, from 23.8% to 51.7%.

Revised Performance Data for FFY 2005 (2005-2006):**Table 5:****A. Percent of districts 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

The criteria used for district AYP determination were different for 2005-2006 than for 2004-2005. For the 2004-2005 AYP calculations, if a district missed the target 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.

Table 6 shows the number of districts with a grade range that did not make AYP for the students with disabilities subgroup. As noted above in Table 5 and the accompanying text, no single district missed AYP in English Language Arts or Mathematics for ALL three grade ranges, therefore all districts made AYP for 2005-2006. In Table 3, the differences between the number of districts not making AYP for 2003-2004 and the subsequent two years can be attributed to a change in the subgroup size used for calculating AYP in 2004-2005 and 2005-2006 as more grade levels were tested.

In 2004-2005 Michigan assessed English language arts in grades 4, 7, 11 in mathematics in grades 4, 7, 11. Please note that 2005-2006 Michigan implemented additional English language arts and mathematics assessments so that students in grades 3-8 and 11 could be assessed in both content areas. The data from 2005-2006 will serve as the baseline only for the grades assessed.

Table 6*: Students with Disabilities Subgroup – Number of Districts with a Grade Range that Did Not Make AYP

Academic Year	Grade Range	English Language Arts	Mathematics
2005-2006	Elementary (3-5)	10	4
	Middle School (6-8)	29	31
	High School (11)	15	19
2004-2005	Elementary (4)	6	6
	Middle School (7 and 8)	7 (Grade 7)	13 (Grade 8)
	High School (11)	7	15
2003-2004	Elementary (4)	34	34
	Middle School (7 and 8)	63 (Grade 7)	45 (Grade 8)
	High School (11)	54	59

*See Appendix H for Section 618 Table 6.

Table 7: 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.

2005-2006 Participation Rate	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.

Table 8: C. Proficiency rate for children with IEPs against grade level standards and alternative achievement standards.

2005-2006 Proficiency Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Number of Children with IEPs in grades assessed	1584 7	15847	17072	17072	18030	18030	18187	18187	18467	18467	18288	18288	13520	13520
Total # of Participants ³	1555 2	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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
# 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%

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 Revised Performance Data:

The data provided in Table 2 illustrate that of the 539 school districts considered for AYP determination, 100% of districts met the State's AYP objectives for the students with disabilities subgroup, based on Michigan's criteria for determining District AYP.

Table 6 provides additional detail related to Table 5 by specifying the number of districts with a grade range for students with disabilities that did NOT make AYP. For example, in 2005-2006 there were 10 districts that did NOT make AYP for the grade range of elementary (3-5) in the content area of English language arts.

For tables 7 and 8, children who are included in the top rows (# of Children with IEPs in grades assessed) but not the bottom rows (Total # and Overall Participation Rate/Total # and Overall Proficiency Rate for Children with IEPs) are accounted for by the number of students at each grade whose assessments were invalid. Students who have invalid assessments are counted as not participating. See the USED approved, June 2005 version of the *Michigan Consolidated State Application Accountability Workbook* for further information."

Table 7 describes the number and percent of children with IEPs in grades 3-8 and 11 who participated in the State's assessment system during 2005-06. This includes the participation rates for students administered the MEAP (regular assessments) and MI-Access (alternate assessments). It also identifies the participation rates for children taking the MEAP assessments with accommodations. Finally, the table provides the overall participation rates for grades 3-8 and 11 in the content areas of English language arts and mathematics.

The proficiency rates described in Table 8 display data for children with IEPs who met the state's criteria for proficient on both the MEAP and MI-Access assessments. These percentages reflect performance in grades 3-8 in the content areas of English language arts and mathematics.

The normal high school test administration in Michigan is currently during the spring of the school year for grade 11 students. Students who are seeking to qualify for dual enrollment in 11th grade, however, are permitted to take the assessments in the 10th grade. The assessment results from the normal test administration, at the end of the 11th grade, will be used for AYP with the exception that students who demonstrate proficiency in 10th grade or fall 11th grade may have their achievement and participation status carried forward into the 11th grade test administration of their cohort for calculation of AYP and the participation rate.

While students are allowed to retest for Michigan Merit Award scholarship purposes in the 12th grade, a 12th grade score does *not* count for AYP or the participation rates.

To calculate the participation rate for high schools, the number of students enrolled in the 11th grade will be the “universe” of students that are expected to participate in the assessment. A student will be counted as participating if the student takes the assessment in the 10th grade for dual enrollment or in the 11th grade. High school results, including achievement and participation, will be reported for AYP by 11th grade cohort.

These formulas and data will be simplified in 2006-07 as Michigan moves from the MEAP grade 11 assessments to the new Michigan Merit Examination, which includes numerous components that result in scores in the content areas of English language arts, mathematics, science, and social studies.

Measurable and Rigorous Targets: - District AYP

NCLB requires states to set AYP targets/objectives for the content areas of English language arts and mathematics. Using Michigan’s USDoE approved criteria, these targets/objectives are applied when calculating school and district AYP. For the 2005 SPP, each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to AYP targets/objectives. For Indicator 3, the team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

- State general education goals/targets.
- MDE NCLB AYP targets set for English language arts and mathematics and approved by the Michigan State Board of Education for all students.

According to the baseline data (FFY 2004), 476 (87.8%) of the 542 school districts with AYP determination met the State’s AYP objectives for disability subgroup. Using the 88% baseline, the following targets were set for the six year plan. As noted in Table 2, 100% of districts met the State’s AYP targets/objectives for 2005-2006, thereby exceeding the targets below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of School Districts making AYP for the disability sub-group: 88%
2006 (2006-2007)	Percent of School Districts making AYP for the disability sub-group: 88%
2007 (2007-2008)	Percent of School Districts making AYP for the disability sub-group: 91%
2008 (2008-2009)	Percent of School Districts making AYP for the disability sub-group: 94%
2009 (2009-2010)	Percent of School Districts making AYP for the disability sub-group: 97%

FFY	Measurable and Rigorous Target
2010 (2010-2011)	Percent of School Districts making AYP for the disability sub-group: 98%

Measurable and Rigorous Targets: – Participation

Starting in 2005-2006 MEAP and MI-Access assessed English language arts and mathematics in grades 3-8. This resulted in the formula for calculating participation rates for a school to change from calculating participation rates for each grade of (4, 7, 8, and 11) to calculating participation rates for all of the grades assessed in a school building. NCLB requires that a minimum of 95% of all students participate in state assessment (general and alternate). Therefore, Michigan has set the same participation targets for students with disabilities. Michigan and the OSE/EIS will continue to invest in efforts that will maintain and improve the current participation rates. (Table 9 and 10)

Table 9:

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

Table 10:

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

Measurable and Rigorous Targets: – Proficiency

Under NCLB and Michigan's *Education YES!* Accountability System, the State Board of Education has set targets for all students. Targets for proficiency are the same targets for all students. (Table 11 and 12)

Table 11:

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

Table 12:

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

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2005-2011	Implement ELA and mathematics assessment in grade 3 through 8.	OSE/EIS staff, OEAA, LEAs and ISDs
2005-2011	Implement Functional Independence Assessment as part of MI-Access.	OSE/EIS staff, OEAA, LEAs and ISDs

Timelines	Activities	Resources
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 staff MDE workgroups OEAA
2006-2008	Determine the role of the OSE/EIS Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR) component with respect to participation and proficiency in statewide assessments. Determine if performance on statewide assessments should become a Focused Monitoring priority.	OSE/EIS staff CIMS staff LEAs and ISDs
2005-2011	Participate with Office of School Improvement, Field Services Unit teams to provide Targeted Technical Assistance to High Priority Schools.	OSE/EIS staff OSI/Field Services staff LEAs and ISDs
2005-2011	Determine the level of involvement with Michigan's State Improvement Grant (SIG) building level systems change model.	OSE/EIS staff SIG Grant staff LEAs and ISDs
2005-2011	Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to develop support systems and sustained implementation of a data-driven, problem-solving model.	OSE/EIS staff MiBLSi staff LEAs & ISDs
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 staff OEAA/MI-Access staff LEAs & ISDs
2005-2007	Improve the production of the MEAP Braille and enlarged print assessment.	OEAA and MEAP/MI-Access Contractors
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 & ISDs

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 & ISDs
Contact Information: Peggy Dutcher, Manager (517) 241-4416 dutcherp@mi.gov		Assessment for Students with Disabilities Program, Office of Educational Assessment and Accountability

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team reviewed the status of available data, the need for data verification and improvement in reporting by LEAs, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005. In addition, an external review of the proposed methodology for determining significant discrepancy resulted in modifications to the methodology and the targets.

<p>Monitoring Priority: FAPE in the LRE</p>
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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))

<p>Measurement:</p>

- | |
|---|
| <p>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 # of districts in the State times 100.</p> <p>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 # of districts in the State times 100.</p> |
|---|

<p>Include State's definition of "significant discrepancy."</p>

Overview of Issue/Description of System or Process:

School districts report disciplinary actions for students with IEPs through the state's computerized system operated by the Center for Educational Performance and Information (CEPI), at the Department of Management and Budget. This system is referred to as the Single Record Student Database (SRSD). Five fields are available in the SRSD for reporting out-of-school suspensions. School districts are expected to report on each student's record, the frequency of occurrence of each type of disciplinary action across the school year.

Although the race/ethnicity of students is part of the CEPI database, this information has not previously been compiled or analyzed relative to suspensions and expulsions. This is a new requirement.

Unilateral Removals and Suspensions:

The initiation of the collection of discipline data using the SRSD occurred during the 2003-2004 and the 2004-2005 school years. Overall, there was a 17.5% increase in the reporting of disciplinary actions from one year to the next. This increase was most likely attributable to greater participation and accuracy in reporting by LEAs.

An analysis was performed to determine how many districts reported suspensions of students with IEPs during the 2004-2005 school year. Among the 768 LEAs, 294 or 38.3% reported a suspension/expulsion incident or accumulation of suspensions/expulsions that exceeded 10 days for students with IEPs.

A majority (61.7%) of districts reported zero suspensions/expulsions (see Table 1 below). Verification procedures were completed for the 2004-2005 school year.

Table 1: Number of Districts Reporting Suspensions/Expulsions of Students With IEPs 2004-2005

	Suspensions	Percent Reporting
Districts Reporting Suspensions/Expulsions	294	38.3%
Districts Reporting Zero	474	61.7%
Total Districts	768	100%

Source: CEPI-SRSD

Baseline Data for FFY 2004 (2004-2005):

- A. 9.24% (n=71) of Michigan school districts were identified as showing a significant discrepancy in suspension/expulsion among students with IEPs.
- B. No baseline data currently exists for this sub-indicator.

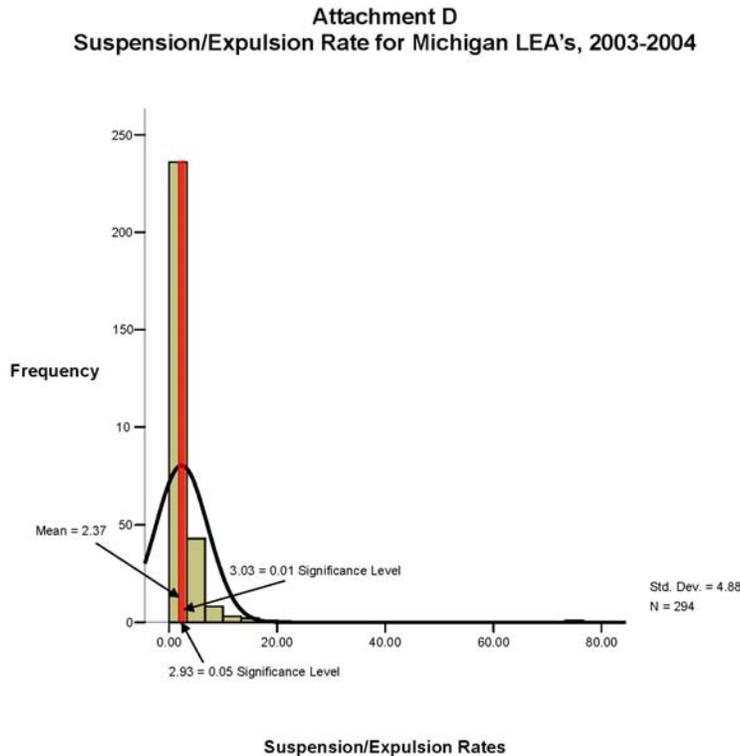
Discussion of Baseline Data:

- 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. Using the methodology described below, the OSE/EIS determined a formula for significant discrepancy.

Suspensions or expulsions were summed by district. 294 LEAs reported suspensions and expulsion incidents. The rate of suspension/expulsion was computed by taking the number of suspension/expulsion incidents in the LEA and dividing that by the number of students with IEPs in the LEA. Once the average of the LEAs' incidents and the variance was established, a standard deviation was computed. Among LEAs that reported a suspension/expulsion incident, the suspension rate averaged 2.37%.

When the word significant is used in a statistical context, it usually refers to statistical significance. The OSE/EIS conducted a difference of means test to establish which LEAs are statistically significantly different from the mean. Using a 0.05 significance level, a t-test indicates that districts above 2.933 (71 LEAs or 9.24%) have suspensions that are statistically significantly above the mean (see Figure 1).

Figure 1. Mean, Median, Standard Deviation for Suspension/Expulsion Rates for Michigan LEAs, for 2003-2004



Source: Michigan Department of Education
Office of Special Education and Early Intervention Services

Wayne State University/Center for Urban Studies

Source: CEPI-SRSD

Given the current data the OSE/EIS anticipates some LEAs may drop out of consideration. That can be determined through the Continuous Improvement and

Monitoring System (CIMS) data verification process. It is further expected that highlighting the importance of these data will result in improved reporting of valid and reliable data in the next reporting period.

Beginning with the current data collection period, the OSE/EIS will require written assurances from every LEA as to the accuracy of the suspension/expulsion data it submits. In addition, the OSE/EIS verifies the data submitted by those LEAs with apparent significant discrepancy in their rates of suspension/expulsion incidents.

Once the verification of the data is established, the OSE/EIS implements a procedure for reviewing the LEAs' policies and procedures related to its suspension/expulsion practices. The OSE/EIS will require LEAs to enter into a Compliance Agreement to review and correct practices, with assistance from the OSE/EIS and the ISD in the development and implementation of the LEA's plans for improvement.

Requirements of the 2005 APR

In the APR letter dated September 23, 2005, the OSEP indicated that the state was not complying with 34 CFR §300.146. The response requires the OSE/EIS to provide the following information and data:

- A plan including strategies, proposed evidence of change, targets and timelines designed to ensure correction of the noncompliance as soon as possible but not more than one year after the OSEP accepts the plan
- A progress report including data analysis demonstrating progress toward compliance no later than six months from the date of the letter
- A report to the OSEP with data and analysis demonstrating compliance as soon as possible, but not later than 30 days following the end of the one year timeline.

Response to the APR Requirements

The following documents implementation of activities proposed in the FFY 2003 APR.

1. Implementation of a new CIMS: The OSE/EIS has full implementation of the CIMS process during the 2005-2006 school year (see appendix B). The Service Provider Self Review (SPSR) component of CIMS addresses compliance and systemic issues through the measurement of Key Performance Indicators (KPIs), information gathering activities and student level corrective action planning. Issues/root causes related to suspension/expulsion may be defined upon review of the KPI on Positive Behavior Supports. LEAs along with the SEA use the definition and calculations for "significant discrepancy" to determine status.
2. Compare rates for children without disabilities within agencies: Data available to the OSE/EIS at this time will not allow a comparison to students without disabilities, as noted above. Therefore, the OSE/EIS has analyzed data to determine whether significant discrepancies are occurring in the rate of suspension and expulsions of children with

disabilities across districts and has determined that 71 districts may have significant discrepancies.

3. Review of policies, procedures and practices: The OSE/EIS developed a process for reviewing policies, procedures and practices in relation to several indicators (suspension/expulsion, disproportionality). The procedures are beginning implementation in accordance with the requirements of this plan.

Measurable and Rigorous Targets:

The process for setting measurable and rigorous targets was applied uniformly across stakeholder teams. Each team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 4 the stakeholder team reviewed the data listed below and identified the considerations listed as a basis for setting measurable and rigorous targets:

- State Special Education data, and
- Standard deviations related to SEA/LEA average used to determine significant discrepancy.

Considerations for setting targets included:

- Current status of data & data collection
- Review of national data did not suggest appropriate targets
- Need to verify data reported to the SEA
- Need to establish compliance makes this a high priority issue

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%.
2006 (2006-2007)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be maintained at <10%.
2007 (2007-2008)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <9%.
2008 (2008-2009)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <8.5%.
2009 (2009-2010)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <8%.
2010 (2010-2011)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <7.5%.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
APR Plan		
January – February 2006	Complete a review of LEAs that show significant discrepancy in the suspension/expulsion of students with IEPs.	OSE/EIS Grantees/ Statewide Initiatives
2005-2008	Districts required to complete a statement of assurance for data validity, ensuring 100% compliance with data submission per suspension and expulsion data.	OSE/EIS staff LEAs ISDs, CEPI
Jan. 2006 – April, 2006	Develop and implement a process/rubric for reviewing policies, procedures and practices of LEAs that demonstrate significant discrepancy in suspension and expulsion.	OSE/EIS staff and Consultants CIMS staff Stakeholders Grantees
April - October 2006	Apply appropriate levels of intervention including compliance agreements and /or sanctions to those districts found out of compliance on this indicator.	CIMS staff Contractors Grantees
April, 2006	Submit a report of progress on the implementation of this plan to the OSEP.	OSE/EIS staff
Nov, 2006	Report the results of the implementation of this plan to the OSEP.	OSE/EIS staff
Target	All ISDs/LEAs determined to have significant discrepancy in the rate of suspension/expulsion will be identified and issues corrected by October, 2006	
Evidence of Change:	<p>The OSE/EIS will systematically review policies, procedures and practices of LEAs found out of compliance on select indicators.</p> <p>Development and provision of guidance/best practice information to the field.</p> <p>Documentation of revised policies, procedures and practices, where appropriate.</p> <p>The SEA data demonstrates identified districts to be in compliance by October, 2006.</p>	

Timelines	Activities	Resources
2006-2007	Utilize the Michigan IDEA Leadership Institute to provide statewide training for education administrators and others on the improvement of special education suspension and expulsion rates.	OSE/EIS staff Education Administrators
2006-2007	Implement plan to collect data on new sub indicator 4B. Analyze data and set targets for 2007 APR.	OSE/EIS staff
2006-2008	Work with Michigan's Compliance Information System (MICIS) data system referent group and LEA/ISD stakeholders to develop a discipline data collection process to be followed by all districts.	OSE/EIS staff MICIS Referent Group LEAs and ISDs
2006-2011	Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	OSE/EIS staff Stakeholders
2007-2009	Develop a folder/module for the Mi-Map statewide school improvement toolkit to facilitate dissemination of information and technical assistance on special education suspension/expulsions to a broader audience including LEA school improvement teams.	OSE/EIS staff LEAs and ISDs
2008-2011	Incorporate training on disproportionality issues related to suspension/expulsion with training designed to address issues identified in Indicators 9 and 10.	OSE/EIS staff 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 staff MiBLSi staff
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 staff

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
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 local education agencies (LEAs).
3. 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.
4. 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 4B: 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.

Include State's definition of "significant discrepancy."

Definition of Significant Discrepancy:

For the purpose of this indicator, the State defines "significant discrepancy" as a disproportionality risk ratio greater than 2.0. This ratio is computed for each LEA based on the number of suspensions/expulsions exceeding ten (10) days in a school year. It is determined by the rate of suspensions and expulsions among children with disabilities by race/ethnicity, divided by the rate of racial/ethnic representation in the district's special education population. This results in a disproportionality risk ratio for each racial/ethnic group in each LEA.

If the rates for suspension/expulsion for one race/ethnicity match rates for the other race/ethnicity groups within the district, the disproportionality risk ratio will equal 1.0. If any racial/ethnic group has a disproportionality risk ratio greater than or equal to 2.0, the district was identified as having a significant discrepancy.

Overview of Issue/Description of System or Process:

School districts report disciplinary actions for students with IEPs through the state's computerized system operated by the Center for Educational Performance and Information (CEPI). This system is referred to as the Single Record Student Database (SRSD). Race/ethnicity data is collected for all students. School districts are required to report on the frequency of occurrences of each type of disciplinary action three times during the school year. At this time, the suspension/expulsion field is a mandated reporting field only for students with IEPs. The OSE/EIS conducted verification of all data submissions that did not comply with instructions. Additional suspensions/expulsions were reported as a result of that verification process. During January, 2007, a referent group finalized changes to the database in order to enhance the detail regarding discipline procedures for the 2007-2008 school year.

Baseline Data for FFY 2005 (2005-2006):

The overall number of Michigan school districts identified as having a significant discrepancy by race/ethnicity in suspension/expulsion among students with IEPs = **7 (0.82%)**

Race Ethnicity	Number of Districts	Percentage of Districts
Black	6	0.72%
Native American	1	0.12%
Asian	0	0%
Hispanic	0	0%
White	0	0%

Source of Data: CEPI-SRSD

Discussion of Baseline Data:

The baseline was determined by the number of LEAs identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race/ethnicity, divided by the number of districts in the State times 100. This resulted in a disproportionality risk ratio.

An analysis of suspension/expulsions was performed only for students with IEPs, because that is the only data available in the state of Michigan. A risk ratio was computed if a district reported five or more suspensions/expulsions within an ethnic group. This adjustment takes into consideration the effect of small numbers on computing risk ratios.

First, the suspension/expulsion rate was computed for each ethnic group for each LEA. Second, the suspension/expulsion rate of each ethnic group within the district's special education population was calculated. Finally, the suspension/expulsion rate by ethnicity was divided by the corresponding district special education rate for ethnicity. This provided a suspension/expulsion disproportionality risk ratio for each racial/ethnic group for each LEA.

The results of the districts' analyses are combined to get an overall statewide identification of districts discrepant for suspensions/expulsions by race/ethnicity. In Michigan, this resulted in the identification of seven (7) out of the 834 districts or 0.82% of Michigan districts discrepant for suspensions/expulsions of greater than 10 days.

Measurable and Rigorous Targets:

Considerations for setting targets included:

- Review of state and national data
- Review of suspension/expulsion rates furthest from the mean and data trends
- Consideration of recently approved State board of Education Positive Behavior Support Policy
- Need to establish benchmarks to address common themes among specific ethnic groups
- Review of public input

Disaggregation of suspension/expulsion data indicates that six (6) of seven (7) districts have a significant discrepancy of suspensions/expulsions among African American students. The high risk observed for this ethnic group is consistent with the results of data analyzed for indicator 10 – disproportionate representation in special education by ethnicity and eligibility determination. Analysis of data across indicators shows what appears to be a consistent theme occurring for indicators 4b, 9, 10.

Upon review of suspension/expulsion data to make recommendations regarding potential targets for indicator 4b, SEAC urged the OSE/EIS to concentrate efforts on

reducing significant discrepancy in suspension/expulsion among African American and Native American students. Consistent with this recommendation and the intent of 300.646 – disproportionality, the OSE/EIS will implement a comprehensive effort to address these issues and will coordinate efforts across indicators to ensure that the significant discrepancies among African American students in suspension/expulsion and disproportionality will be addressed. The OSE/EIS has set targets, as outlined in the table below and will establish the following benchmarks for the reduction of significant discrepancy in suspension/expulsion for ethnic groups based upon current data. The OSE/EIS recognizes that current data reflects specific ethnic groups and will modify targets and benchmarks to address needs as they emerge.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	(B) The OSE/EIS will report baseline data and set targets on this indicator in the FFY 2007 APR.
2006 (2006-2007)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year from 0.82% to 0.70% <u>Benchmark:</u> Six (6) or fewer LEAs with significant discrepancy for African American or Native American students
2007 (2007-2008)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.59% <u>Benchmark:</u> Five (5) or fewer LEAs with significant discrepancy for African American or Native American students
2008 (2008-2009)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.48% <u>Benchmark:</u> Three (3) or fewer LEAs with significant discrepancy for African American or Native American students
2009 (2009-2010)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.35% <u>Benchmark:</u> Three (3) or fewer LEAs with significant discrepancy for African American or Native American students
2010 (2010-2011)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.23% <u>Benchmark:</u> Two (2) or fewer LEAs with significant discrepancy for African American or Native American students

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2008	Work with CEPI representatives, the MICIS data system referent group, and stakeholders, including the Michigan Association of Secondary School Principals (MASSP), to finalize a discipline data collection process for all districts.	MDE, OSE/EIS MICIS CEPI Stakeholders MASSP
2006-2009	Review the array of related data (SPP Indicators 1, 2, 9, 10, 13, and 14) to explore the potential interrelationships among identification, discipline issues, and student performance.	OSE/EIS Stakeholder referent group LEAs
2006-2011	<p>Complete a coordinated Self Review rubric for districts identified as significantly discrepant on suspension/expulsion rates by race/ethnicity. This focuses on policies, procedures and practices that lead to a suspension/ expulsion rate that is significantly discrepant from the state average in any racial/ethnic group.</p> <p>Identified districts will target problem areas and will develop plans of improvement.</p> <p>Identified districts that continue to have significantly discrepant data will enter into a compliance agreement which will require them to participate in the review with direct oversight by the OSE/EIS. The OSE/EIS, with the assistance of ISDs, will provide technical assistance and track district data to assure improvement. Those districts whose rates continue to be significantly discrepant will be subject to sanctions.</p>	MDE OSE/EIS Identified LEAs ISDs
2006-2011	Notify districts, who have not submitted their suspension/expulsion data in a timely manner for two consecutive school years, that they are out of compliance and subject to sanctions.	State Superintendent OSE/EIS admin
2006-2008	<p>Conduct personnel development for building principals and special education administrators regarding</p> <ul style="list-style-type: none"> • Their role in data collection and analysis • Alternative strategies to the use of suspension/expulsions. 	MDE, OSE/EIS Administrators
2007-2009	Develop a toolkit on special education suspension/expulsions, including disproportionality by race/ethnicity for LEA school improvement teams. Link this with Michigan Map (MI-Map), a statewide	MDE, OSE/EIS ISDs LEAs

Timelines	Activities	Resources
	school improvement toolkit which helps schools assess their performance and develop activities for improvement.	
2006-2011	Incorporate suspension/expulsion issues with personnel development designed to address disproportionality issues identified in Indicators 9 and 10. ISDs, working with the MASSP, will identify specific areas of need and assist the OSE/EIS in providing these opportunities to administrators.	MDE, OSE/EIS ISDs administrators

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. The 2005/2006 data presented in this indicator report serve as a new baseline as requested by the Office of Special Education Programs (Dr. Al Jones), because they are based on a new data collection formula and are not comparable to data presented in the original 2005 (2004-05) SPP report. A comparison of future data to 2005-06 data presented in this revised SPP will provide a more accurate demonstration of Michigan's performance on LRE.
3. For this indicator, the stakeholder team reviewed new state data for LRE that more accurately reflect 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 review and update information relative to its baseline and 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).
4. Updated targets established for 2006-2010 are based on 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 = $\left[\frac{\text{\# of children with IEPs removed from regular class less than 21\% of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{\# of children with IEPs removed from regular class greater than 60\% of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \times 100$.
- C. Percent = $\left[\frac{\text{\# of children with IEPs served in (public or private separate schools, residential placements, or homebound or hospital placements)}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \times 100$.

Overview of Issue/Description of System or Process:

The 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 considered for focused monitoring. 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 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. It is not possible to retroactively recalculate the 2004-2005 data using the new methodology. 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 considered 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. In 2005, 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.

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 1 student count to "separate facility", a change that effected an increase of 151 students.

Original Baseline Data for FFY 2004 (2004-2005):

Table 1:

Percentage of Students by Placement for Ages 6-21 by Disability December 2004

Time Spent With a Special Education Provider	0-20%	21-60%	61-100%	Separate Facility	Total
Speech & Language Impairment (N=43,452)	91.7	5.8	2.2	0.3	100
Visual Impairment (N=813)	62.6	18.7	16.7	2.0	100
Other Health Impairment(N=12,619)	50.9	35.0	13.1	1.0	100
Hearing Impairment (N=2,901)	48.4	21.2	25.6	4.8	100
Early Childhood Developmental Delay (N=968)	48.2	21.7	27.0	3.1	100
Physical Impairment (N=5,391)	47.4	26.4	23.9	2.3	100
Specific Learning Disability (N=96,413)	38.1	42.9	18.6	0.4	100
Traumatic Brain Injury (N=429)	37.1	29.8	26.8	6.3	100
Emotional Impairment (N=19,682)	30.4	29.6	29.9	10.1	100
Autism (N=7,318)	30.0	19.5	35.8	14.7	100
Cognitive Impairment N=25,041)	5.5	21.6	60.9	11.9	100
Severe Multiple Impairments (N=2,858)	2.3	2.7	36.2	58.8	100
Total Percent	44.9	29.2	22.0	4.0	100
Total Number	(97,760)	(63,559)	(47,846)	(8,720)	217,885

Source: MICIS

Revised Baseline Data for FFY 2005 (2005-2006) (using new calculation):

- A. 54.0% of students with IEPs aged 6-21 are removed from the regular classroom less than 21% of the day.
- B. 17.9% of students with IEPs aged 6-21 are removed from the regular classroom greater than 60% of the day.
- C. 5.2% of students with IEPs are served in separate facilities.

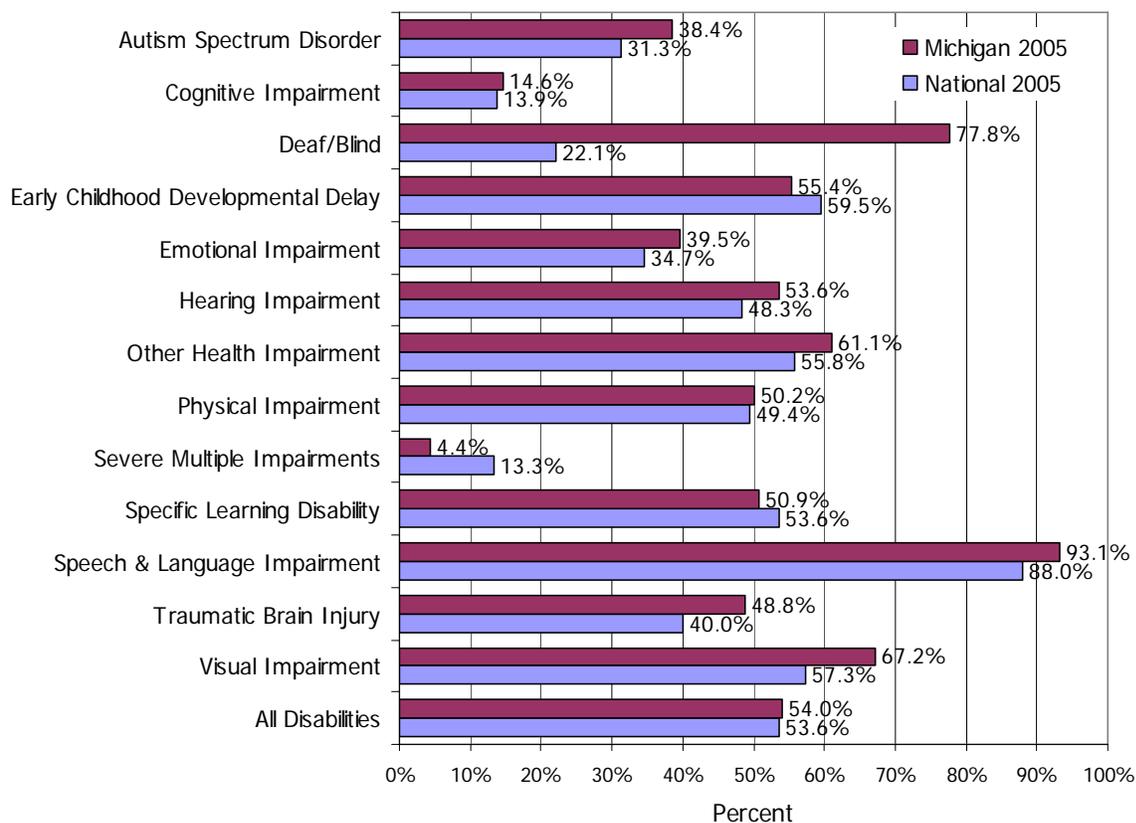
Table 2: Michigan Percentages of Students by Placement for Ages 6-21 by Disability for 2005

Disability	<21% ¹⁰	21-60%	>60%	Separate Facility	Total
Autism Spectrum Disorder (n=8,561)	38.4%	16.7%	30.0%	14.9%	100%
Cognitive Impairment (n=24,548)	14.6%	17.8%	51.2%	16.3%	100%
Deaf/Blind ¹¹ (n=9)	77.8%	0.0%	11.1%	11.1%	100%
Early Childhood Developmental Delay (n=1,189)	55.4%	19.4%	21.9%	3.3%	100%
Emotional Impairment (n=19,039)	39.5%	24.5%	23.8%	12.2%	100%
Hearing Impairment (n=2,885)	53.6%	17.9%	21.2%	7.3%	100%
Other Health Impairment (n=15,899)	61.1%	26.5%	9.8%	2.6%	100%
Physical Impairment (n=4,539)	50.2%	19.0%	27.2%	3.6%	100%
Severe Multiple Impairments (n=2,903)	4.4%	2.0%	24.4%	69.2%	100%
Specific Learning Disability (n=94,646)	50.9%	33.4%	15.0%	0.8%	100%
Speech and Language Impairment (n=43,779)	93.1%	4.9%	1.6%	0.3%	100%
Traumatic Brain Injury (n=531)	48.8%	24.9%	19.6%	6.8%	100%
Visual Impairment (n=789)	67.2%	16.0%	13.3%	3.5%	100%
Total Percent	54.0%	23.0%	17.9%	5.2%	100%
Total Number	118,455	50,334	39,182	11,346	219,317

Source: MICIS

¹⁰ removal from the regular education classroom less than 21% of the day¹¹ 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.

Figure 1: 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



Sources: Dec 1, 2005 MICIS and IDEAdata.org

Discussion of Revised Baseline Data:

In 2005-2006, 54% of students were 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 were removed from the general education setting for more than 60% of their day in order to receive their specialized instruction. The percentage of students placed in separate facilities was slightly more than 5%.

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

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. Based on Michigan’s revised baseline data, new targets have been proposed for 2006-2011.

FFY	Original Measurable and Rigorous Targets Per 2005 SPP
Original submission 2005 (2005-2006) using 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%.
Revised Measurable and Rigorous Targets Per December 1, 2005 Baseline (requested per OSEP)	
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)	A. Increase the percentage of students served outside the regular class <21% of the time from 61% to 63%. B. Decrease the percentage of students served outside the regular class >60% of the time from 12.4% to 11.9%. C. Decrease the percentage of students served in separate facilities to 4.8%.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007	Continue to consider 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, Continuous Improvement and Monitoring System (CIMS) team LEAs
2006-2011	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
2006-2011	Gather, verify, and analyze district LRE data by disability category, ethnicity, and community size (urban, suburban, and rural). Where discrepancies exist, implement activities including use of a rubric to be developed. Districts will be required to review and rate their policies and procedures related to their LRE data and develop improvement plans.	OSE/EIS Information Management Team, ISDs and LEAs
2006-2011	Verify and analyze LRE data for the twenty districts whose separate facility percentages vary most significantly from the state targets. Districts will be required to review their policies and procedures related to their LRE data and develop improvement plans.	OSE/EIS Information Management Team ISDs LEAs
2006-2011	Provide technical assistance to districts to assist them with issues such as: <ul style="list-style-type: none"> • understanding how to report LRE time accurately. This activity will concentrate on defining what constitutes time in special education settings and time in regular education. • helping data entry staff in LEAs and ISDs to improve the accuracy and consistency of student data reporting. Emphasize accuracy of data supplied for separate facilities. 	OSE/EIS TA team ISDs

Timelines	Activities	Resources
2006-2011	<p>Prioritize targeted districts to receive technical assistance from Response to Intervention statewide initiatives such as:</p> <ul style="list-style-type: none"> a. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) that supports school wide Positive Behavior Support (PBS) and literacy achievement. b. Michigan's State Improvement Grant (SIG) mathematics and English Language Arts AYP study group resources and products. 	<p>OSE/EIS Program Improvement Staff MiBLSi Staff, PBS staff, SIG Staff, ISDs</p>
2006-2011	<p>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.</p>	<p>Office of Educational Assessment and Accountability (OEAA)¹² OSE/EIS Information Management Team, Institutes of Higher Education School Administrators</p>
2006-2011	<p>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.</p>	<p>OSE/EIS Program Improvement unit ISDs LEAs</p>

¹² Office of Educational Assessment and Accountability

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
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.

Overview of Issue/Description of System or Process:

In Michigan, the provision of special education and related services to young children with IEPs in settings with typically developing peers has been a long standing issue. In 2003 the Michigan Association of Administrators of Special Education (MAASE) formed a work group to support the Governor's early childhood education and child care initiative. The work group completed and submitted a final report along with recommendations regarding early childhood programs and services. One of the major challenges identified in the report centers on issues of funding. The MAASE report identified that:

- Michigan's current systems for delivering early childhood programs and services to all children, birth through the age of five, are categorical (i.e., low income, at risk, disability).
- The current funding structures of early childhood programs and services are discrete and create challenges for integration of children with disabilities with their non-disabled peers.
- Challenges include complex funding and pupil accounting requirements, program guidelines, and teacher and personnel certification requirements.
- In addition, program standards, class size, adult/child ratios, and other requirements create additional challenges.

Currently, there is no legislation in Michigan requiring or appropriating funds for universal preschool. While there are state appropriations for programs for

preschool children at risk of school failure, funding has been reduced over the past few years. However, collaboration among preschool special education, Michigan School Readiness Program (MSRP) and Head Start is robust. This collaboration has resulted in as much flexibility as can be realized for each program. Nevertheless, much remains to be achieved.

One recommendation in the MAASE report was to place or locate Early Childhood Special Education (ECSE) classrooms in close proximity to Head Start, Michigan School Readiness Programs (MSRP), and other publicly offered preschool programs in order to encourage collaboration. This practice results in a higher percentage of preschool special education children receiving special education and related services in settings with typically developing peers.

In recent years, promoting this practice has been a challenge. The Michigan Legislature has cut funding for school readiness programs. In addition, over the last five years Michigan's IDEA, Section 619 grant award has slightly decreased while the number of 3-5 year old children with IEPs who receive special education and related services has increased. These funding challenges have significantly reduced the number of funded enrollment opportunities for children with disabilities to be in settings with typically developing peers and have hampered attempts toward moving classrooms for children with special needs closer to other programs for typically developing peers.

Implementation of this recommendation has required changes in the Michigan School Aid Act and the Michigan Administrative Rules for Special Education. The most recent Michigan School Aid Act has provided for an increase in flexibility in the provision of early childhood services.

Another barrier to the provision of special education services for children with special needs in settings with typically developing peers is related to Michigan's high standards for teacher certification. Both MSRD and ECSE programs require certified teachers with endorsements in early childhood. Many other preschool programs, including Head Start, do not have certified teachers. Based on Michigan standards, state school aid and IDEA funds may only be used for programs that have certified and appropriately endorsed teachers.

Baseline Data for FFY 2004 (2004-2005):**Table 1: Number of Children with IEPs Ages 3-5 And Participation Rate In The OSEP Environmental Classifications/Settings December 1, 2004**

Educational Setting Age 3-5	2004	% Participation
Early Childhood Setting	11,471	47.7%
Early Childhood Special Education Setting	9,963	41.4%
Home	333	1.4%
Part Time Early Childhood/Special Education	961	4.0%
Residential Facility	7	0.0%
Separate Facility	257	1.1%
Itinerant Services	1,053	4.4%
Reverse Mainstreaming	0	0.0%
Total	24,045	100.0%

Source: MICIS

The percent of preschool children with IEPs who receive special education services in settings with typically developing peers is 47.7%. This percent was reached by dividing the number of preschool children with IEPs who received special education services in settings with typically developing peers by the total # of preschool children with IEPs times 100. In 2004 the largest group of children with IEPs ages 3 to 5 was served in the early childhood setting (47.7%) while the second largest group was served in early childhood special education setting (41.4%).

The Office of Special Education and Early Intervention Services (OSE/EIS) recognizes the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers needs to increase. The resolution of this issue requires changes in legislation, funding, and related policies to achieve an integrated system of preschool programs and services.

Discussion of Baseline Data:

Data collected from Intermediate School Districts (ISDs), Local Education Agencies (LEAs) as part of the Section 618 December 1 Count is entered into MICIS, the state's database and includes placement of children ages three through five. The eight reporting categories follow the OSEP classifications. The table above displays the December 1, 2004 data including the numbers and percent of children served in each of the classifications (settings).

Definitions of each data setting are provided to clarify what each setting represents. The educational settings described in this data collection are:

- *Early Childhood Setting:* Students who receive ALL (100%) of their special education and related services in early childhood educational settings designed primarily for children without disabilities.
- *Early Childhood Special Education Setting:* Students who receive 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 receive 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 receive all of their special education and related services in publicly operated residential schools or residential medical facilities on an in-patient basis.
- *Separate Facility:* (MICIS technical manual doesn't list Separate Facility)
- *Separate School:* Students who receive 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 receive all of their special education and related services at a school, hospital facility on an out-patient basis, or other location for a short period of time (i.e., not to exceed 3 hours per week). This does not include children receiving services at home.
- *Reverse Mainstreaming:* Students who receive 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.

Measurable and Rigorous Targets:

The process for setting measurable and rigorous targets was applied consistently across indicators. Each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 6, the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

Data Reviewed:

- State Special education trend data
- Comparison to other similar states
- Comparison to national average

Considerations for setting targets:

- Current status and trend of improvement
- Need to determine a level of reasonable progress
- Policy challenges that impact ability to effect change
- teacher certification issues and other program requirements

Given the constraints of funding, legislation and regulation, these targets are considered rigorous.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	49% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2006 (2006-2007)	52% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2007 (2007-2008)	57% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2008 (2008-2009)	60% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2009 (2009-2010)	63% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2010 (2010-2011)	66% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2005-2006	The OSE/EIS leadership and staff will work with the Office of Early Childhood Education & Family Services (ECE & FS) and identify members of an ongoing work group who will develop strategies to increase the number of children with IEPs receiving services with nondisabled peers. ECE & FS will add a Section 619 Educational Consultant position to focus on staff development.	OSE/EIS staff ECE & FS staff Finance staff Grantees if appropriate
2006-2007	Build on the OSE/EIS Technical Assistance/Professional 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 staff ECE & FS staff Finance staff Grantees if appropriate
2005-2006	Work with the Continuous Improvement 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
2006-2007	Use consultants to provide technical assistance to districts whose data show low percentages of children in settings with typically developing peers.	OSE/EIS staff ECE & FS staff
2006-2009	Encourage and provide technical assistance to districts who are seeking waivers from the MDE in order to provide ECSE in a more flexible manner and/or timeframe.	OSE/EIS staff ISDs, LEAs and PSAs ECE & FS staff
2007-2010	Work with public and private institutions to create and implement LRC options for children ages 3-5 who have IEPs.	ECE & FS staff

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team included select members of the State Early Childhood Redesign team who considered several issues including:
 - the effectiveness of the OSEP approved sampling methodology,
 - challenges that resulted from selection of a new grantee/contractor and the design and implementation of data collection strategies for the Preschool Outcomes System, and
 - the meaningfulness of data that resulted from these processes.

The stakeholder team will continue the review process in order to determine any process redesign issues that should be addressed in future data collection efforts and to establish baseline and targets for the 2008 SPP report.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - e. Percent of preschool children who maintained functioning at a level

comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

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

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

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

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

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

divided by the (# of preschool children with IEPs assessed)] times 100.

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

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

Overview of Issue/Description of System or Process:

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

In preparation for this data collection, the MDE completed the following efforts. The High Scope Educational Research Foundation was awarded the Preschool Measurement Outcomes Grant. This grantee will be funded for three to five years to assist the MDE in collecting, aggregating, and presenting preschool outcomes data. They will also assist the MDE in developing an electronic data collection system.

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

Implementation of Michigan's OSEP Approved Sampling Plan (see appendix C) is summarized below. 57 ISDs were divided into 3 cohorts for this data collection. The first cohort was identified using a representative sample of all ISDs. Michigan is stair-stepping the implementation by sampling two-thirds in the second year and transitioning to capturing data on the universe of participating children by the third year. The Detroit Public Schools, being the only LEA with over 50,000 students will report annually on a stratified random sample of the 3 to 5 year old population. The timeline of data collection for this report was September through October. Entry data for children entering preschool special education programs and/or related services, in the three OSEP areas was collected.

The MDE conducted an "assessment fair" in conjunction with the Michigan Association of Administrators of Special Education's (MAASE) Summer Institute. The

fair provided an opportunity for special education administrators and appropriate staff to meet with the publishers of the approved assessment tools. Participants heard an overview of each tool, engaged in question and answer sessions, and made plans for working directly with the publishers. The fair was videotaped and made available on an ongoing basis. Staff from ECE & FS and High/Scope conducted several regional training sessions and technical assistance for ISDs in Cohort One.

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

- AEPS (Assessment, Evaluation, and Programming System for Infants and Children)
- Battelle
- Brigance
- Carolina
- COR (Child Observation Record)
- Creative Curriculum Checklist
- LAP (Learning Accomplishment Profile)

The first six (6) of these instruments are among the most commonly reported among 43 states according to the Regional Resource Center's (RRC) analysis of the 2005 SPP. The Advisory Committee assisted the MDE in the creation of the Michigan Child Outcome Summary Form (COSF). Michigan's five point COSF was based on the National Early Childhood Outcomes Center's (ECHO) seven point scale. In Michigan, scoring a 4 or 5 on this form is the criteria for defining comparable to same age peers. This scannable form was used to summarize the data for each child. Assessments were conducted by classroom teachers, service providers, school psychologists, or other trained school personnel.

Nineteen (19) of the 57 ISDs completed the data collection on entering preschoolers. The data was submitted to the MDE on scannable forms. The MDE sent the data to High/Scope Educational Research Foundation for data analysis. The entry data was collected within 30 days of the initial IEP completion. In the future, all children who exit preschool special education programs and/or related services will have status at exit data reported within 30 days of program or service completion.

Entry Data for FFY 2005 (2005-2006):

Positive Social Emotional Skills

a) the percent of children functioning at a level comparable to same aged peers

=25%

b) the percent of children functioning at a level below same aged peers

=75%

Acquiring and Using Knowledge and Skills

- a) the percent of children functioning at a level comparable to same aged peers
= **17%**
- b) the percent of children functioning at a level below same aged peers
= **83%**

Taking Appropriate Action to Meet Needs

- a) the percent of children functioning at a level comparable to same aged peers
= **35%**
- b) The percent of children functioning at a level below same aged peers
= **65%**

Discussion of Entry Data:

Baseline data was reported for 1,544 children who entered preschool special education programs during September and October of 2006. The majority of the children were white (77%) and male (68%). Most of the children were eligible for special education services due to a speech and language impairment (61%). Nearly three-fourths (73%) of the children were assessed using some tool/method other than the seven state identified tools. Among those districts who indicated they used one of the seven identified tools, 28% used the Brignace, none used the AEPS, and other tools had limited use.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	ECE & FS will report entry data and set targets on this indicator in FFY 07. in the SPP due in February 2008.
2007 (2007-2008)	To be determined.
2008 (2008-2009)	To be determined.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007	Grantee facilitates implementation of measurement tools and data analysis from Cohort One sites.	ECE & FS staff High/Scope
2006-2007	Report analyzed data from Cohort One sites on all preschoolers entering during the fall of 2006.	ECE & FS staff High/Scope
2006-2008	Grantee will work with MDE staff and the Michigan Compliance Information System (MICIS) to build this new data collection and reporting system.	ECE & FS staff Grantees
2006-2008	Develop awareness level opportunities and provide technical assistance to Section 619 preschool teachers and service providers about the measurement tool(s) and data collection. Sustained learning opportunities will be provided.	ECE & FS staff OSE/EIS staff High/Scope
2007-2008	Incorporate the work of this indicator into the Key Performance Indicators (KPIs) of the Service Provider Self-Review (SPSR) of the Continuous Improvement & Monitoring System (CIMS).	OSE/EIS staff ECE & FS staff CIMS staff
2006-2008	ECE & FS with grantee will establish a stakeholder referent group to review the child progress/outcome data and recommend strategies and develop statewide initiatives to improve methods of instruction to positively impact child outcomes.	ECE & FS staff High/Scope Work group
2009-2011	Re-assess progress, activities and resources needed to effect systems change on this indicator.	ECE & FS staff High/Scope ISDs & LEAs

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team reviewed the results of survey and the analysis provided by Avatar International, Inc. relative to the questions included in the survey to make their recommendations for the state targets. This included input from the Special Education Advisory Committee (SEAC).

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Measurement:

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

Overview of Issue/Description of System or Process:

Promoting the expectation that all schools will establish welcoming environments for parents is a Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) priority. The essential components of a welcoming environment include parents having access to:

- Critical educational information in a variety of formats;
- Opportunities for learning about and engagement in education issues; and
- Training and student advocacy skill development.

Over the past two years, the OSE/EIS took action in two areas to better align the existing system of parent support with the new era of increased accountability.

1. **Restructuring the format and methods in which information and support are provided to parents and families of children with disabilities:** In 2004, the OSE/EIS sought information from parents of infants and toddlers who received early intervention services and parents of children with IEPs about what they expected and desired from the educational system. Parents had opportunities to provide feedback through regional focus groups, surveys, and telephone interviews. The analysis of this information yielded priority areas for improvement and served as the basis for a Request for Proposals to develop and implement a statewide support

system for parents and families of children with disabilities. The project was awarded during fall, 2006.

2. **Conducting statewide surveys of parents/families of children and school age students with IEPs that would be used to provide summary information and data for this SPP as well as for the 2007 work plan:** Surveys were disseminated to one-third of all parents of school age children (approximately 86,000 families) and all parents of children ages 3 to 5 years who receive special education services (approximately 24,000 families). The OSE/EIS accomplished two tasks through one data collection effort. The Michigan Special Education Parent Survey incorporated (a) items that met the requirements of the Michigan's Service Provider Self-Review (SPSR) state monitoring process and (b) items from the National Center for Special Education Accountability and Monitoring (NCSEAM) Parent surveys.

Baseline Data for FFY 2005 (2005-2006):

Table 1: Summary of Survey Results

	Number of Valid Responses Received by 11/1/06	Percent of parents with a measure at or above 600, the NCSEAM standard	Mean Measure
Michigan Preschool	3,595	30%	555
Michigan School Age	9,000	20%	513
Michigan All Part B Weighted Ratio (preschool + school-age)	12,595	21%	518
National Pilot Data (6 US states, 2005 NCSEAM Pilot Study)	2,705	17%	481

Discussion of Baseline Data:¹³

The results of Michigan's parent survey are reported in Table 1. The baseline for this indicator is 21%. There were two versions of the survey for parents of children in special education:

- One for parents of preschool children (ages 3 to 5)
- One for parents of school-age children (ages 6 to 26)¹⁴

Data collected for this indicator was in accordance with the OSEP approved sampling plan. The Preschool Parent Survey included 50 NCSEAM items measuring Partnership Efforts and Quality of Services. The School Age Parent Survey included 25 NCSEAM items measuring Efforts to Partner with Parents. Both were available in English, Spanish, and Arabic. Families also were given the option to complete the

¹³ from the Avatar International, Inc. report, "IDEA Part B Special Education Parent Survey Results Pertaining To OSEP SPP/APR Indicator 8".

¹⁴ Michigan provides special education services to children aged birth to 26 years.

survey online, or via a telephone interviews using Computer Assisted Telephone Interviewing (CATI) technology.

As of November 1, 2006, 9,059 respondents returned the School-Age survey, and 3,603 returned the Preschool Survey. Data for the SPP/NCSEAM items from both surveys were sent to Avatar International, Inc. (the NCSEAM-approved vendor) for analysis and development of summary reports for the state.

Each survey was analyzed, and a final score was derived from responses to all the items in the relevant scale. Each survey received a score ranging from 200 – 800. Through stakeholder input garnered from focus groups, NCSEAM set a national standard score of 600.

Think of the scale as a ruler, and each parent's survey gets a score from 200 to 800. Lower level items address issues such as whether accommodations are discussed at IEPs. Higher level items address issues such as whether parents are offered special assistance to make it possible for them to participate in IEP meetings.

For the report of state-level performance, the measures of all participating parents' surveys in the state were combined. The percent reported to OSEP is the percent of parents with measures at or above an established standard. Michigan's parents' surveys yielded an overall weighted average¹⁵ of 518.

According to NCSEAM, "The standard is not about agreement with a single item". Given the consistent pattern in families' responses to the items, a high likelihood of agreement with the threshold item implies the same or greater likelihood of agreement with items located "below" this one on the scale."¹⁶

NCSEAM Standard (600): This can be interpreted as a 95% likelihood of a response of "agree," "strongly agree" or "very strongly agree" with the item on the NCSEAM survey's Partnership Efforts scale: *"The school explains what options parents have if they disagree with a decision of the school."*

Part B Preschool (Section 619): 30% of respondents had measures at or above the indicator 8 standard.

Part B School Age: 20% of respondents had measures at or above the indicator 8 standard.

All Part B Weighted¹⁷ Preschool/ School Age Ratio: 21% of respondents had measures at or above the indicator 8 standard.

¹⁵ This was a weighted average across pre-school and school-age parents.

¹⁶ NCSEAM (2006). Use of the NCSEAM Family Survey to Address the SPP/APR Indicator on Family Outcomes. Available at: <http://www.monitoringcenter.lsuhscc.edu/PDF%20PPT/June%2006.pdf>

¹⁷ "Weighted means are needed given the disproportionately high number of parents of preschool (Section 619) children responding vs. the number of parents of school-age children responding."

Compared to the 2005 NCSEAM Pilot Study in six states, the frequencies for Michigan are higher for this indicator (21% for Michigan vs. 17% on the national pilot study).

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 21%.
2007 (2007-2008)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 23%.
2008 (2008-2009)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 25%.
2009 (2009-2010)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 29%.
2010 (2010-2011)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 33%.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007	Create and implement a public awareness plan to share: <ul style="list-style-type: none"> • The purpose of the Preschool and Special Education Surveys • The distribution of the surveys • The findings and meaning of Michigan's 	OSE/EIS: Leadership, Program Improvement (PI) Unit, and Program Accountability

Timelines	Activities	Resources
	baseline measure score <ul style="list-style-type: none"> • Expectations for parent involvement Disseminate the public awareness plan through the State Advisory Panel (SEAC), Parent Advisory Committees (PACs) (both ISD and LEA), and the Michigan Association of Administrators of Special Education (MAASE)	(PA) Unit, Parent Grantees: MAF ¹⁸ , CAUSE ¹⁹ , Wayne State University, SEAC, <u>≥</u> one PAC per ISD, MAASE
2006-2011	Use the OSE/EIS Continuous Improvement & Monitoring System (CIMS) resources to gather Parent survey data annually in the Service Provider Self-Review (SPSR) regarding parent involvement. Analyze SPSR and other data to make determinations regarding LEA performance on this indicator and allocate resources to support LEAs in addressing their identified needs.	CIMS Parent Grantees: MAF & CAUSE
2007	Establish a stakeholder workgroup to <ul style="list-style-type: none"> • synthesize the results of the Avatar International, Inc. report on parent involvement, • make knowledgeable recommendations for the development of systematic technical assistance efforts, • contribute to the development and implementation of a work plan to address needs and • facilitate brokering of information and linking the MDE and external resources that can be used to address needs to improve performance on this indicator. 	OSE/EIS: Leadership, PI Unit, and PA Unit, Parent Grantees: MAF, CAUSE, WSU Parent Stakeholders, ISDs & LEAs. Representatives from SPP workgroups: Early Childhood Transition, Disproportionality
2008-2011 Ongoing	Assess, monitor and evaluate progress on activities and resources needed to effect systems change on this indicator.	OSE/EIS Administration Parent Grantees ISDs & LEAs

¹⁸ Michigan Alliance for Families

¹⁹ Citizens Alliance to Uphold Special Education (CAUSE)

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator a variety of stakeholder groups assisted with data analysis issues and programmatic concerns. They included the following: The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) staff, an external stakeholder data referent group, the Disproportionality Community of Practice (DisCoP) core planning team, statistical consultation from Wayne State University's (WSU) Center for Urban Studies, the North Central Regional Resource Center (NCRRC), the Great Lakes East Comprehensive Assistance Center (GLECAC), and the National Center for Culturally Responsive Educational Systems (NCCRESt). The team reviewed current IDEA compliance and developed approaches to address data verification issues and to achieve compliance, responding to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 23, 2005.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

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

Include State's definition of "disproportionate representation."

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

Overview of Issue/Description of System or Process:

Definitions: Disproportionate representation²⁰ (or disproportionality) refers to over- or under-representation of minorities in special education and related services. Disproportionate representation in special education occurs when:

- (a) The number of students ages 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the state and district population, AND
- (b) There are data that support that membership in a given group affects the probability of being placed in a specific special education category.

Significant Disproportionality: Michigan defines “significant disproportionality” of racial/ethnic groups in special education and related services as a **WRR or ARR of greater than 2.5** (see Appendix D for formulas) for any racial/ethnic group. Considering geographic location and size of districts, the data seem to include a representative range of districts in which disproportionality may be a result of inappropriate identification.

Overview of Issue/Description of System or Process:

Michigan’s current analysis of local district disproportionality data began in August 2005. Following initial analysis, notifications were disseminated to those districts with a higher than anticipated proportion of African-American students identified for special education and/or identified as cognitively impaired ($WRR \geq 1.5$). Select districts participated in a data verification process with OSE/EIS staff. This process illuminated a number of unanticipated data-related issues including the following:

- Resident vs. operating district designations: The initial WRR calculation included students attending Schools of Choice or charter schools. Resident districts “disclaimed responsibility” for students attributed to them based on resident address, but who were attending non-district schools.
- Calculating WRRs for LEAs with fewer than 10 students in a specified subgroup.

Given this new input and information learned about strategies used by states to calculate disproportionality, the OSE/EIS re-examined the demographic data and calculations. The OSE/EIS and statistical consultants conducted several rounds of data analysis before finally deciding on a set of business rules that would be applied to this process. The following table outlines and explains the changes to the calculations.

Table 1: Michigan’s Previous and Current Calculations of Disproportionality

Previous calculation	New calculation
Included all special education students birth through 26	Limited population to special education students ages 6 through 21, per Individuals with Disabilities Education Act (IDEA) Part B definition

²⁰ Adapted from North Carolina 2005 SPP report (Indicators 9 and 10, page 45.)

Previous calculation	New calculation
Conducted WRR disproportionality analysis for all LEAs with a minimum enrollment of 30 special education students	Conducted WRR disproportionality analysis for all LEAs with a minimum of 30 special education students enrolled AND a minimum of 10 special education students in any subgroup. This is consistent with the state's assessment standard of a minimum group size of ten students for reporting. Conducted Alternate Risk Ratio (ARR) analysis for LEAs with fewer than 10 non-white special education students. (per Westat guidance)
Excluded charter school students from <u>resident</u> district calculations, and included Schools of Choice students in the <u>operating</u> district calculations	Included charter school students AND Schools of Choice students in <u>resident</u> district calculations. Separate calculations were completed for charter schools as <u>operating</u> districts to determine their disproportionality status.
Excluded adult education students	Included adult education students through age 21

One round of calculations involved using an Alternate Risk Ratio (ARR) for districts with fewer than ten students in a subgroup. Using the average of the district's ratio and variance, a standard deviation was established. In order to determine statistical significance a difference of means test was conducted. Using a 0.05 significance level, Z scores identified districts with disproportionality rates significantly above the mean. Very few districts fell into this level of significance. Those that did had extremely high WRRs. Furthermore, the mean was not stable across calculations and there was question about whether it would be stable across years. Since this process did not appear to adequately identify a sufficient number of districts and the calculations were very complicated and difficult to explain, the following business rules were refined and expanded as reflected below.

1. Calculate WRRs for LEAs using both operating and resident district data.
2. Remove from the calculation students placed in residential centers by the courts, other state agencies, IEP teams or parents.
3. Do not report WRR calculations for districts with fewer than 10 students in a given subgroup.
4. Create a WRR table for overall operating and resident district data ranked from lowest to highest. Select districts based on their lower ratio (operating or resident). Charter schools only have operating district data.
5. Use WRR data to classify selected districts in accordance with the proposed Levels of Risk outlined in Table 1.
6. Late in the process, based upon consultation with Westat, Alternative Risk Ratios (ARRs) were re-introduced into the process for calculations for certain districts. In northern Michigan, especially, there are districts with a high proportion of white students and small numbers of any minority populations.

The effect is to produce very high WRRs for white students. Westat recommended using the ARR in these situations. This recommendation was implemented for districts where the WRR comparison group represented fewer than 10 students.

Table 2: Proposed Levels of Risk for Disproportionate Representation

Level of Risk	Weighted Risk Ratio ²¹	Tiered Interventions*
Level 1	<1.5	Tier 1
Level 2	1.5 - 2.0	Tier 2
Level 3	>2.0- 2.5	Tier 3
Level 4	>2.5	Tier 4

*To be determined and aligned with the Levels of Determination as outlined in §300.603 of IDEA Regulations.

Baseline Data for FFY 2005 (2005-2006):

Table 3: Number of Districts with Racial/Ethnic Disproportionality for All Disabilities at the Lower 3 Tiers of Interventions

[Total Number of Michigan Districts = 834]

WRR/ARR Value Ranges	Native American	Asian	Black	Hispanic	White
Tier 1 WRR 1.0-1.5	26	8	82	52	98
Tier 2 WRR >1.5-2.0	7	2	37	7	42
Tier 3 WRR>2.0- 2.5	1	0	9	2	18

Source: MICIS, CEPI-SRSD

²¹ Or Alternate Risk Ratio (ARR) in districts where this is recommended by Westat

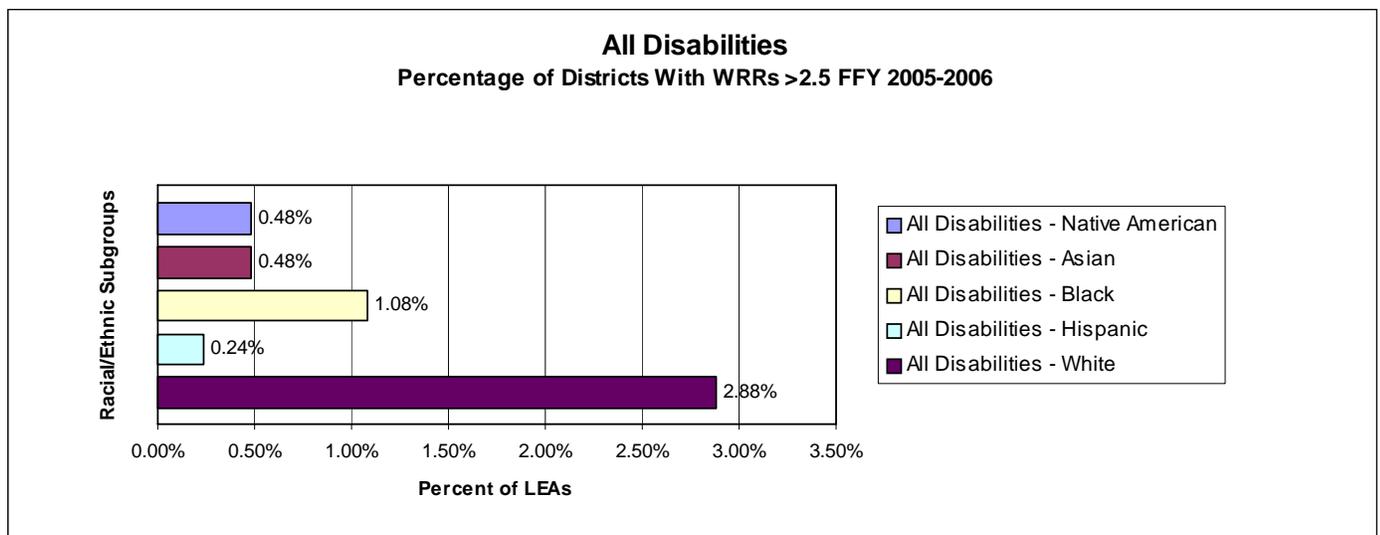
Table 4: Significant Racial/Ethnic Disproportionality (WRR>2.5) For All Disabilities (Numbers of Districts / Percentage of Districts)

WRR/ARR Value Ranges	Native American	Asian	Black	Hispanic	White
Tier 4 WRR >2.5	4	4	9	3	24
% of districts >2.5 (out of 834)	0.48%	0.48%	1.08%	0.36%	2.9%

Sources: MICIS and CEPI-SRSD

Figure 1:

Percentage of Districts With WRRs >2.5



Discussion of Baseline Data:

At this point, the baseline for disproportionate representation of racial and ethnic groups in special education and related services is based solely on the WRR calculation. Forty-three (43) of the state’s districts demonstrate significant disproportionality among one or more racial/ethnic groups. This represents 5.2% of Michigan’s school districts, including charters. Twenty-four (2.9%) districts are identified because of disproportionate representation of White students. Nine (1.08%) districts demonstrate significant disproportionality of African American (Black) students for all disabilities at the greater than 2.5 level. A review of additional data including LEA policies, procedures and practices will be completed to validate that the calculated WRR and that disproportionate representation is “a result of inappropriate identification”. The number of districts with WRRs/ARRs of greater than 2.5 is anticipated to diminish as local verification occurs within the proposed self-review of appropriate and culturally responsive district policies, procedures and practices.

Measurement of disproportionality in Michigan was based primarily upon calculating Weighted Risk Ratios (WRRs), a process recommended by Westat, for all Michigan districts based on both their operating and resident district data. According to Westat, this statistic adjusts for district variability in racial/ethnic composition of comparison groups. Michigan elected to use the WRR to rank districts as the primary method for determining levels of risk and levels intervention.

Determination of WRR is accomplished by: (a) comparing the Risk for one racial/ethnic group to all others; and (b) adjusting the results of the Risk Ratio according to the Composition of the state. (See Appendix D for the formula.)

Michigan's calculation of WRRs uses data from both the Single Record Student Database (SRSD) and the Michigan Compliance Information System (MICIS) and applies the Business rules articulated in the *Overview of Issue* section of this report. The results of calculations are illustrated in the tables and figure above.

Michigan has 559 LEAs (includes 6 State Districts), 218 charter schools, and 57 ISDs for a total of 834 districts. The racial/ethnic composition of students with disabilities is:

- Native American = 1.1 %
- Asian = 1.8 %
- Black = 20.8 %
- Hispanic = 3.8 %
- White = 71.5 %

Source: MICIS

The OSE/EIS will continue to examine the policies, procedures and practices of districts with WRRs greater than 2.5 for African American students 1) in special education and 2) those with cognitive impairments, as an initial target. The OSE/EIS will also offer LEAs at risk levels 1-3 the opportunity to complete a disproportionality self-review rubric to determine the extent to which their policies, procedures and practices contribute to the proposed disproportionality status. Preliminary verified data relative to inappropriate identification is under initial review.

The March 2005 APR, Michigan reflected a preliminary analysis of Risk Ratio data, compared across indicators. It appeared that several disability and race/ethnicity groups had disproportionality (e.g., White students were 2.75 times more likely than the comparison groups to be identified as students with "Other Health Impairments" or the under-representation of Asian students overall as students with disabilities). Upon further analysis, it was noted that African American students, the largest minority group in Michigan, composing about 21% of the student enrollment, were more frequently served outside the regular classroom and had lower performance levels when compared to all other racial/ethnic groups. Similar trends are reflected in the 2005-2006 data.

An additional FFY 2005 data issue is also being further explored. There are inconsistencies found within the CEPI-SRSD and MICIS databases. A spreadsheet was developed that contained a mathematical test to compare an LEA's total

disability population (by race) to the LEA's total operating district population (by race). The results of these tests were disaggregated to show that 83 LEAs have at least one disability/race category (Section 618 December count data) with more students than the total student population for that race/ethnicity in that LEA (SRSD data). When this occurs it can create a situation where a racial group has a risk of greater than one. This has the effect of creating smaller WRR if the category in question is in the denominator of the equation, and a larger WRR if category is used in the numerator. Other analyses tend to indicate that there is some mismatch between the racial designations given to the same students in the SRSD and the MICIS.

Any level of disproportionality resulting from inappropriate identification represents cause for concern. However, based on the review of data for Indicators 9, 10 and 4 (Suspension/Expulsion) and other state data, Michigan has chosen to focus most of its initial efforts addressing issues that contribute to the over-representation African American students in special education.

These initial efforts begun with data verification will begin more comprehensively in February 2007 with LEAs classified in Level 4 with WRR greater than 2.5 for African American students with all disabilities and/or cognitive impairment. The OSE/EIS will give careful consideration to contributing factors such as:

- LEA evidence that may explain higher WRRs,
- Documentation of satisfactory LEA policies, procedures and practices (i.e., districts where an influx of Schools of Choice students in LEAs with a strong positive reputation for special education services, or high numbers of foster care homes serving specific racial/ethnic subgroups, etc.).
- The stability of risk ratios over time; especially in small districts.
- Performance of the racial/ethnic groups with respect to graduation and drop out rates, performance on statewide assessments, educational settings, identification rates, discipline, and how these factors correlate with the risk ratios for the respective race/ethnic groups.
 - For example, African American students in Michigan have a higher likelihood of receiving services in a separate facility than other groups and are more likely to be identified with a cognitive impairment.
- How other states are defining significance.
- Allocation of resources.

The OSE/EIS will provide guidance on conducting a self-review and developing an improvement plan, to LEAs identified at risk level 4. The OSE/EIS will also implement tiered interventions with districts with risk levels 1, 2 and 3 for African Americans (139 districts) as a preventative measure. In addition, the OSE/EIS will continue to review and study data from districts with fewer than ten non-white students with disabilities over a three-year period to determine if patterns of significant disproportionality emerge. The OSE/EIS will continue to resolve the data collection/analysis concerns that will help to correctly identify and then serve other disproportionate populations.

The OSE/EIS believes that an effort invested in addressing issues of over-representation of African American students in special education should produce a positive spillover effect on all disproportionality issues. It is anticipated to have a significant impact on services and student performance, not only for Michigan's students with disabilities, but also for all students.

Requirements of the 2005 APR

In the APR letter dated September 23, 2005, the OSEP indicated that the State had not yet demonstrated meeting the requirements of 34 CFR §300.755 by determining what constitutes a significant discrepancy, reviewing its data against that standard and providing for the review, and if appropriate, revision of the policies, procedures, and practices in identification and/placement when it identifies LEAs with significant disproportionality. The response required the OSE/EIS to provide the following information and data:

- A plan including strategies, proposed evidence of change, targets and timelines designed to ensure correction of the noncompliance as soon as possible, but not more than one year after OSEP accepts the plan;
- A progress report including data analysis demonstrating progress toward compliance no later than six months from the data of the letter; and
- A report to the OSEP with data and analysis demonstrating compliance as soon as possible, but not later than 30 days following the end of the year.

Response to the APR Requirements

Two interim progress reports have been submitted-- February, 2006 and September, 2006. The approved activities were as follows:

- A. Continue to convene the Disproportionality core planning team and stakeholders to facilitate the implementation of the plan: Continue efforts to increase awareness of the state's disproportionality issues, facilitate understanding of data, and promote organizational learning within the OSE/EIS.
- B. Finalize the rubric to be used to review LEA policies, procedures and practices that impact disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification.
- C. Identify LEA data that show significant disproportionate representation of racial and ethnic groups in special education and related services, and triggers the review of policies, procedures, and practices.
- D. Implement the self review process, using the MDE OSE/EIS Disproportionality Rubric for reviewing policies, procedures, and practices of LEAs/PSAs that demonstrate significant disproportionality
- E. Apply appropriate levels of intervention, including compliance agreements and/or sanctions, to those LEAs/PSAs determined to be out of compliance on this indicator.

The following provides an update on completion of activities outlined in September 2006 Progress Report on 2004 APR.

1. October 2006: The OSE/EIS Disproportionality core team and stakeholders was expanded to create Michigan's Disproportionality Community of Practice (DisCoP). Representatives from the DisCoP attended the NCCRESt Training of Trainers Conference, to enhance members' knowledge base and skills in developing and implementing improvement plans, assessing educational systems, and developing shared leadership teams for inclusive, culturally responsive school systems. This learning is also being applied to the development of the LEA self-review process (responds to APR Requirements A, B, and D).
2. The OSE/EIS in partnership with the Michigan Education Association (MEA) conducted a presentation on Michigan's approach to addressing disproportionality issues during the MEA State Professional Development Conference in December 2006 (responds to APR Requirements A and B).
3. OSE/EIS consultants presented information and data improvement activities for addressing disproportionality during the December 2006 OSE/EIS Michigan IDEA Leadership Institute, attended by 150 local special education administrators, and other special education personnel (responds to APR Requirement A).
4. OSE/EIS efforts to calculate Weighted Risk Ratios (WRRs) presented several challenges for the OSE/EIS data team, the data analysis contractor (Wayne State University's Center for Urban Studies) and consultants, resulting in revised business rules for calculating WRRs (Appendix D). Subsequently, LEAs with WRRs of 1.5 or higher on the second round of calculations were notified of having a higher than anticipated proportion of African American students identified for special education. These districts participated in a data verification process completed in December 2006 (responds to APR Requirement C).
5. The data verification process, which consisted of phone contacts with LEA and ISD personnel to verify accuracy of district data and to explain any exceptional circumstances occurring in their respective districts, surfaced additional data issues. The OSE/EIS Data team and Disproportionality team convened a data referent group to provide the OSE/EIS with recommendations on how to resolve the issues. Upon review of the referent group's recommendations the data analysis, business rules were revised. The results of that round of calculations were reviewed, resulting in another round of calculations to address additional issues which surfaced when using z-scores. A new set of business rules was developed in January 2007 to standardize the process for calculating disproportionality. It was also determined that significant disproportionality would be defined as any minority groups that are over-represented in the statewide data having a weighted risk ratio (WRR) greater than 2.5. The new business rules provided a more reliable approach for establishing baseline and targets for measuring progress (responds to APR Requirements C and D).

6. LEA data were recalculated based on the revised business rules. LEAs are being ranked, with those remaining on the list (for having higher than anticipated proportion of African American students identified for special education for all disabilities and for cognitive impairment) will be notified in February 2007 (see Response to the APR Requirements C and D).
7. The OSE/EIS continues to adapt the NCCRESt rubric to reflect the Michigan context. Advice was sought from the NCCRESt and others in the field (e.g., members of the MEA, ISD and LEA special education directors) regarding which rubric standards facilitate determination of disproportionality based on inappropriate identification. The standard selected will be used for the first round of self-reviews with LEAs identified for the fourth level of proposed intervention, scheduled to begin in March 2007. The NCCRESt is working with the OSE/EIS to provide the professional development for DisCoP representatives to support districts' use of the rubric. The self-review process will be introduced to districts in early March (responds to APR Requirements B).
8. The DisCoP is working with the OSE/EIS Continuous Improvement and Monitoring System (CIMS) monitors to integrate the Disproportionality Self-Review and improvement planning processes into current the OSE/EIS CIMS process. Full integration should be completed and incorporated into the 2008-2009 monitoring cycle. The CIMS is currently undergoing revisions. Once completed, all districts participating in CIMS will be also proactively assess their status on Disproportionality (responds to APR Requirements A, D and E).
9. In January 2007 the OSE/EIS staff met with LEA and ISD special education directors. They generated recommendations regarding how to guide LEAs in addressing 613(f) for Early Intervening Services [*IDEA §618(d)1(B)*] requirements. (responds to APR Requirements A, C, D and E.)
10. LEAs will be assigned to one of four tiered intervention levels based on each district's WRRs/ARRs (responds to APR Requirements C, D and E).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2006 (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2007 (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2009 (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2010 (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006	Attend the NCCRESt Training of Trainers Conference to enhance members’ knowledge base and skills to assist LEAs with developing and implementing improvement plans, assessing their systems, and developing shared leadership teams for inclusive, culturally responsive school systems.	DisCoP, NCCRESt, LEAs
2006-2007	Develop a comprehensive guide on how districts identified as having disproportionality are to respond to section 613(f) for Early Intervening Services. [IDEA §618(d)1(B)].	OSE/EIS
2006-2011	Continue to review MDE policies and procedures with regard to cultural responsiveness to assure compliance and alignment with IDEA 2004	OSE/EIS admin
2006 – 2011	Expand the DisCoP to include more diverse representation from the field. Meet regularly to design the self-review and improvement plan process and the supportive technical assistance and personnel development outlined in a Tiered Intervention model.	OSE/EIS, DisCoP, ISDs and LEAs, WSU, CIMS team, GLECAC, NCCRESt, NCRRC ²²
2006 -2011	Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionality. Study districts that in fact exhibit the determinants but do not have disproportionality issues.	WSU, NCCRESt, CEN ²³ , GLECAC, DisCoP

²² North Central Regional Resource Center

²³ Center for Educational Networking (CEN), Michigan’s Information Dissemination Grantee

Timelines	Activities	Resources
2006 -2011	Meet semi-annually to recommend ways to analyze and address disproportionality data issues.	OSE/EIS Data referent group, DisCoP, ISD data consultants, WSU, GLECAC
2006- 2011	Notify LEAs of their disproportionality status and the appropriate level of intervention to begin and complete the verification process.	OSE/EIS, WSU
2007	Analyze disproportionality data further to determine where there are districts with evidence of under-representation of certain groups of students identified for special education and related services.	WSU, OSE/EIS, DisCoP, GLECAC, Data referent group
2007	Develop an electronic data verification process.	OSE/EIS, CEN
2007	Consider the potential for an annual Summit on Culturally Responsive Educational Systems, as requested by LEA and ISD Special Education directors	DisCoP, NCCRESt, GLECAC, OSE/EIS, MDE leadership
2007-2008	Address school culture and cultural responsiveness and consider the state's disproportionality data as district sites are selected for participation.	State Personnel Development Grant (SPDG), MiBLSI ²⁴
2007 ongoing as needed	Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionality self-review of policies, procedures and practices and develop improvement plans; ongoing annually until disproportionality is embedded within the CIMS.	OSE/EIS, DisCoP, NCCRESt, GLECAC, LEAs
2007 – 2011	Design a training of trainers model for LEA and ISD staff on ways to develop culturally responsive and proficient educational systems.	NCCRESt, DisCoP, GLECAC, ISDs and LEAs
2007 – 2011	Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	OSE/EIS staff, stakeholders

²⁴ Michigan Integrated Behavior and Learning Support Initiative

Timelines	Activities	Resources
2007 – 2008	Redesign the CIMS self-review and improvement plan processes to address more comprehensively issues of disproportionality.	CIMS, ISD monitors, NCCRESt, GLECAC
2007-2011	Design and maintain a web page with resources and links to critical information on disproportionality.	DisCoP, CEN, OSE/EIS webmaster

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

Overview of the State Performance Plan Development:

3. See General Overview pages 6-11.
4. For this indicator a variety of stakeholder groups assisted with data analysis issues and programmatic concerns. They included the following: The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) staff, an external stakeholder data referent group, the Disproportionality Community of Practice (DisCoP) core planning team, statistical consultation from Wayne State University's (WSU) Center for Urban Studies, the North Central Regional Resource Center (NCRRC), the Great Lakes East Comprehensive Assistance Center (GLECAC), and the National Center for Culturally Responsive Educational Systems (NCCRESt). The team reviewed current IDEA compliance and developed approaches to address data verification issues and to achieve compliance, responding to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 23, 2005.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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

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

Include State's definition of "disproportionate representation."

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

Definitions: Disproportionate representation²⁵ (or disproportionality) refers to over- or under-representation of minorities in special education and related services. Disproportionate representation in special education occurs when:

- (c) The number of students ages 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the state and district population, AND
- (d) There are data that support that membership in a given group affects the probability of being placed in a specific special education category.

Significant Disproportionality: Michigan defines “significant disproportionality” of racial/ethnic groups in special education and related services as a **WRR or ARR of greater than 2.5** (see Appendix D for formulas) for any racial/ethnic group. Considering geographic location and size of districts, the data seem to include a representative range of districts in which disproportionality may be a result of inappropriate identification.

Overview of Issue/Description of System or Process:

Michigan’s current analysis of local district disproportionality data began in August 2005. Following initial analysis, notifications were disseminated to those districts with a higher than anticipated proportion of African-American students identified for special education and/or identified as cognitively impaired ($WRR \geq 1.5$). Select districts participated in a data verification process with OSE/EIS staff. This process illuminated a number of unanticipated data-related issues including the following:

- Resident vs. operating district designations: The initial WRR calculation included students attending Schools of Choice or charter schools. Resident districts “disclaimed responsibility” for students attributed to them based on resident address, but who were attending non-district schools.
- Calculating WRRs for LEAs with fewer than 10 students in a specified subgroup.

Given this new input and information learned about strategies used by states to calculate disproportionality, the OSE/EIS re-examined the demographic data and calculations. The OSE/EIS and statistical consultants conducted several rounds of data analysis before finally deciding on a set of business rules that would be applied to this process. The following table outlines and explains the changes to the calculations.

Table 1: Michigan’s Previous and Current Calculations of Disproportionality

Previous calculation	New calculation
Included all special education students birth through 26	Limited population to special education students ages 6 through 21, per Individuals with Disabilities Education Act (IDEA) Part B definition

²⁵ Adapted from North Carolina 2005 SPP report (Indicators 9 and 10, page 45.)

Previous calculation	New calculation
Conducted WRR disproportionality analysis for all LEAs with a minimum enrollment of 30 special education students	Conducted WRR disproportionality analysis for all LEAs with a minimum of 30 special education students enrolled AND a minimum of 10 special education students in any subgroup. This is consistent with the state's assessment standard of a minimum group size of ten students for reporting. Conducted Alternate Risk Ratio (ARR) analysis for LEAs with fewer than 10 non-white special education students. (per Westat guidance)
Excluded charter school students from <u>resident</u> district calculations, and included Schools of Choice students in the <u>operating</u> district calculations	Included charter school students AND Schools of Choice students in <u>resident</u> district calculations. Separate calculations were completed for charter schools as <u>operating</u> districts to determine their disproportionality status.
Excluded adult education students	Included adult education students through age 21

One round of calculations involved using an Alternate Risk Ratio (ARR) for districts with fewer than ten students in a subgroup. Using the average of the district's ratio and variance, a standard deviation was established. In order to determine statistical significance a difference of means test was conducted. Using a 0.05 significance level, Z scores identified districts with disproportionality rates significantly above the mean. Very few districts fell into this level of significance. Those that did had extremely high WRRs. Furthermore, the mean was not stable across calculations and there was question about whether it would be stable across years. Since this process did not appear to adequately identify a sufficient number of districts and the calculations were very complicated and difficult to explain, the following business rules were refined and expanded as reflected below.

7. Calculate WRRs for LEAs using both operating and resident district data.
8. Remove from the calculation students placed in residential centers by the courts, other state agencies, IEP teams or parents.
9. Do not report WRR calculations for districts with fewer than 10 students in a given subgroup.
10. Create a WRR table for overall operating and resident district data ranked from lowest to highest. Select districts based on their lower ratio (operating or resident). Charter schools only have operating district data.
11. Use WRR data to classify selected districts in accordance with the proposed Levels of Risk outlined in Table 1.
12. Late in the process, based upon consultation with Westat, Alternative Risk Ratios (**ARRs**) were re-introduced into the process for calculations for certain districts. In northern Michigan, especially, there are districts with a high proportion of white students and small numbers of any minority populations. The effect is to produce very high WRRs for white students. Westat

recommended using the ARR in these situations. This recommendation was implemented for districts where the WRR comparison group represented fewer than 10 students.

Table 2: Proposed Levels of Risk for Disproportionate Representation

Level of Risk	Weighted Risk Ratio ²⁶	Tiered Interventions*
Level 1	<1.5	Tier 1
Level 2	1.5 - 2.0	Tier 2
Level 3	>2.0- 2.5	Tier 3
Level 4	>2.5	Tier 4

*To be determined and aligned with the Levels of Determination as outlined in §300.603 of IDEA Regulations.

Baseline Data for FFY 2005 (2005-2006):

Table 3: Michigan Racial/Ethnic Disproportionality Analysis (WRR>2.5) by Disability Category (Numbers of Districts / Percentage of Districts)

	Native American		Asian		African American		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
Cognitive Impairment	1	0.12%	0	0.00%	16	1.92%	0	0.00%	42	5.04%
Emotional Impairment	0	0.00%	0	0.00%	6	0.72%	0	0.00%	23	2.76%
Specific Learning Disability	3	0.36%	4	0.48%	7	0.84%	3	0.36%	12	1.44%
Speech and Language Impairment	1	0.12%	0	0.00%	2	0.24%	1	0.12%	11	1.32%
Other Health Impairment	0	0.00%	0	0.00%	2	0.24%	0	0.00%	13	1.56%
Autism	0	0.00%	0	0.00%	0	0.00%	0	0.00%	47	5.64%

Sources: MICIS and CEPI-SRSD

²⁶ Or Alternate Risk Ratio (ARR) in districts where this is recommended by Westat

Discussion of Baseline Data:

At this point, the baseline for disproportionate representation of racial and ethnic groups by disability category is based solely on the WRR calculation. 122 of the state's districts demonstrate significant disproportionality among one or more racial/ethnic groups. This represents 14.6% of Michigan's school districts, including charters. It is important to note that a number of districts have significant disproportionality across disability and ethnicities. The unduplicated count of districts represented in table 3 shows that 122 distinct districts have significant disproportionality.

Table 3 above shows that significant disproportionate representation is occurring

- most frequently among white students, in each of the five disability categories.
- moderately among African American students in four of the five disability categories
- least frequently among Native American students in four of the five categories

Data do not clearly identify the total number of districts represented here since a district can show disproportionate representation with more than one ethnic group. The OSE/EIS has charged the Wayne State statistical contractor with re-examining the findings for white students based on counsel from Westat staff.

A review of additional data including LEA policies, procedures and practices will be completed to validate that the calculated WRR and that disproportionate representation is "a result of inappropriate identification". The number of districts with WRRs/ARRs of greater than 2.5 is anticipated to diminish as local verification occurs within the proposed self-review of appropriate and culturally responsive district policies, procedures and practices.

Measurement of disproportionality in Michigan was based primarily upon calculating Weighted Risk Ratios (WRRs), a process recommended by Westat, for all Michigan districts based on both their operating and resident district data. According to Westat, this statistic adjusts for district variability in racial/ethnic composition of comparison groups. Michigan elected to use the WRR to rank districts as the primary method for determining levels of risk and levels intervention.

Determination of WRR is accomplished by: (a) comparing the Risk for one racial/ethnic group to all others; and (b) adjusting the results of the Risk Ratio according to the Composition of the state. (See Appendix D for the formula.)

Michigan's calculation of WRRs uses data from both the Single Record Student Database (SRSD) and the Michigan Compliance Information System (MICIS) and applies the Business rules articulated in the *Overview of Issue* section of this report. The results of calculations are illustrated in the tables and figure above.

Michigan has 559 LEAs (includes 6 State Districts), 218 charter schools, and 57 ISDs for a total of 834 districts. The racial/ethnic composition of students with disabilities is:

- Native American = 1.1 %
 - Asian = 1.8 %
 - Black = 20.8 %
 - Hispanic = 3.8 %
 - White = 71.5 %
- Source: MICIS

The OSE/EIS will continue to examine the policies, procedures and practices of districts with WRRs greater than 2.5 for African American students 1) in special education and 2) those with cognitive impairments, as an initial target. The OSE/EIS will also offer LEAs at risk levels 1-3 the opportunity to complete a disproportionality self-review rubric to determine the extent to which their policies, procedures and practices contribute to the proposed disproportionality status. Preliminary verified data relative to inappropriate identification is under initial review.

The March 2005 APR, Michigan reflected a preliminary analysis of Risk Ratio data, compared across indicators. It appeared that several disability and race/ethnicity groups had disproportionality (e.g., White students were 2.75 times more likely than the comparison groups to be identified as students with "Other Health Impairments" or the under-representation of Asian students overall as students with disabilities). Upon further analysis, it was noted that African American students, the largest minority group in Michigan, composing about 21% of the student enrollment, were more frequently served outside the regular classroom and had lower performance levels when compared to all other racial/ethnic groups. Similar trends are reflected in the 2005-2006 data.

An additional FFY 2005 data issue is also being further explored. There are inconsistencies found within the CEPI-SRSD and MICIS databases. A spreadsheet was developed that contained a mathematical test to compare an LEA's total disability population (by race) to the LEA's total operating district population (by race). The results of these tests were disaggregated to show that 83 LEAs have at least one disability/race category (Section 618 December count data) with more students than the total student population for that race/ethnicity in that LEA (SRSD data). When this occurs it can create a situation where a racial group has a risk of greater than one. This has the effect of creating smaller WRR if the category in question is in the denominator of the equation, and a larger WRR if category is used in the numerator. Other analyses tend to indicate that there is some mismatch between the racial designations given to the same students in the SRSD and the MICIS.

Any level of disproportionality resulting from inappropriate identification represents cause for concern. However, based on the review of data for indicators #9, #10, #4 (Suspension/Expulsion) and other state data, Michigan has chosen to focus most of its initial efforts addressing issues that contribute to the over-representation African American students in special education and over-representation of African American students with the cognitive impairment eligibility determination.

These initial efforts begun with data verification, will begin more comprehensively in February 2007 with LEAs classified in Level 4 with WRR greater than 2.5 for African

American students with all disabilities and/or cognitive impairment. The OSE/EIS will give careful consideration to contributing factors such as:

- LEA evidence that may explain higher WRRs,
- Documentation of satisfactory LEA policies, procedures and practices (i.e., districts where an influx of “Schools of Choice” students in LEAs with a strong positive reputation for special education services, or high numbers of foster care homes serving specific racial/ethnic subgroups, etc.).
- The stability of risk ratios over time; especially in small districts.
- Performance of the racial/ethnic groups with respect to graduation and drop out rates, performance on statewide assessments, educational settings, identification rates, discipline, and how these factors correlate with the risk ratios for the respective race/ethnic groups.
 - For example, African American students in Michigan have a higher likelihood of receiving services in a separate facility than other groups and are more likely to be identified with a cognitive impairment.
- How other states are defining significance.
- Allocation of resources.

The OSE/EIS will provide guidance on conducting a self-review and developing an improvement plan, to LEAs identified at risk level 4. The OSE/EIS will also implement tiered interventions with districts with risk levels 1,2,3 for African Americans (139 districts) as a preventative measure. In addition, the OSE/EIS will continue to review and study data from districts with fewer than ten non-white students with disabilities over a three-year period to determine if patterns of significant disproportionality emerge. The OSE/EIS will continue to resolve the data collection/analysis concerns that will help to correctly identify and then serve other disproportionate populations.

The OSE/EIS believes that an effort invested in addressing issues of over-representation of African American students in special education should produce a positive spillover effect on all disproportionality issues. It is anticipated to have a significant impact on services and student performance, not only for Michigan’s students with disabilities, but also for all students.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2006 (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2008 (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2009 (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2010 (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006	Attend the NCCRESt Training of Trainers Conference to enhance members' knowledge base and skills to assist LEAs with developing and implementing improvement plans, assessing their systems, and developing shared leadership teams for inclusive, culturally responsive school systems.	DisCoP, NCCRESt, LEAs
2006-2007	Develop a comprehensive guide on how districts identified as having disproportionality are to respond to section 613(f) for Early Intervening Services. [IDEA §618(d)1(B)].	OSE/EIS
2006-2011	Continue to review MDE policies and procedures with regard to cultural responsiveness to assure compliance and alignment with IDEA 2004.	OSE/EIS admin
2006 – 2011	Expand the DisCoP to include more diverse representation from the field. Meet regularly to design the self-review and improvement plan process and the supportive technical assistance and personnel development outlined in a Tiered Intervention model.	OSE/EIS, DisCoP, ISDs and LEAs, WSU, CIMS team, GLECAC, NCCRESt, NCRRC ²⁷

²⁷ North Central Regional Resource Center

Timelines	Activities	Resources
2006 -2011	Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionality. Study districts that in fact exhibit the determinants but do not have disproportionality issues.	WSU, NCCRESt, CEN ²⁸ , GLECAC, DisCoP
2006 -2011	Meet semi-annually to recommend ways to analyze and address disproportionality data issues.	OSE/EIS Data referent group, DisCoP, ISD data consultants, WSU, GLECAC
2006- 2011	Notify LEAs of their disproportionality status and the appropriate level of intervention to begin and complete the verification process.	OSE/EIS, WSU
2007	Analyze disproportionality data further to determine where there are districts with evidence of under-representation of certain groups of students identified for special education and related services.	WSU, OSE/EIS, DisCoP, GLECAC, Data referent group
2007	Consider the potential for an annual Summit on Culturally Responsive Educational Systems, as requested by LEA and ISD Special Education directors.	DisCoP, NCCRESt, GLECAC, OSE/EIS, MDE leadership
2007-2008	Address school culture and cultural responsiveness and consider the state's disproportionality data as district sites are selected for participation.	State Personnel Development Grant (SPDG), MiBLSi ²⁹
2007 ongoing as needed	Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionality self-review of policies, procedures and practices and develop improvement plans; ongoing annually until disproportionality is embedded within the CIMS.	OSE/EIS, DisCoP, NCCRESt, GLECAC, LEAs
2007 – 2011	Design a training of trainers model for LEA and ISD staff on ways to develop culturally responsive and proficient educational systems.	NCCRESt, DisCoP, GLECAC, ISDs and LEAs

²⁸ Center for Educational Networking (CEN), Michigan's Information Dissemination Grantee

²⁹ Michigan Integrated Behavior and Learning Support Initiative

Timelines	Activities	Resources
2007 – 2011	Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	OSE/EIS staff, stakeholders
2007 – 2008	Redesign the CIMS self-review and improvement plan processes to address more comprehensively issues of disproportionality.	CIMS, NCCREST, ISD monitors, GLECAC
2007-2011	Design and maintain a web page with resources and links to critical information on disproportionality.	DisCoP, CEN, OSE/EIS webmaster
2007 – 2011	Include Indicator 10 Level 4 LEAs in the proposed work with Indicator 9 LEAs.	OSE/EIS, ISDs, LEAs identified as having significant disproportionality
2007-2011	Work with the OSE/EIS Family Involvement team, the Michigan Alliance for Families (MAF), and CAUSE to prepare resources for parent mentors and educators to share with parents of students with disabilities throughout Michigan to enhance awareness of disproportionality issues and increase meaningful parent involvement in the education of children with disabilities.	OSE/EIS Disproportionality team, OSE/EIS Family Involvement team, MAF, CAUSE ³⁰
2007-2011	Continue to review its own policies and procedures with regard to cultural responsiveness to assure compliance and alignment with IDEA 2004.	OSE/EIS, MDE, GLECAC, DisCoP
2008	Examine the need to develop technical assistance for English Language Learners (ELL). This decision will be based on whether it is determined that there is inappropriate identification due to linguistic differences of students with disabilities.	OSE/EIS, GLECAC, DisCoP

³⁰ Citizens' Alliance to Uphold Special Education, Michigan's Parent Training and Information Center

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team had to consider the interim data collection strategies implemented to collect baseline data for LEA performance on this indicator, and the meaningfulness of data collected using this process. The stakeholder team will continue the review the 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 / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

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

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

Overview of Issue/Description of System or Process:

Michigan Administrative Rules for Special Education (MARSE) R340.1721c(2) establish a 30 school days timeline from parental consent to evaluate and determination of eligibility. This timeline is applicable for this indicator.

A child suspected of a disability who may need special education services may be referred to an Intermediate School District (ISD) or to a Local Educational Agency (LEA). Some of the data necessary to report on this indicator is collected at both the ISD and LEA level as part of the Individualized Education Program (IEP) process, but it is not currently reported to the State Educational Agency (SEA).

While the statewide Section 618 December 1, 2005 Count does not capture any referral information, the Part C referral data has been collected and reported for

several years through Early Education Tracking System (EETRK). Special Education dates have not been collected.

Baseline Data for FFY 2005 (2005-2006):

The data were collected using a survey method through a random sampling of ISDs and LEAs established by Wayne State University.

The range of days for the majority of those evaluations extending beyond the 30 school day timeline is 1 to 30 days. However, most evaluations not completed within 30 school days or a mutually agreed upon extension were completed six to ten school days beyond the 30 school day timeline.

- (a). # of children for whom parental consent to evaluate was received= **1637**
- (b). # determined not eligible whose evaluations and eligibility determinations were completed within 30 school days or a mutually agreed upon extension = **220**
- (c). # determined eligible whose evaluations and eligibility determinations were completed within 30 school days or a mutually agreed upon extension = **1098**

of children included in (a) but not included in (b) or (c) = **319**

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

[(220 + 1098)/(1637)]100 = **80.51%**

Discussion of Baseline Data:

According to Michigan's baseline data, 80.51% of children with parental consent to evaluate, were evaluated and eligibility determined with 30 school days or a mutually agreed upon extension. Data collection systems were not in place during 2005-2006 to accurately collect for this indicator. Statewide surveys were conducted to collect data post school year.

The children for whom parental consent to evaluate was received and eligibility determination were not completed within 30 school days or a mutually agreed upon extension is 319. Of those children, 293 had eligibility determination completed beyond the 30 days and 26 children had no determination completed.

The following reasons were indicated when eligibility was determined beyond the 30 school day timeline:

- Scheduling conflicts of IEPT members
- Student moved out of district
- Unable to assess student due to absenteeism
- Staff shortage
- Case loads too great
- Student death
- Health issues
- Non- district staff not adhering to timelines (doctors, or other health professionals)
- Parent withheld consent
- Reasons unknown

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2007 (2007-2008)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2008 (2008-2009)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2009 (2009-2010)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2010 (2010-2011)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).

Improvement Activities/Timelines/Resources:

Timeline	Activity	Resources
2006 (2006-2007)	Create a list of acceptable reasons that may contribute to the delay in meeting the 30 day timeline to evaluate and determine eligibility. Disseminate guidelines to districts.	OSE/EIS staff ISDs & LEAs
2006 (2006-2007)	Develop a referral module for the SRSD and/or MICIS that includes how this data will be collected: referral date, date of parental consent to evaluate, and reasons for delays in evaluations and determination of eligibility. Update training manuals and distribute to stakeholders. Provide technical assistance.	Data Design and Development Team ISDs & LEAs

Timeline	Activity	Resources
2006-2007	Utilize new data field during the December data collection process and test data for accuracy. Provide feedback to ISDs and LEAs on submitted data by including the results on the District Data Portraits.	OSE/EIS staff Information Management Team ISDs & LEAs
2006-2011	Establish and maintain a work group to completely revise Michigan's Child Find process. Include, at minimum, stakeholders from special education, general education, early childhood education, safe schools, community service providers, agency service providers, the health field, institutes of higher education (including community colleges), and the community at large.	OSE/EIS staff Stakeholders ISDs & LEAs National Consultants
2006 (2006-2011)	Disseminate information on the modifications to the data collection system and data collection requirements to the field in the form of data collection manuals and technical assistance models.	OSE/EIS Information Management Team, Section 619 consultant
2007 (2007-2011)	Revise all necessary data fields to gather required information for future APRs.	OSE/EIS Information Management Team
2007 (2007-2008)	Provide technical assistance to ISDs and LEAs on issues related to data collection for this and other indicators.	OSE/EIS Information Management Team
2007 (2007-2008)	Share information about issues related to this indicator and other indicators with the field.	OSE/EIS
2007-2011	Continue to collaborate with workgroup to review and update, as necessary, Michigan's Child Find process.	OSE/EIS staff Child Find grantee Work Group members

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team had to consider 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.

Overview of Issue/Description of System or Process:

Michigan is submitting a revised SPP report for Indicator 12, because additional data collection strategies have been implemented since submitting the December 2005 SPP that affect baseline data. The updated information begins on page 108.

Michigan Mandate for Special Education: Michigan is a birth mandate state, providing special education services from birth through age 25. The State provides

programs and services under Michigan's special education mandate to children from birth who have identified disabilities and are determined eligible for services. In addition, those infants and toddlers who are developmentally delayed or have established conditions, and their families, are served under Part C of IDEA. All birth - 2 children eligible for special education services, and their families, are eligible under Part C, if the parents choose services. Not all Part C eligible children and their families, however, are eligible for special education programs and services.

New information: The state collects data on children being served under Part C (birth - 2) and those receiving special education services using different data reporting systems. Part C data are initially collected and maintained by Intermediate School Districts (ISD) using the Early Education Tracking System (EETRK) data system. The special education data are maintained by districts using their chosen data system or the Michigan Compliance Information System (MICIS). In addition, districts are required to submit specified special education data to the MICIS database for the Section 618 December 1 Count. In 2006 the EETRK and MICIS databases will begin to merge into one. Data from various systems are compiled for required federal reports.

Referrals and Referral Data Collection: Because Michigan is a birth mandate state, referrals of infants and toddlers for special education services can and do occur anytime between birth and age three. This affects measurement component (a), which counts the number of Part C children *referred* to special education. Many children are served through special education immediately.

New information: In Michigan, all referrals to special education require parental consent to evaluate. This is true for all children being referred from Part C to special education, even though Part C has previously secured parental consent. In both situations, consent is secured as part of the referral and generally occurs on the same date.

The statewide special education Section 618 December 1 data collection does not capture any referral information. Currently the EETRK system has optional entry fields for referral dates and consent dates for Part C and separate dates for special education. The Part C referral date has been collected and reported for several years but the special education dates have not been consistently collected. The result is a limited set of records (about 20%) that have entries for the special education referral date.

The EETRK system contains a data field for identifying the special education eligibility of the child. In most cases, there is a corresponding entry of the IEP date. There is no distinction, however, for the IEP implementation date, although this date is generally the date of the IEP team meeting. Since the EETRK system has many of the data fields, EETRK data will be used to prepare the baseline.

Ineligible Children and New Data Collection: Provision of data on children found ineligible for special education is a **new requirement** for both Indicators 11 and 12. Collection of these data has not been a state requirement, although many ISDs

and/or LEAs systematically collect and maintain such information in their various systems.

Likewise, Michigan had not collected reasons why a Part C child who is referred for special education may not have an IEP implemented by his/her third birthday. If a referral has been received by a district, the district maintains and monitors these data, while tracking the evaluation through the 30 school day evaluation period set by the State.

Since the existing data collection systems did not include all data elements necessary for this indicator, in 2005-2006 the information was collected using a Zoomerang Survey. The survey was sent to Cohort One in the Continuous Improvement & Monitoring System (CIMS) Service Provider Self-Review (SPSR). The ISDs in Cohort One are an approved random sample of all ISDs and LEAs in Michigan. The surveys collected data for the 2005 school year. The OSE/EIS Information Management Team worked with the MDE Section 619 Coordinator to compile the survey instrument that was disseminated to CIMS Cohort One.

Reasons For Timeline Delays and New Data Collection: Qualitative data, such as reasons for delays, maintained by LEAs and not easily collected through the existing data system, will be collected through Michigan's Continuous Improvement and Monitoring System (CIMS) using the Service Provider Self Review (SPSR). As part of the SPSR, a variety of Key Performance Indicators (KPIs) are used for data collection. A KPI is being developed to gather information regarding the status of special education children ages 3 to 5. The **new** federal requirements to identify the number of children found ineligible for special education and to describe the reasons why IEPs for Part C children have not occurred prior to their third birthdays will be incorporated in this KPI.

The OSE/EIS has developed a long-range plan to ensure collection of data for indicators 11 and 12 are integrated in the existing data collection systems. Steps for collecting all requisite data for indicator 12 include the following:

- Documentation of referrals made will be captured in EETRK/MICIS.
- Special education personnel will process the referral. Once an IEP is held, special education personnel will provide the Part C coordinator with the date the IEP was held, eligibility determination, and reason(s) why the IEP was held after the third birthday (if applicable).
- The Part C coordinator will enter data in EETRK to complete the monitoring of the IEP by recording the date and result of the IEP.

Data will be collected at the state through the regular June and December *Early On* collections. Data will be captured on:

- Children referred to special education in a specified period prior to the collection and who exited Part C at age 3 during the school year.
- The birth date and IEP date, indicating whether the IEP was held by a child's third birthday.
- The IEP will be used to indicate eligibility determination.
- The list of reasons that an IEP was held beyond the third birthday.

- Range of days that an IEP was held beyond the third birthday.

The MDE also recommends the use of several broad categories for districts to use in collecting data regarding timeline delays. These may include:

- Child not available to evaluate
- Child/family moved
- All parties agree to extend the evaluation period and progress is being made
- Child's evaluation is in process and is within the evaluation period.

Baseline Data for FFY 2004 (2004-2005):

The data presented below represent part of the measurement requirements for this indicator.

Table 1: 2004 Part C Data Collection

Count of 2004 Part C Data Collection:	Total	%
Total # of children exiting Part C at age 3	4509	63
# of children served in Part C and eligible for Part B at exit (age 3)	2398	53.18
# of children not identified for Part B at exit (age 3)	2079	46.11
# of children with IEPs held after their 3 rd birthday	32	.71

The SPP 2005 data reflect children born between 12/2/2000 and 11/30/2004 because the indicator asks for information on children referred by Part C prior to age three. The 2005-2006 data reflects Cohort One in the CIMS, SPSR approximately one-third of LEAs statewide.

Revised Performance Data for FFY 2005 (2005-2006):

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

$$[(408)/(714-271)]100 = \mathbf{92.1\%}$$

Table 2: 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 1 of the Continuous Improvement Monitoring System (CIMS)

Discussion of Revised Performance Data:

92.1% of children referred by Part C prior to age three, 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.

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.
2006 (2006-2007)	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.
2007 (2007-2008)	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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.

Improvement Activities for 2006 – 2010

Timelines	Activities	Resources
2005-2006	<ol style="list-style-type: none"> 1. Design new data fields to be collected statewide for special education referrals. Distribute manuals and information about new data fields to stakeholders. 2. Design self review KPI to collect data on children ages 3-8. 3. 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 staff, ECE & FS Stakeholders Grantees ISDs & LEAs

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 & LEAs
2006-2007	Analyze and report baseline performance in 2007 APR.	OSE/EIS staff
2007-2011	Identify LEAs determined to be out of compliance and target for technical assistance and appropriate corrective action.	OSE/EIS staff CIMS Team ECE & FS
2007-2008	<ol style="list-style-type: none"> 1. Collect data in the new data fields during the December 2006 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. 	OSE/EIS Information Management Team, CIMS team OSE/EIS staff ECE & FS Stakeholders ISDs & LEAs
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. 	OSE/EIS Information Management Team, CIMS team OSE/EIS staff ECE & FS Stakeholders ISDs & LEAs

Timelines	Activities	Resources
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. 	OSE/EIS Information Management Team, CIMS, OSE/EIS staff ECE & FS Stakeholders ISDs & 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. 	OSE/EIS Information Management Team, CIMS team OSE/EIS staff ECE & FS

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team reviewed data from previous data collection efforts, and the data resulting from 2005 sampling efforts including comparisons of in-state regional clusters and LEA peer group comparisons. 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 13: Percent of youth aged 16 and above with an (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

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

Overview of Issue/Description of System or Process:

In 2003 Michigan began a comprehensive statewide initiative around the IDEA 1997 secondary transition requirements. This initiative, Michigan's Transition Outcomes Project (MI TOP), addressed the proximity to which transition requirements were being met with consistency and quality. MI TOP has yielded two statistically relevant data sets (baseline and follow-up) based on a comprehensive review of 10,000 student IEPs using the Transition Requirements IEP Checklist. The sampling methodology (see Appendix E) was approved by OSEP via conference call. The plan uses a stratified random sample of the state of Michigan and assures a representative sample within each Intermediate School District (ISD) of all students with IEPs ages 14-21. These data can be disaggregated by race/ethnicity, age, gender, disability and geographically by region and ISD. The ISD transition coordinators, with the Local Education Agency (LEA) counterparts, have been trained to collect and analyze these data, complete data report-out sessions, and develop and implement improvement plans.

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) has collected the necessary data elements for Indicator 13 through a process of IEP reviews using a similar sampling methodology as previously used in MI TOP. Like MI TOP, a random sample of IEPs

was generated for review using the December 2005 student count; unlike MI TOP, for SPP 13 the random sample was drawn at an LEA, not ISD, level. The following criteria were used to develop the stratified random sample:

- For LEAs with 75 or fewer students, 25% of the IEPs were randomly selected.
- For LEAs with 76-3,000 students, 25 students were randomly selected.
- For LEAs with more than 3,000 students, 5% of the IEPs were randomly selected.

A questionnaire with five questions was distributed to LEAs for each identified student to determine if the IEP was coordinated, measurable and annual. In order for an IEP to be compliant with Indicator 13, a “yes” response was required for each of the five questions listed below.

1. Does the IEP identify the student’s postsecondary vision(s)?
2. Does the IEP identify the student’s strengths, preferences, interests, needs, academic achievement and functional performance?
3. Will the annual IEP goals and transition services reasonably enable the student to meet the postsecondary vision?
4. Are the IEP goals measurable?
5. Was the IEP convened within an annual time frame?

Baseline Data for FFY 2005 (2005-2006):

The sampling plan resulted in 7,831 students with IEPs for review. From this sample, 7,738 valid responses were received. A total of 93 incomplete response forms were eliminated from the final valid data. Reasons included the following:

- | | |
|-----------------------------|----------------------------|
| • moved | • deceased, |
| • exited the program, | • wrong birth date, |
| • not eligible, | • left the system, |
| • no longer a student, | • student decertified, and |
| • not in special education, | • 504 student. |
| • not in the district, | |

Results from the 7,738 valid responses are reported in Table 1 below. The table includes the number of IEPs reviewed (N), questions upon which the compliance rate was evaluated, the percent of IEPs that received a “yes” response for each individual question and, the overall compliance rate. Compliance for each question is represented as the percentage of “yes” responses among the total number of IEPs reviewed. Overall compliance is the percentage of IEPs in which there were “yes” responses to all five questions compared to the total number of IEPs reviewed.

Table 1: 2006 Statewide Compliance Checklist for Secondary Transition

Total number of records = 8,114.

Question	% Yes
Coordinated	
1(a). Does the IEP identify the student's postsecondary vision/s?	83%
1(b). Does the IEP identify the student's strengths, preferences, interests, needs, academic achievement, and functional performance?	52%
1(c). Will the annual IEP goals and transition services reasonably enable the student to meet the postsecondary vision?	44%
Measurable	
2. Are the IEP goals measurable?	76%
Annual	
3. Was the IEP convened within an annual time frame?	75%

OVERALL COMPLIANCE: 36%

Discussion of Baseline Data:

Michigan's baseline performance for indicator 13 is 36%. The checklists included specific instructions indicating that to obtain a "yes" on question 1c, there must first be a "yes" response to questions 1a and 1b. Data for question 1c was recoded to insure that this protocol was followed; if a "no" was entered for either 1a or 1b, then 1c was coded as "no". Any blanks or missing data for individual questions were also coded as "no".

Overall compliance is the percentage of IEPs in which there were "yes" responses to all five questions compared to the total number of IEPs reviewed. As shown in Table 2, 2006 overall statewide compliance was 36%.

Table 2: 2006 Statewide Overall Compliance

Total number of records (N) = 7,738.

Overall Compliance	%
Yes To All 5 Questions	36%
Yes To 4 Questions	11%
Yes To 3 Questions	22%
Yes To 2 Questions	18%
Yes To 1 Question	7%
Yes To None Of The 5 Questions	7%

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2007 (2007-2008)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2008 (2008-2009)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2009 (2009-2010)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2010 (2010-2011)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007	<p>Analyze 2005 results and evaluate possible comparison to data results from both 2002 and 2004 Transition Requirements checklist reviews.</p> <p>Draw a statewide sample of eligible students.</p> <p>Collect, analyze and disseminate Indicator 13 data.</p> <p>Plan and implement data retreats</p> <p>Submit improvement plans required through the Transition Resources and Transition Coordinator grant process.</p> <p>Convene periodic meetings for Transition Coordinators and related stakeholders to facilitate review of data collection results.</p> <p>Analyze data and identify districts determined to be out of compliance on this indicator. Target districts</p>	<p>Data Experts</p> <p>National Secondary Transition Technical Assistance Center</p> <p>Core Planning Team</p> <p>OSE/EIS staff</p> <p>ISD/LEA Transition Coordinators</p> <p>Michigan Transition Services</p>

Timelines	Activities	Resources
	<p>for technical assistance or corrective action as appropriate.</p> <p>Work with statewide transition professional associations to identify/develop quality practices and facilitate their embedding into practice.</p>	<p>Association</p> <p>ISD/LEA Directors</p>
2007-2008	<p>Draw a statewide sample of eligible students</p> <p>Collect, analyze and disseminate Indicator 13 data.</p> <p>Submit improvement plans required through the Transition Resources and Transition Coordinator grant process.</p> <p>Meet periodically with Transition Coordinators and related stakeholders to facilitate review of data collection results.</p> <p>Convene data retreats</p> <p>Analyze data and identify districts determined to be out of compliance on this indicator. Target districts for technical assistance or corrective action as appropriate.</p>	<p>Data Experts</p> <p>ISD/LEA Transition Coordinators</p> <p>Core Planning Team</p> <p>OSE/EIS staff</p> <p>ISD/LEA Directors</p>
2007-2011	<p>Draw a statewide sample of eligible students.</p> <p>Collect, analyze and disseminate Indicator 13 data</p> <p>Submit improvement plans required through the Transition Resources and Transition Coordinator grant process.</p> <p>Meet periodically with Transition Coordinators and related stakeholders to facilitate review of data collection results.</p> <p>Analyze data and identify districts determined to be out of compliance on this indicator. Target districts for technical assistance or corrective action as appropriate.</p>	<p>Data Experts</p> <p>ISD/LEA Transition Coordinators</p> <p>Core Planning Team</p> <p>OSE/EIS staff</p> <p>ISD/LEA Directors</p>

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
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 Model (CIMS), as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

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

Overview of Issue/Description of System or Process:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) is actively engaged in the development of a post-school outcomes data collection system. As advised by the National Post-School Outcomes Center (NPSO), Michigan will commission a survey of exiting students. Exiters include students with IEPs who graduated, reached maximum age or dropped out. Section 618 December 2005 and December 2006 student count data will be used to develop the list of exiting students to be surveyed. At this time, instead of using the sampling calculator at the NPSO Center, the MDE is planning to conduct a census of all exiting students in CIMS, SPSR Cohort 2 and 3 in the first year, and all exiting students in each CIMS cohort thereafter. Survey questions will include portions of the NPSO's recommended post-school data collection protocol. Michigan will consider requiring the survey proctor to review the student's last IEP to assess whether the IEP included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet his/her post-secondary goals. This creates a purposeful correlation between SPP Indicator 13 and Indicator 14 and strengthens Michigan's ability to continue to develop a comprehensive system of transition services for youth, with disabilities.

For more information about the OSEP approved sampling plan for Indicator 14 (see appendix F).

Baseline Data for FFY 2005 (2005-2006):

No baseline data exists at this time. The OSE/EIS plans to pilot a Post-School survey developed with assistance from the National Post School Outcomes Center.

Discussion of Baseline Data:

Baseline data will be reported in FFY 08.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 08.
2007 (2007-2008)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 08.
2008 (2008-2009)	To be determined.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2005	Finalize development of post-school survey questions.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team
2006	Develop and test a sampling methodology/spring 2006.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2006	Train and test cadre of field staff to proctor survey.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2006	Refine current web based reporting system to accommodate post-school outcomes survey.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2006-2007	Implement, evaluate and revise comprehensive training and technical assistance plan for <i>Moving To Quality</i> to address the following needs in the field: a) Outcomes evaluation b) Post-school visions	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2007-2008	Develop and implement a plan to address findings from post-school Outcomes Survey results.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs

Timelines	Activities	Resources
2008-2009	Evaluate plan, report progress in the APR, and implement improvement and/or continuous improvement strategies.	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees, ISDs & LEAs
2009-2010	Evaluate plan, report progress in the APR, and implement improvement and/or continuous improvement strategies.	Data Experts National Post School Outcomes Center, Transition Core Planning Team Grantees, ISDs & LEAs
2010-2011	Evaluate plan, report progress in the APR, and implement improvement and/or continuous improvement strategies. Analyze data to identify LEAs that require support and target for technical assistance and corrective action as appropriate	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees, ISDs & LEAs

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11 and appendix G (Table 7).
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 strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005. The OSE/EIS continues to take steps to ensure compliance in all ISDs.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15 – Compliance Findings: 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:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- 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/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- 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/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints,

due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

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

Overview of Issue/Description of System or Process:

The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires each state to ensure that school districts and other publicly funded educational agencies in the State comply with the requirements of the IDEA and its implementing regulations. Both state and federal law require local school districts to provide appropriate special education and related services. The Michigan Department of Education (MDE) is required to monitor and enforce regulations governing special education programs in public schools and in all agencies in the State serving eligible children. The Office of Special Education and Early Intervention Services (OSE/EIS) implements the Continuous Improvement & Monitoring System (CIMS) to meet requirements of law as well as support accountability measures for student outcomes.

CIMS Overview

In the fall of 2003, the OSE/EIS initiated the design of the CIMS. The 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.

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., Human Services, Community Health, Corrections), and Part C (Early Intervention) service areas. The CIMS encompasses compliance monitoring, program effectiveness, and student results/outcomes. It involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of the CIMS is to have districts and agencies better understand the operation and effectiveness of programs for children with disabilities and develop plans for targeted use of their resources.

The CIMS components, Service Provider Self Review, Verification and Focused Monitoring, are briefly summarized below.

Service Provider Self-Review

The purpose of the Service Provider Self Review (SPSR) is ultimately 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 LEA and PSA in Michigan reviews the effectiveness of its special education programs and services once every three years. Initial implementation of the SPSR will occur over a period of three years. Intermediate School Districts (ISDs) will designate the LEAs that will begin the process in fall of 2005; and those initiating the fall of 2006 and 2007.

The LEAs participating in the SPSR must demonstrate that achievement of compliance has a direct and positive impact upon the achievement of students with disabilities. All Key Performance Indicators (KPIs) rated as "noncompliant" must be addressed in the LEA Improvement Plan. It is recommended that districts 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.

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 within a Student Level Corrective Action Plan with a timeline for correction in 30 calendar days. The purpose of the improvement planning is to: 1) focus 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 one year.

Verification

The purpose of verification review is to assure that districts properly implement the SPSR and that the results are valid. An OSE/EIS team reviews selected districts with assistance from the ISD(s). Additional districts may be selected for review in response to OSE/EIS concerns.

Focused Monitoring

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. For the 2005-2006 implementation of CIMS focused monitoring, the priorities focus on identification rates, dropout rates and LRE settings.

The OSE/EIS selects districts/service areas for participation in Focused Monitoring based on the selected priorities. The OSE/EIS conducts an analysis of state data, ranks districts/service areas based upon their performance on the identified

priorities, uses a pre-determined cut-point to identify a pool of districts, and selects districts that will be targeted for focused monitoring.

After completion of the onsite visit, the district will receive a Report of Findings from the 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, district representatives shall meet with the OSE/EIS 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.

Baseline Data for FFY 2003 (2003-2004):**Table 1:**

A) Percent of Noncompliance Related To Monitoring Priority Areas And Indicators Corrected Within One Year of Identification.

Monitoring Area	1. Monitoring Mechanism	2. #ISDs Monitored	3. Cumulative # of Standards Monitored	4. Cumulative # of Findings For All Related Standards	5. # Findings Corrected In 1 Year
1. Eligibility Evaluation Procedures and content	MMM* 2003-2004: on-site visits	13	1209	127	127
2. Parental consent & notice for initial evaluation	MMM 2003-2004: on-site visits	12	304	56	56
3. Multidisciplinary Reports	MMM 2003-2004: on-site visits	13	1320	209	209
4. Initial Evaluation Timelines	MMM 2003-2004: on-site visits	13	70	20	20
5. IEP Implementation	MMM 2003-2004: on-site visits	13	1890	255	255
6. Programs & Services requirements	MMM 2003-2004: on-site visits	13	3605	139	139
7. IEP: due process notification	MMM 2003-2004: on-site visits	13	1837	171	171
8. IEP: procedures & content	MMM 2003-2004: on-site visits	13	22442	3645	3645
9. IEP: participation in state assessment	MMM 2003-2004: on-site visits	13	602	113	113
11. Progress Reporting to parents	MMM 2003-2004: on-site visits	13	737	140	140
12. Annual Review Timelines	MMM 2003-2004: on-site visits	13	656	148	148
13. Manifestation Determination Review requirements	MMM 2003-2004: on-site visits	13	188	6	6
14. Evaluation review requirements	MMM 2003-2004: on-site visits	13	1340	475	475
15. Juvenile Detention programs/services	MMM 2003-2004: on-site visits	13	0	0	0
16. Interim Alternative Placements requirements	MMM 2003-2004: on-site visits	13	42	4	4
Totals		194	36,242	5,508	5,508

Percent: $(5,508) \div a (5,508) = 1 \times 100 = 100\%$

Source: Monitoring data

Explanation of Compilation Table A Columns:

*MMM: Michigan Monitoring Model

1: Monitoring Mechanism

2: #ISDs Monitored: indicates the number of Intermediate School Districts (ISDs) identified for monitoring within that year

3: Cumulative # of standards monitored for area: indicates the number of standards that measure the category times the number of incidences in which it was actively monitored

- 4: Cumulative # of findings for all related standards; indicates the number of times a finding was found for any standard identified within the category
- 5: Number findings corrected within one year: indicates the number of findings of non-compliance corrected within one year.

Monitoring Area
1. Eligibility Evaluation Procedures and content: standards within this category measure the implementation of required timelines, procedures and process for ensuring that students suspected of having a disability are evaluated in a comprehensive and timely manner.
2. Parental consent & notice for initial evaluation: standards within this category measure the implementation of requirement for obtainment of parental consent for the initial evaluation of their child and the due process requirements regarding notification of rights.
3. Multidisciplinary Reports: standards within this category measure the implementation of Michigan Statute requiring specific activities for the evaluation of suspected disabilities, inclusive of professionals and the resulting documentation.
4. Initial Evaluation Timelines: standards within this category measure the implementation of Michigan Statute that from the date of permission to evaluate to initial IEP must not exceed 30 school days.
5. IEP Implementation: standards within this category measure the implementation of the requirement to fully implement all components of the IEP
6. Programs & Services requirements: standards within this category measure the implementation of Michigan Statute that requires compliance with caseload size, aide assignments, and provision of appropriate space and resources.
7. IEP due process notification: standards within this category measure the implementation of required communication for determination of time and place for the IEP, confirmation and provision of parental rights information.
8. IEP/ procedures & content: standards within this category measure the implementation of the standards that deal with required attendance at the IEP, considerations, and the completion of all components
9. IEP/participation in state assessment: standards within this category measure the implementation of the standards that specify that consideration be given, and decisions made regarding the student's involvement in both state and local assessments, as well as determination of needed standard accommodations or modifications
11. Progress Reporting to parents: standards within this category measure the implementation of the requirement to provide parents with notification of progress toward student goals and objectives within the IEP specified timelines and contain evaluation of the progress' probability to reach the annual goal(s)
12. Annual Review Timelines: standards within this category measure the implementation of the requirement to conduct an annual review of the students IEP no later than 12 months from the previous IEP
13. Manifestation Determination Review requirements: standards within this category measure the implementation of the requirements to conduct a manifestation determination review within the specified timelines and with the specified components
14. Evaluation review requirements standards within this category measure the implementation of the requirements to conduct an evaluation of the need for further evaluation based on the input of the required professionals and family
15. Juvenile Detention programs/services: standards within this category measure the implementation of the requirements that govern the provision of special education services within a juvenile detention facility within the state of Michigan
16. Interim Alternative Placements requirements: standards within this category measure the implementation of the requirements for the timely and appropriate provision of special education services within an interim alternative placement

B) Percent of noncompliance related to areas not included in the priority areas corrected within one year of identification.

Michigan cannot provide information in this area as monitoring data from 2003-2004 used the Michigan Monitoring Model which was based on standards aligned with IDEA 1997 and its implementing regulations. All standards monitored were considered priority areas. The term "priority areas" has taken on new meaning with IDEA 2004 and the explicit description of "Monitoring Priorities" in Section 616.

Table 2:

C) Percent Of Noncompliance Identified Through Other Mechanisms Corrected Within One Year Of Identification (amended).

Complaint Issue	Monitoring Mechanism	Ca: # agencies in which non-compliance was identified	Cb: # finding of non-compliance	Cc: # corrected within one year
1. programs & services	complaint investigation	14	24	22
2. IEP Implementation	complaint investigation	45	79	77
3. IEP Development/ process	complaint investigation	27	42	42
4. LRE	complaint investigation	1	1	1
5. Suspension & Expulsion	complaint investigation	5	5	5
6. Confidentiality/consent/notice	complaint investigation	18	24	24
7. Multidisciplinary Evaluations	complaint investigation	8	8	8
8. Reevaluations	complaint investigation	3	4	4
9. Manifestation Determinations	complaint investigation	13	17	16
10. Timelines: evaluation	complaint investigation	13	17	16
11. Child Find	complaint investigation	0	0	0
12. Interim Alternative Placement	complaint investigation	0	0	0
14. Complaints: process & implementation	complaint investigation	5	11	11
15. Hearings: process & implementation	complaint investigation	3	7	5
17. Individual educational evaluations	complaint investigation	2	3	3
18. transition requirements & implementation	complaint investigation	1	1	1
19. Educational records: FERPA	complaint investigation	8	10	10
20. Temporary Placements	complaint investigation	2	2	2
21. Surrogate Parents	complaint investigation	1	1	1
22. Supplementary aids & Services	complaint investigation	2	3	3
23. Notification of child's progress	complaint investigation	6	6	6
24. Participation in Assessments	complaint investigation	0	0	0
25. General Education Issues	complaint investigation	0	0	0
26. Personnel	complaint investigation	9	9	9
Total			274	266

Percent: $c (266) \div b (274) \times 100 = 97.08\%$

Source: Monitoring Data/Compliant Investigations 2003-2004 Database

*These data are available through a case-by-case file review and will be made available at a later date.

Discussion of Baseline Data:

The Michigan Monitoring Model utilized within the 2003-04 school year measured compliance of implementation of Federal and State Statute and Regulations through monitoring of local educational agencies identified for that cycle. This was the final year of implementation of a model using a multitude of compliance standards.

Any monitoring findings required correction of the non-compliance at the LEA level no later than one calendar year from the date of receipt of the official letter of findings. One year for the correction resulted in measurements of that corrective action within the 2004-05 year. Of the areas identified within the priority areas of Compilation Table 1, no agency failed to correct non-compliance within that time period

Prior to the 2003-04 monitoring cycle, two ISDs were identified as not fulfilling their obligation to actively pursue correction of noncompliant areas identified through the State Education Agency (SEA) monitoring. One ISD completed the required actions within the ensuing six months with monthly reporting of activity. Sanctions were placed upon the other ISD inclusive of withholding of IDEA flow-through funds. The SEA provided specific direction and timelines for the required immediate corrective actions and ongoing oversight of the specified activities. In a final on-site review of all required documentation of correction of non-compliance, the SEA determined that compliance had been achieved. A letter verifying correction of all noncompliance findings was sent to the district upon completion of their required obligations. Ongoing targeted oversight of the ISD remained in effect for 2004-05 and all required activities of that time period were completed.

The OSE/EIS utilizes a two-tier complaint investigation system. Complaint investigation occurs first at the ISD level. Either party is then able to appeal to the state level if desired. The 2004-05 data shows timely correction of the noncompliance at the State level. Corrective actions are included in the non-compliance findings with specific dates for expected compliance with the directive. Of the 255 complaints appealed to the OSE/EIS in 2003-04, 81 required correction of noncompliance. Of the 81, 79 provided proof of correction within one calendar year, a rate of 97.5%. In the cases of the two complaints where proof of correction of noncompliance was not received within one calendar year, the two parties were in negotiation with possible remediation. When agreement was reached by both parties, the OSE/EIS closed the case. The data tracking system used for that time period did not allow calculation of data by issue and by agency. The newly designed data system now in use will allow calculation of data by issue and by agency for future reporting. These data (# of agencies in which non-compliance was identified) are available through a file review on a case-by-case basis and could be analyzed and reported at a later date.

For FFY 2003-04, no hearings resulted in findings of noncompliance requiring correction on the part of the LEA.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated that the state has demonstrated that it is implementing a system to require correction of noncompliance identified through monitoring within one year of the monitoring report. The following information was requested:

- Provide an updated data and analysis demonstrating its compliance with this requirements,
- Specific steps taken to secure compliance in ISDs that are still identified from FFY 2003 as "not closed out" in Cycles 1 through 5, and
- Evidence that it is ensuring timely correction of noncompliance identified through complaint investigations.

Response to the APR Requirements

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

1. Implementation of a new Continuous Improvement and Monitoring System (CIMS) with all child-level corrective actions required to be completed within 30 days and systemic issues required to show correction within one year of identification: the OSE/EIS completed activities to pilot the CIMS in July, 2005. Those districts participating as pilot sites received their monitoring reports and have submitted improvement plans. ISDs and consultants provide technical assistance and support for implementation of improvement plans. The 2005-2006 school year will mark the first year of full implementation of CIMS.
2. Development of a compliant investigation Information Management Team system that requires data collection for proof of corrective action: The Information Management Team system has been developed. The SEA staff has been trained in the use of the system and data collected is being used for systems improvements.
3. Adjustment to the MDE's infrastructure to effectively monitor completion of identified corrective actions: The design of the CIMS includes a process for progress reporting that requires electronic submission of quarterly progress toward implementing the improvement plan. Progress will be reported for each activity. Feedback will be provided to the district from the OSE/EIS regarding needs for clarity or specificity. If progress reporting indicates the LEA is not making sufficient progress toward Evidence of Change, the OSE/EIS may require the district to take additional steps. As stated in the CIMS manual, 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.

The data reported for Indicator 15 provides evidence that the OSE/EIS has closed out all ISDs that were identified from the FFY 2003 Cycles 1 through 5, therefore meeting the compliance requirements for this indicator. The procedures that will be implemented through the CIMS will ensure timely correction of any non-compliance identified through the monitoring and complaint processes and will ensure ongoing compliance requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS assures that 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.
2006 (2006-2007)	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.
2007 (2007-2008)	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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
March 1, 2006	Investigate single-tier complaint process and make recommendation regarding adoption.	OSE/EIS Program Accountability Unit
Quarterly of each year	Review data from 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 information; monitoring information
Nov. 1, 2005	Continue full implementation of the Continuous Improvement & Monitoring System (CIMS) at the LEA level.	OSE/EIS Program Accountability Unit
May, 2006 and annually through 2011	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.	External Evaluator Electronic SPSR systems ISDs CIMS team
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 Program Accountability Unit APR CIMS team stakeholders

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11 and appendix G (Table 7).
2. For this indicator, the stakeholder team reviewed existing data sets and determined activities necessary to create additional data reports as required under IDEA 2004, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

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.

Overview of Issue/Description of System or Process:

"Complaint" means a written and signed allegation that includes the facts, on which the allegation is based, by an individual or an organization, that there is a violation of any of the following:

- i. Any current provision of the Michigan Revised Administrative Rules for Special Education.
- ii. 1976 PA 451, MCL 380.1 et seq., as it pertains to special education programs and services.
- iii. The Individuals with Disabilities Education Act of 2004, 20 U.S.C., §1400 et seq., and the regulations implementing the act.
- iv. An Intermediate School District plan.
- v. An Individualized Education Program team report, hearing officer decision, or court decision regarding special education programs or services.
- vi. The state application for federal funds under the Individuals with Disabilities Education Act.

Michigan has a two tier Part 8 Complaint process:

I. Intermediate School District (ISD) responsibilities:

- (a) Receives written signed complaint;
- (b) Forwards a copy of complaint to the Office of Special Education and Early Intervention Services (OSE/EIS);
- (c) Contacts complainant;
- (d) Reviews documents;
- (e) Interviews personnel;

- (f) Develops a written investigation report within 21 days;
- (g) Sends reports to the Complainant, Agency, and the OSE/EIS.

II. The OSE/EIS responsibilities:

- (a) Directs ISD to complete the initial investigation;
- (b) Assigns complaint case manager at the OSE/EIS;
- (c) Reviews ISD investigations, allegations are either valid or invalid;
- (d) Communicates with complainant regarding the right to appeal ISD findings of invalid;
- (e) Directs corrective action if ISD allegations are all valid;
- (f) Completes a state level investigation regarding invalid findings if appealed;
- (g) Closes the case if all allegations in the state level investigation are invalid;
- (i) Directs corrective action if any allegations in the state level are valid;
- (h) Closes the case if the complaint does not appeal an ISD report of all invalid.

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

Baseline Data for FFY 2003 (2003-2004):

Table 1:

Complaints Processed During 2003-2004

(1) Signed, written complaints total	= 239
(1.1) Complaints with reports issued	= 216
(a) Reports with findings	= 216
(b) Reports within timelines	= 129
(c) Reports with extended timelines	= 87
(1.2) Complaints withdrawn or dismissed	= 15
(1.3) Complaints pending	= 41
(a) Complaints pending a due process hearing	= 8

Percent: $129 + 87 = 216 \div 216 = 1 \times 100 = 100\%$

Source: The OSE/EIS Complaint Database

Discussion of Baseline Data:

A review of data indicates that all reports were completed with findings (100%) and all reports were completed within timelines or timelines with extensions (100%).

Complaints withdrawn or dismissed (n=15), plus complaints pending due process (n=8), plus complaints with reports issued (n=216) equals 239 (100%).

Please note the following definitions:

Exceptional Circumstances defined as:

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

Requirements of the 2005 APR

In the APR letter dated September 28, 2005, the OSEP indicated looking forward to reviewing data and information demonstrating compliance in this area in the SPP.

Response to the APR Requirements

The data and discussion of baseline provides evidence that the OSE/EIS has met compliance requirements for this indicator. The OSE/EIS has proposed to implement a variety of activities to ensure maintenance of compliance and improvements to this system.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2006 (2006-2007)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2007 (2007-2008)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2008 (2008-2009)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2009 (2009-2010)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2010 (2010-2011)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2005-2006	Integrate the new data tracking system into the Michigan Compliance Information System (MICIS).	OSE/EIS Program Accountability Unit, MICIS staff, Information Management Team
2005	Complete weekly case timeline reviews.	OSE/EIS staff
2006	Develop a prototype for a one tier complaint system that contains a dispute resolution option.	OSE/EIS Program Accountability Unit ISD, LEA Stakeholders Parent and Advocate representatives
2005-2006	Engage external consultants to conduct quarterly in-service training for state, local and contract investigators.	OSE/EIS Program Accountability Unit External experts and facilitators
2006	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
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 Program Accountability Unit 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 Program Accountability Unit

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team reviewed pertinent data including corrective actions applied by the Department to improve compliance.

Indicator 17 – Hearings Adjudicated: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

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

Overview of Issue/Description of System or Process:

Michigan operates a two tier due process system with independent contractors serving as the hearing officers at both the state and local levels. The 2005-2006 school year will be the last year in which this system will be used. By July 1, 2006, the hearing officers will be salaried state employees employed in a state department separate from the SEA. This separate agency is the State Office of Administrative Hearings and Rules (SOAHR). The system will transition to a single tier with hearing requests filed on or after July 1, 2006. This change has been identified by Michigan stakeholders as an enhancement that will improve the timeliness of the process, the fairness of the process and the perception of fairness.

Baseline Data for FFY 2004 (2004-2005):

Table 1:

Due Process Hearings Processed During FFY 2004

(3) Total Hearing Requests (local)	110
(3.1) Resolution Sessions (new indicator)	0
(3.2) Hearings Fully Adjudicated	8
(3.2.a) Adjudicated within 45 days	1
(3.2.b) Adjudicated within extended timeline	7
(3.3) Resolved without hearing	70
(4) Expedited Hearing Requests	0
Pending cases as of 8-29-05	32

Percent: $1 + 7 = 8 \div 8 = 1 \times 100 = 100\%$

Source: Michigan Complaints and Hearings Database

Discussion of Baseline Data:

The independent contractor hearing officers' compliance with the requirement for documenting extensions of the timeline has been problematic for some time. In the 2002-2003 reporting period, 33% of the adjudications were completed within the extended timelines. In 2004, the OSEP required creation of a plan of correction. Michigan presented this plan to the OSEP in May of 2004 and implemented it in October of 2004. Thus, the 2003-2004 period passed before the corrective action was in place. The compliance with the documentation requirements did improve to approximately 75%, however, according to APR data. The corrective action made the hearing officers subject to sanctions if they failed to keep documentation of extensions current on all cases pending before them. As a result of this sanction, the baseline year has improved to 100%. This represents a significant improvement on this indicator.

Requirements of the 2005 APR

On October 4, 2005, the OSE/EIS received a response from the OSEP to our submission of the FFY 2003 APR submitted in March, 2005. In relation to Indicator 17, the OSEP indicated that the OSE/EIS reported that 76.5% of hearings were completed within the required timelines. The Michigan Department of Education (MDE) had not yet demonstrated compliance with the due process timelines as required by 34 CFR §300.511(a). The MDE must demonstrate compliance with this requirement.

Response to the APR Requirements

The OSE/EIS received requests for extended timelines for addressing the remaining 23.5% of hearings for FFY 2003. Those requests were granted and documentation of cases was received within the requested extended timeframe.

Based on the data presented above, the OSE/EIS has met the requirements for this indicator. The OSE/EIS required hearing officers to keep documentation of extensions current on all cases pending before them or be subject to sanctions. This requirement has resulted in a significant improvement in SEA performance on this requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will assure, through the services of the 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.
2006 (2006-2007)	The OSE/EIS will assure, through the services of the 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.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The OSE/EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2008 (2008-2009)	The OSE/EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2009 (2009-2010)	The OSE/EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2010 (2010-2011)	The OSE/EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2005-2006	Apply the sanction system created pursuant to the OSEP's March 2004 directives through the efforts of existing staff.	OSE/EIS staff
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 staff
2005-2006	Select individuals to serve as the salaried hearing officers after July 1, 2006, to assure ability and willingness to maintain accurate time records and to assure that cases progress.	OSE/EIS staff the SOAHR
2005-2006	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.	OSE/EIS staff the SOAHR Contractors
2006-2007	Refine case and docket management data systems to forewarn hearing officers of timeline extension deadlines.	OSE/EIS staff the SOAHR

Timelines	Activities	Resources
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 staff the SOAHR Stakeholders
2006-2007	Monitor and evaluate time line compliance for each hearing officer as part of his/her performance assessment through the SOAHR management.	OSE/EIS staff the SOAHR
2007-2011	Provide ongoing selection, training and evaluation to assure continuing compliance with timeline compliance requirements through efforts of the SOAHR staff.	OSE/EIS staff the SOAHR

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator the stakeholder team reviewed existing data and considered the interim data collection strategies implemented to collect baseline data for 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.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Overview of Issue/Description of System or Process:

Through the FFY 2005 the Michigan Department of Education (MDE) operated a two tier due process hearing system with independent contractors serving as hearing officers for local hearings and state level reviews. Effective January 1, 2006, review of local hearing officer (LHO) decisions are conducted by a state review officer (SRO) appointed by the State Office of Administrative Hearings and Rules (SOAHR). Guided by stakeholder input to improve the timeliness and the perception of fairness of the process, the MDE transitioned to a single tier system for hearing requests filed on or after July 1, 2006. Effective July 1, 2006, hearing officers are salaried state employees, employed in a state department separate from the SEA, the SOAHR. Pursuant to an Interagency Agreement between the MDE and the SOAHR, all due process complaints are filed with the MDE and referred to the SOAHR for appointment of an Administrative Law Judge (ALJ) to conduct hearings. Due Process complaints initiated prior to July 1, 2006 are being processed utilizing the two-tier system, with contracted hearing officers conducting the hearings.

Baseline Data for FFY 2005 (2005-2006):

Table 1:

Resolution Sessions/Written Settlement Agreements during FFY 2005

(3) Total Hearing Requests (local)	116
(3.1) Resolution Sessions	77
a. Settlement Agreements	28
(3.2) Hearings Fully Adjudicated	9
(3.3) Resolved without hearing	83

(4) Expedited Hearing Requests	5
- Resolution Sessions	5
- Settlement Agreements	2
Pending cases as of July 1, 2006	24

Source: Michigan Complaints and Hearings Database

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

$$28 \div 77 \times 100 = 36\%$$

Discussion of Baseline Data:

The baseline for this indicator is 36%. During FFY 2005 there were 77 resolution sessions conducted pursuant to the 116 Due Process complaints filed. Resolution session settlement agreements were completed in 36% of the resolution sessions. It is also important to note that 92 of the Due Process complaints filed in 2005-2006 were concluded during FFY 2005. 90% percent of the concluded Due Process complaints were resolved without hearings.

The OSE/EIS established the targets below based on discussion and input from the SEAC³¹, public surveys and comments, information from CADRE, and discussions with representatives from states in our region. Factors and activities intended to increase the target percentages include: greater use of facilitated resolution sessions and increased technical assistance, training, and professional development with all stakeholder groups.

However, the OSE/EIS also notes that improvement in other indicators (especially #16 and #19) may result in a decrease in resolution session settlement agreements. The OSE/EIS is committed to implementation of a continuum of dispute resolution alternatives, including facilitated IEPs and new state complaint procedures that include resolution services required at the initiation of state complaints. It is reasonable to expect that an increase of resolution of conflicts at the IEP or pre-state complaint stage will result in fewer due process complaints. However, it is possible that the due process complaints that are filed will be less amenable to resolution, especially at the resolution session stage.

Measurable and Rigorous Target

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 36%.

³¹ Special Education Advisory Committee, Michigan's State Advisory Panel

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 37%
2008 (2008-2009)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 38%.
2009 (2009-2010)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 40%.
2010 (2010-2011)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 42%.

Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006 (2006-2007)	Refine further the case and docket management system to accommodate the additional data fields needed to track resolution session data.	PA ³² staff the SOAHR staff
2006-2009	Disaggregate and assess data annually to identify emerging areas of need.	PA staff the SOAHR staff
2006 (2006-2007)	Revise due process complaint procedures, as needed to reflect new single tier due process complaint system and 2004 IDEA Regulations.	PA staff the SOAHR
2006 (2006-2007)	Create a due process complaint procedures document, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	PA staff
2006 (2006-2007)	Disseminate a due process complaint procedures document, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	PA staff
2006 (2006-2007)	Revise Michigan Administrative Rules for Special Education as needed, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	PA staff
2006 (2006-2007)	Revise and disseminate a Michigan Special Education due process FAQ ³³ document.	PA staff
2006 (2006-2007)	Establish an Interagency Agreement between the SOAHR and the OSE/EIS. Revise the roles and responsibilities of the parties as needed.	PA staff the SOAHR staff

³² Program Accountability Unit

³³ Frequently Asked Questions

Timelines	Activities	Resources
2006 (2006-2007)	Create a position for a MDE Due Process Complaint Coordinator and support staff. Coordinator responsibilities may include: - liaison with the SOAHR Due Process Complaint Coordinator and Supervisor, - additional case management and supervision responsibilities, - assuring collection and accurate reporting of data, - coordination of formal and informal technical assistance.	PA staff
2006 (2006-2009)	Provide Training/Technical Assistance (TTA) regarding "Resolution Sessions" and "Resolution Session Settlement Agreements".	PA staff
2006 2006-2011	Provide increased opportunities for stakeholders' participation in policy, rules, and procedures revisions.	PA staff Stakeholders
2007 (2007-2011)	Revise roles and responsibilities of MDE Due Process Complaint Coordinator as needed.	PA staff
2007 (2007-2011)	Review Interagency Agreement between the SOAHR and the OSE/EIS; revise the roles and responsibilities of the parties as needed.	PA staff the SOAHR staff
2007 2007-2008	Develop policies and procedures to enhance use of alternative dispute resolution for resolution sessions.	PA staff
2007 2007-2008	Provide opportunities for stakeholders participation in policy, rules, and procedures revisions regarding alternative dispute resolution for resolution sessions.	PA staff Stakeholders
2008 2008-2011	Disseminate information and TA for enhanced use of alternative dispute resolution for resolution sessions.	PA staff Stakeholders
2008 (2008-2009)	Develop and implement procedures and policies for "Continuum of Dispute Resolution Alternatives" (further integration with Complaints, Due Process, and Mediation components)	PA staff Grantees CADRE
2008 (2008-2011)	Provide TA on continuum of dispute resolution alternatives	PA staff Grantees ISDs Stakeholders
2009 (2009-2010)	Continue to monitor and evaluate the implementation of activities to date. Revise in accordance with performance data.	PA staff
2010 (2010-2011)	Continue to monitor and evaluate the implementation of activities to date. Revise in accordance with performance data.	PA staff

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator the stakeholder team reviewed existing data and determined activities necessary to increase use of mediation.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19 – Mediated Agreements: 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.

Overview of Issue/Description of System or Process:

The Michigan Special Education Mediation Program (MSEMP) provides mediation services at no cost to parents and educators across the state through a network of local dispute resolution centers. The program provides training for mediators with the assistance of trainers who specialize in early intervention and special education law and mediation. The MSEMP maintains a roster of more than 50 mediators statewide.

Mediation is a voluntary process in which a neutral third party helps the disputing parties reach their own resolution. The neutral third party has no authority to decide the case, and the parties have no obligation to reach an agreement. If an agreement is reached, the parties sign a written document expressing the terms of the agreement, and each party receives a copy. The written agreement is enforceable in court.

Baseline Data for FFY 2004 (2004-2005):

Table 1:

Status of Mediations Addressed by MSEMP In 2004

(2.1) Mediated with agreement:	24
(2.1) Mediated without agreement:	9
(2.2) Mediations not held (including pending):	17
(2.0) Total requests for mediation:	50

Percent: $24 \div 33 * 100 = 73\%$

Source: Michigan Complaints and Hearings Database

Discussion of Baseline Data:

No baseline data exists at this time that identifies which mediations are related to due process and which are not related to due process.

Requirements of the 2005 APR

On October 4, 2005, the OSE/EIS received a response from the OSEP to our submission of the FFY 2003 APR submitted in March, 2005. In relation to Indicator 19, the OSEP indicated looking forward to reviewing data and information demonstrating continued improvement in this area in the SPP.

Response to the APR Requirements

In response to the October, 2005 APR letter, the data presented under the baseline illustrates that the two pending mediations were resolved. The OSE/EIS has proposed activities to continue to improve this system.

Measurable and Rigorous Targets:

For Indicator 19 the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

Data Reviewed

- State special education data

Considerations for setting targets:

- Current status & trend of improvement

FFY	Measurable and Rigorous Target
2005 (2005-2006)	74% of mediations that result in mediation agreements.
2006 (2006-2007)	75% of mediations that result in mediation agreements.
2007 (2007-2008)	76% of mediations that result in mediation agreements.
2008 (2008-2009)	77% of mediations that result in mediation agreements.
2009 (2009-2010)	78.5% of mediations that result in mediation agreements.
2010 (2010-2011)	80% of mediations that result in mediation agreements.

Improvement Activities/Timelines/Resources:

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 staff MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2011	Build capacity of parents and educators to maximize the use of mediation through skill-building workshops.	OSE/EIS staff MSEMP network
2006-2007	Research and introduce new collaborative problem solving techniques for use in mediation.	OSE/EIS staff MSEMP network
2006-2009	Improve mediator trainings held to emphasize techniques for reaching agreements.	OSE/EIS staff MSEMP network
2006-2011	Identify and target areas of the state in particular need of assistance.	OSE/EIS staff MSEMP network
2006-2011	Use the new compliance database to increase opportunities for use of mediation and track progress in mediation.	OSE/EIS staff MSEMP network
2006-2011	Increase coordination with the OSE/EIS complaint and hearing staff.	OSE/EIS staff MSEMP network

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

Overview of the State Performance Plan Development:

1. See General Overview pages 6-11.
2. For this indicator, the stakeholder team reviewed pertinent information regarding data collection systems and reporting histories. Activities to improve timelines and accuracy were developed and implemented.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20 – Timely Reporting of Data: State reported data (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 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 accuracy).

Overview of Issue/Description of System or Process:

The State reported Section 618 data is submitted annually by the Michigan Department of Education (MDE) Office of Special Education and Early Intervention Services (OSE/EIS). State level procedures and practices are built around two key processes, which have been improved in each of the last three years. The first process is the Section 618 December 1 data collection, designed to ensure accurate counts from the data that are submitted by ISDs and LEAs³⁴. The data edits, duplicate checking algorithms, and prolific user reports ensure that submitted data satisfies the stated business rules and that user-submitted counts match final reported counts. The set of student data reports has been augmented to display year to year comparisons of counts for ISD, LEA and PSA users. The ISD, LEA and PSA staff also have access to Data Portraits which match to their submitted data and rank ISDs and LEAs across the state. The local users check these reports and verify their counts prior to certify their accuracy.

³⁴ LEAs include charter schools, known in Michigan as public school academies (PSAs)

The second process is designed to ensure that the submitted data from the ISDs and LEAs accurately portray the actual special education student population. This process, done by the Data Verification Team, is conducted in conjunction with the Continuous Improvement and Monitoring System (CIMS). Specific fields (e.g. exit reasons, unique identifiers) and events (e.g. IEP dates) are reviewed and a plan for data verification is created. The Data Verification Team makes phone calls and reviews records as needed. The CIMS process also includes random audits to ensure that IEPs are conducted and recorded properly.

In summary, the collection process ensures that the data submitted by ISDs and LEAs match the data reported by the state. The audit and monitoring processes ensure that the data submitted by the ISDs and LEAs are accurate.

Baseline Data for FFY 2004 (2004-2005):

100% of districts reported their data in a timely manner. The SEA submissions due 02/01/05 and 11/01/05 were delivered by the deadline and were accurate.

Discussion of Baseline Data:

In November 2005, the State's Single Record Student Database (SRSD) incorporated new data fields to collect discipline data. The data fields were released and training was conducted for data entry staff of the SRSD system users. SRSD Technical Assistance manuals were revised to reflect the change and disseminated to users. The Help Desk was also updated. Results from Pilot testing were used to further refine the system. Discipline data were collected through the SRSD system in December, 2005 and will be finalized in February, 2006.

There are two basic areas for ensuring accuracy of data: the December collection process and the compliance review. The December collection process utilizes web-based submission with many data edits requiring user input. The data edits are documented in the Technical Manual available to all users; the manual is made available in July. The submitted data are reported in a variety of formats to allow submitters to review accuracy. Reports are available showing each change made to submitted data, ensuring the final outputs exactly match the submitted data plus any adjustments. In short, the data that districts submit are exactly what is reported.

The second area, compliance review, is linked to the CIMS system and data verification process of self-review and focused monitoring.

Suspension and Expulsion Data:

The new data collection methodology was initiated by the Center for Educational Performance and Information (CEPI) and resulted in the anticipated small volume improvement over last year's submission.

Improvements Made 2004 to 2005 include:

A new reporting capability was added, allowing submitters to download a spreadsheet version of the data they submitted, either in its original form, or after processing and corrections. The users now can take the spreadsheet and perform their own analyses as desired.

Data Portrait reports are used to assist in identification of those LEAs most in need of assistance. The Unique Identifier capabilities of the Michigan Compliance Information System (MICIS) were used to identify specific unlikely occurrences for targeted review.

The OSE/EIS has submitted all APRs in a timely manner. The OSE/EIS used a process similar to the SPP process, described in the Overview section, for developing the APRs. APR development includes use of team leaders, feedback from the core team, review by stakeholders and administrative leadership.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2006 (2006-2007)	The OSE/EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2007 (2007-2008)	The OSE/EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2008 (2008-2009)	The OSE/EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2009 (2009-2010)	The OSE/EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2010 (2010-2011)	The OSE/EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Improvement Activities/Timelines/Resources:

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.	OSE/EIS admin and Information Management Team IIS ³⁵ Grantee District personnel
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 Management Team
2005-2006	Conduct software testing well in advance of December 1 to make sure the program has integrity.	OSE/EIS Information Management Team Data Entry/District Personnel
2005-2011	Enforce submission deadlines.	OSE/EIS admin
2005-2007	Build a framework to improve data accuracy at the LEA and ISD level.	OSE/EIS Information Management Team
2005-2009	Use new Active and Exited student tracking reports to target local districts that need improvement.	IIS Grantee CEPI OSE/EIS Information Management Team
2005-2006	Change the submitted field definitions to differentiate "time removed from general education", as opposed to Full Time Equivalency (FTE).	OSE/EIS Information Management Team
2005-2011	Continue to distribute widely, teach about, and use the Data Portraits.	OSE/EIS Information Management Team ISDs and LEAs
2005-2011	Continue implementation of internal process that ensures timely reporting.	OSE/EIS admin

³⁵ Interagency Information Systems

FFY 2005-2006 State Performance Plan

Appendix A:
Decision Letter on Request to Amend Michigan
Accountability Plan

SPP Part B

Michigan

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

SPP Part B

Michigan

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.

FY 2005-2006 State Performance Plan

Appendix B:

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

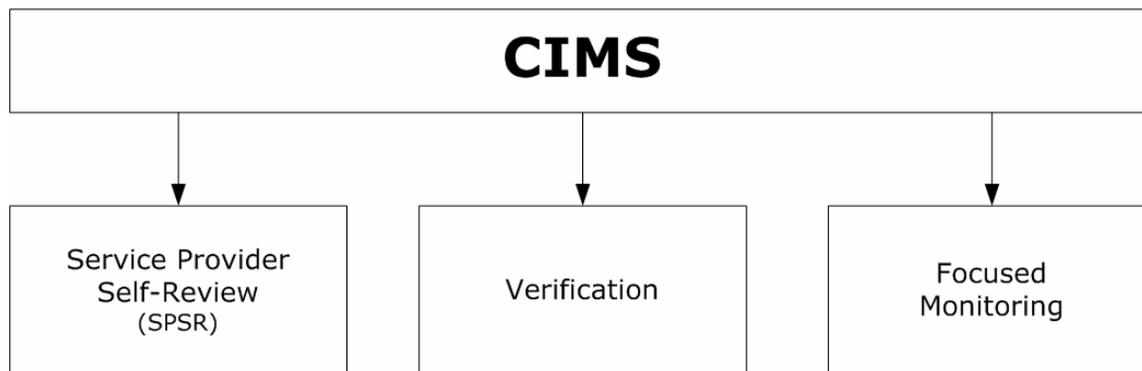
Continuous Improvement and Monitoring System OVERVIEW

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

Activity	Person(s) Responsible	Timeline
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 C:
Indicator 7 Sampling Plan**

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

Background

Through this indicator, OSEP is seeking to measure the progress of three to five year olds in early childhood settings. As such, this means that measurements must be done before and after intervention. So, OSEP asks that the measurement be done at entry and at exit. The state may choose to collect data more frequently, if it chooses. OSEP expects entry measures for children who receive at least six months or more of service.³⁶ Typically, then, children entering at three would be measured again at five years old as they exit.

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

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

Year One -- Sampling

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

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

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

³⁶ This also means that children who enter less than six months before exit from the pre-school program would not be included in this measurement.

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

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

Year Two — Sampling

In Year Two, entry data from both the remainder of Cohort 1 of the SPSR (those not reported in February, 2007) and Cohort 2 (August through November, 2007), as well as progress data on Cohort 1 children exiting the program, will be collected and submitted in February, 2008.³⁷ Both Cohort 1 and 2 were samples of ISDs designed to be representative of the state, so data from the two combined should also be representative of Michigan's pre-school special education population.

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

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

Year Three — Universe

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

³⁷ Per Part B SPP/APR Indicator/Measurement Table: "First Year (2/1/07) will be status upon entry. Following years (starting 2/1/08) will be progress data from entry to exit or other naturally occurring point near exit (such as IEP review) for children who have received preschool services for 6 months or more."

- ***Describe the population you are trying to represent.***

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

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

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

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

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

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

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

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

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

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

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

Attachment A reflects the pattern of reporting that is anticipated, following OSEP's guidelines. For children entering the program, the state would report

status at entry, with the first cohort reported on February 2007. For children exiting the program, the state would report progress from entry to exit or other naturally occurring point, with the first cohort reported on February 2008.

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**Appendix D:
Methodology for Determining Disproportionate
Representation**

Methodology for Determining Disproportionate Representation

Using a formula to calculate a risk ratio allows the SEA to determine the extent that each racial/ethnic group contributes to the risk for the comparison group, in proportion to its size, relative to the entire comparison group. One limitation of calculating a risk ratio is that a racial/ethnic group may have the same risk in two districts, but substantially different risk ratios because of variability in the district-level racial/ethnic demographic distributions.

The weighted risk ratio addresses this limitation by adjusting for district variability in the racial/ethnic composition of the comparison group. The weighted risk ratio thus allows comparison of risk ratios across districts and enables states to rank districts when deciding how to target technical assistance.

The weighted risk ratio uses the district-level risk for the racial/ethnic group for the numerator and a weighted risk for all other students for the denominator. The weighted risk for all other students uses the district-level risks for each racial/ethnic group in the comparison group, weighted according to the racial/ethnic composition of the state.

Weighted risk ratios were compared for both resident and operating district data, with the lower of the two scores selected for intervention ranking. Charter schools were ranked only on operating district data, since they report only operating district data.

All calculations followed the Westat/OSEP guidelines located in the *METHODS FOR ASSESSING RACIAL/ETHNIC DISPROPORTIONALITY IN SPECIAL EDUCATION: A TECHNICAL ASSISTANCE GUIDE*. As an example, the specific formulas used in the analysis for Black students within All disabilities are:

- Risk = (Black students with Disabilities / All Black students) * 100
- Weighted risk ratio = [(1 – State Black composition) * District Black risk for All Disabilities] / [(State American Indian/Alaska Native composition * District American Indian/Alaska Native risk for All Disabilities) + (State Asian/Pacific Islander composition * District Asian/Pacific Islander Cognitive Impairment (CI) risk for All Disabilities) + (State Hispanic composition * District Hispanic risk for All Disabilities) + (State White composition * District White risk for All Disabilities)]
- Alternate risk ratio = District-level risk for Black All Disabilities / State-level risk for comparison group risk for All Disabilities

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**Appendix E:
Data Collection Plan
For Indicator 13**

Data Collection Plan:*State Performance Plan (SPP) Indicator 13*

1. Describe the population you are trying to represent.

For SPP 13, the Michigan population of students age 16 or older (according to the December 2004 count) is 44,645 out of an enrolled universe of 248,830 special education students (or 17.9 percent). This population is distributed in most of Michigan's local education agencies (LEAs) and in all of Michigan's intermediate school districts (ISDs).

2. Describe the sampling frame.

The sampling frame is youth aged 16 and older with an IEP (individualized education plan) as identified in each year's December student count.

3. Describe the stages/cycles of sampling and the units sampled at each stage.

For each survey year, the stages of selection will be as follows:

- For all districts with 75 or fewer students aged 16 and older enrolled in special education, the random selection will be 25 **percent** of all eligible students.
- For all districts with an enrolled headcount of more than 75 eligible students, the random selection will be 25 eligible students.
- For all districts with an enrolled headcount of more than 3,000 eligible students, the random selection will be 5 percent of all eligible students.³⁸

A cut point at 75 students was necessary because the Michigan Department of Education (MDE) Transition Core Planning Team desired a student selection process that would both fulfill the federal requirements and provide each participating LEA and ISD with useful data for local planning purposes. Making data available at a local level is necessary for two reasons: (1) Since Michigan has reported ISD-level information statewide for two years, there is a desire within LEAs to gather comparative information, and (2) it is the intention of MDE to deploy the survey instrument through the existing CIMS system, which is completed each year by one-third of the state's LEAs.³⁹

The second cut point at 3,000 eligible students was necessary to handle Michigan's largest school district, which is also the only LEA in the state with a total student headcount of more than 50,000. The Detroit City School District has 3,780 eligible special education students. Surveying 25 students—as would be done for all other large districts—would effectively mean that only one student would be surveyed in each of Detroit's approximately 30 high schools; such a small number was considered inappropriate by the Transition Core Planning Team to represent the largest district. Instead, MDE is proposing to use a 5 percent selection each year in the Detroit City School District, or approximately 190 surveys, which would require approximately six surveys per Detroit high school in the baseline year and approximately 20 surveys per high school thereafter. Additional information about the approach is included in section 5 below.

³⁸ There is only one district in Michigan with more than 3,000 students: Detroit City Schools.

³⁹ CIMS cohorts are randomly assigned; cohorts are not based on geographic regions.

All selections will be randomly drawn by the SPP 13 project team using SPSS based on the three stages outlined above, and a list of identified students will be transmitted to each LEA by the MDE and/or the ISD-based transition coordinators.

Statewide, the selection process outlined above would result in a total of 7,955 checklist reviews for the baseline year, and approximately one-third of that total each year as the survey project continues.

4. Describe any stratification that is used for each stage of sampling.

Other than stratification by district size (75 and fewer eligible students, more than 75 eligible students, and more than 3,000 eligible students), MDE does not expect to need additional stratification due to the size of the resulting selection. For low-incidence disabilities and/or ethnicities, MDE may choose after the selection is drawn to include additional low-incidence categories and/or to group related categories together to increase the resulting surveys if the final selection is deemed to under-represent key demographic segments of the universe.

5. Describe the method/process to collect the data.

Since the initial report is due to the federal Office of Special Education Programs (OSEP) in February 2007, MDE is planning to use a two-stage approach to completing the data collection for SPP 13: the first phase will be for the baseline data only; the second phase will be for all future years.

Baseline Year (2006–2007)

For the 2006–2007 academic year, the SPP 13 project team drew a statewide random selection of eligible students using the December 2005 student count in the three stages outlined above. The survey was fielded in the following manner:

- **April 2006:** Field tested the survey instrument.
- **May 2006:** Drew the statewide random selection of approximately 7,955 eligible students.
- **June 2006:** Transmitted the list of selected students to LEAs through the ISDs and/or ISD Transition Coordinators. LEAs completed the checklist for each student on a written Scantron-style form (machine scorable) or in limited cases on a secure website. The data collection window was from June until October 1, 2006, allowing LEAs to choose whether to complete the checklists during the summer months or during the “back to school” startup period in the fall.
- **October 2006:** Data collection closed, all surveys were scanned, and the resulting data file was cleaned/scrubbed; data analysis began.
- **November/ December 2006:** Data analysis concluded; initial results were transmitted to the MDE.
- **January 2007:** Final results are transmitted to each LEA and the MDE.
- **February 2007:** Baseline data is reported to OSEP for each LEA in Michigan.

During the baseline year, this project was conducted similar to the two previous rounds of statewide Transition Outcomes Project (TOP) surveys using an independent website and project management system. Data will be included in the CIMS electronic workbook after the baseline analysis is completed.

Ongoing Data Collection (2007–2008 and following years)

Beginning with the 2007–2008 academic year, MDE will draw a random selection using the prior December student count **only for the LEAs that are members of the active CIMS cohort**.⁴⁰ The survey will be fielded in the following manner:

- **May 2007:** Draw the random selection of approximately 2,600 eligible students from the members of cohort 3.
- **June 2007:** Transmit the list of selected students to LEAs through the CIMS Service Provider Self-Review (SPSR) startup process. LEAs will be able to complete the checklist for each student either on a written Scantron-style form (machine scorable) or through the secure CIMS electronic workbook. The data collection window will be from June until approximately October 1, 2006, allowing cohort 3 LEAs to choose whether to complete the checklists during the summer months or during the “back to school” startup period in the fall. ISD transition coordinators and/or CIMS monitors will be available to assist LEAs in completing the work.
- **October 2007:** Data collection closes, all surveys are scanned, and the resulting data file is cleaned/scrubbed; data analysis begins.
- **November 2007:** Data analysis concludes; initial results are transmitted to each LEA and the MDE.
- **December 2007:** Final results are transmitted into each LEA’s electronic workbook and to the MDE.
- **February 2008:** The first year of data is reported to OSEP for all cohort 3 LEAs; all other LEAs in Michigan report their baseline data.

After the baseline year, it is the intention of the MDE to have the survey for SPP 13 delivered and managed through the existing CIMS electronic workbook.

6. Describe how your plan meets the reporting requirements.

This plan meets the reporting requirements by providing information on every LEA in the state for the baseline year, and subsequently reporting data for one-third of the LEAs in a repeating three-year cycle. MDE believes this approach appropriately balances all of the requirements of OSEP and the MDE, namely:

- Sufficient data is reported statewide and by ISD/LEA to provide meaningful results to OSEP.
- The selection size is both randomly drawn and large enough to provide information about subgroups in the universe on an annual basis.
- The selection size is small enough to be manageable for a statewide implementation in Michigan’s approximately 900 LEAs.
- The data collection process leverages an existing collection and reporting mechanism that has been used successfully statewide in each of the past two years to gather the baseline data.

⁴⁰ For the CIMS project, all LEAs in the state are placed into one of three groups called cohorts. Each year, only one cohort is in each phase of the three-year cycle: data collection (SPSR), verification, or focused monitoring. The first CIMS cohort began in the 2005–2006 academic year, so in the 2007–2008 academic year the final third of the state (CIMS cohort 3) will be starting work. Starting in the 2008–2009 academic year, the three-year cycle repeats, with the second iteration of cohort 1.

- Data analysis will include a review of the returned surveys by age, gender, race, and disability to ensure that the responses are reasonably representative of the universe in each wave of data collection.
- Future data collection processes will leverage the existing CIMS electronic workbook, and will provide LEAs with immediate feedback as part of the Office of Special Education & Early Intervention Services (OSE/EIS) monitoring and continuous improvement work already under way

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**Appendix F:
Indicator 14 Sampling Plan**

Data Collection Plan:
*SPP Indicator 14****1. Describe the population you are trying to represent.***

For SPP 14, the Michigan population (according to the December 2004 count) of all leavers is 26,175 students. The number of “eligible leavers” for the purposes of SPP 14, however, is much smaller:

- 8,312 students graduated
- 3,294 students dropped out
- 467 students received a certificate

- 233 students reached maximum age

for a total of 12,306 students:⁴¹

2. Describe the sampling frame.

The universe is **all** eligible former special education students in each LEA and ISD in the state, identified by the two prior December counts. In other words, the MDE intends to use SPP 14 **as a census**, not a sample.

Because Michigan counts its special education students in December, two December counts are needed to represent all leavers in a given academic year. For example, consider a district in the 2005–2006 academic year with two leavers—one who drops out in October 2005 and the other who graduates in June 2006. The first student’s status change would be reported to MDE in the December 2005 count, while the second student’s status change would not be reported to MDE until December 2006.

3. Describe the stages/cycles of sampling and the units sampled at each stage.

For each survey year, there will be only one stage of selection—it is MDE’s intention to survey **all** eligible students in each year.

⁴¹ There are two additional populations that may contain some number of “leavers”, but these have been specifically excluded from the initial discussions of the sampling for SPP 14: 2,939 students who are no longer in special education and 10,839 students who moved but are known to continue. The category “no longer in special education” does not *necessarily* mean that the student is no longer in secondary school, so we cannot automatically assume that these students are eligible for the purposes of SPP 14. Similarly, some number of the 10,839 students who moved may leave the system shortly after entering their new school district; the status of the majority of these students, however, is likely to be captured in the following year’s December count.

- During the baseline year (leavers from 2005–2006 school year surveyed in summer 2007), eligible students in two-thirds of the state will be surveyed (CIMS cohorts 2 and 3)
- After the baseline year, eligible students will be identified in the CIMS cohort LEAs the year prior to entering the electronic workbook. Therefore, the first non-baseline survey will be completed by all CIMS cohort 1 former students who left during the 2006–2007 academic year; this survey will be fielded in summer 2008.

4. Describe any stratification that is used for each stage of sampling.

As noted above, no stratification will be used since the MDE is surveying the entire universe of eligible former students each year; there is no sampling involved.

5. Describe the method/process to collect the data.

Since the initial report is due to OSEP in February 2008, MDE is planning to use a three-stage approach to completing the data collection for SPP 14: a pilot in 2006 to test the instrument itself, a baseline data collection in summer 2007, and the first phase of ongoing data collection in summer 2008.

An integrated timeline showing SPP 13 and SPP 14 is included at the end of this document.

Pilot Year (Fielded 2006)

For the 2005–2006 academic year, MDE has asked for a set of volunteer ISDs to submit a list of leavers from the prior academic year for a pilot project. This pilot, of course, will not be able to conduct exit interviews with students given the short lead time. Instead, this pilot will focus on methods for locating former students and encouraging participation in the survey.

Pilot ISDs as of the date of this draft are Berrien, Charlevoix-Emmet, Clare-Gladwin, Eastern UP, Eaton, Ionia, Menominee, and Kent.

The pilot survey will be fielded in the following manner:

■ **Spring 2006:**

- Request additional volunteer ISDs and LEAs.
- Transmit to the pilot ISD/LEAs a timeline and draft survey instruments.

■ **Fall 2006:**

- Final national survey instrument released
- First wave of centralized mailings are sent to identified students; data entry begins.

- Second wave of centralized mailings are sent to identified students who have not yet responded.
- First wave of centralized mailings are sent to parents/guardians of students who have not yet responded.
- Second wave of centralized mailings are sent to parents/guardians of nonresponding students; first wave of ISD/LEA telephone follow-up calls are made.

■ **Winter 2007:**

- Second wave of ISD/LEA telephone follow-up calls; data entry concludes; data analysis begins.
- Data analysis concludes; initial results are transmitted to each pilot ISD/LEA and the MDE.
- Final results are transmitted to each pilot ISD/LEA and the MDE.

Baseline Data Collection (2005–2006 leavers, fielded summer 2007)

The baseline data collection will be for leavers during the 2005–2006 academic year, surveyed in summer 2007. Beginning with this baseline data collection, MDE will be surveying all leavers in CIMS cohorts 2 and 3, or approximately two-thirds of all LEAs in the state. The survey will be fielded in the following manner:

- **September 2006:** Replace the postsecondary survey in CIMS with the final SPP 14 survey instrument; the survey will be available in paper format in English, Spanish, and Arabic and electronic (Web) format in English.
- **October 2006:** Final exit interview protocol developed and disseminated statewide
- **May 2007:** First wave of mailings are sent to identified students in cohort 2 and 3; data entry begins.
- **June 2007:** Second wave of mailings are sent to cohort 2 and 3 identified students who have not yet responded.
- **July 2007:** First wave of mailings are sent to cohort 2 and 3 parents/guardians of students who have not yet responded.
- **August 2007:** Second wave of mailings are sent to parents/guardians of nonresponding students; ISD/LEA staff of nonresponders are notified.
- **September 2007:** First wave of ISD/LEA telephone follow-up calls are made cohort 2 and 3 nonresponding students as needed.
- **October 2007:** Second wave of ISD/LEA telephone follow-up calls are made to cohort 2 and 3 nonresponding students as needed; data entry concludes; data analysis begins.
- **November 2007:** Data analysis concludes; initial results are transmitted to cohort 2 and 3 LEAs and the MDE.
- **December 2007:** Final results are transmitted to each cohort 2 and 3 LEA and the MDE.
- **February 2008:** Baseline data is reported to OSEP for cohorts 2 and 3.

Ongoing Data Collection (starting with 2006–2007 leavers, fielded summer 2008)

The ongoing data collection—integrated with the CIMS electronic workbook—will be for leavers during the 2006–2007 academic year, surveyed in summer 2008. Beginning with this baseline data collection, MDE will be surveying all leavers as each cohort enters the CIMS process; therefore, cohort 1 will be starting the second phase of CIMS and will be the first cohort to complete both the exit interviews and the survey as part of the CIMS work. The survey will be fielded in the following manner:

- **September 2006:** Design the exit interview strategy; train statewide on implementation of exit interviews in the year before districts enter CIMS.
- **October 2006 through June 2007:** Cohort 1 districts complete exit interviews with all leavers using the approved exit interview guide; cohort 1 districts are briefed on the findings and lessons learned from the pilot surveys.
- **November 2007:** Cohort 1 districts are briefed on the findings and lessons learned from the cohort 2 and 3 surveys.
- **January 2008:** Cohort 1 districts are trained on the survey process.
- **May 2008:** First wave of centralized mailings are sent to identified students in cohort 1; data entry begins.
- **June 2008:** Second wave of centralized mailings are sent to cohort 1 identified students who have not yet responded.
- **July 2008:** First wave of centralized mailings are sent to cohort 1 parents/guardians of students who have not yet responded.
- **August 2008:** Second wave of centralized mailings are sent to parents/guardians of nonresponding students; ISD/LEA staff of nonresponders are notified.
- **September 2008:** First wave of ISD/LEA telephone follow-up calls are made to cohort 1 nonresponding students.
- **October 2008:** Second wave of ISD/LEA telephone follow-up calls are made to cohort 1 nonresponding students; data entry concludes; data analysis begins.
- **November 2007:** Data analysis concludes; initial results are transmitted to cohort 1 LEAs and the MDE.
- **December 2008:** Final results are transmitted into each cohort 1 LEA electronic workbook and the MDE.
- **February 2009:** First non-baseline data is reported to OSEP for cohort 1; cohorts 2 and 3 repeat their baseline data.

6. Describe how your plan meets the reporting requirements.

This plan meets the reporting requirements by providing information on two-thirds of all LEAs in the state for the baseline year, and subsequently reporting data for one-third of the LEAs in a repeating three-year cycle. MDE believes this approach appropriately balances all of the requirements of OSEP and the MDE, namely:

- Sufficient data is reported statewide and by ISD/LEA to provide meaningful results to OSEP.
- The surveys are sent to the universe of all eligible students.

- Data analysis will include a review of the returned surveys by age, gender, race, and disability to ensure that the responses are reasonably representative of the universe in each wave of data collection.
- The universe is small enough to be manageable for a statewide implementation in Michigan's approximately 900 LEAs.
- Because the exit interview and survey instrument will be new, the available time between now and February 2008 allows for both a pilot and a phased-in approach for the first two-thirds of the state.
- The data collection process partially utilizes an existing collection and reporting mechanism in the CIMS electronic workbook to gather the baseline data.
- Future data collection processes will fully leverage the existing CIMS electronic workbook and will provide LEAs with immediate feedback as part of the OSE/EIS's monitoring and continuous improvement work already under way.

Survey Instrument:*SPP 14*

The following documents are from the National Post-School Outcomes Center. At this time, it is MDE's intention to use the NPSO survey instrument for all SPP 14 work.

This document is current as of December 2006 from the NPSO website. (<http://www.psocenter.org/collecting.html>)

STUDENT DEMOGRAPHIC PROFILE (SDP)

MUCH OF THE DATA ON STUDENT DEMOGRAPHICS CAN BE GATHERED FROM EXISTING STATE OR DISTRICT STUDENT INFORMATION DATABASES. CERTAIN VARIABLES ARE MATCHED TO THE PART B DATA COLLECTION FORMS FOR CHILD COUNT AND EXITING.

DEMOGRAPHICS SECTION

THESE QUESTIONS ARE EXAMPLES OF STUDENT IDENTIFIERS.

<p>1. School district (name): _____</p> <p>2. School district code: _____</p> <p>3. Student's name: First _____ M.I. _____ Last _____</p> <p>4a. Student's District ID: _____</p> <p>4b. Student's State ID: _____</p> <p>4c. Student's Survey ID: _____</p>
--

5. Student's date of birth: Month (mm): ____ Day (dd): ____ Year (yyyy): _____

6. Year in which this student exited school (school year) 20____ to 20____

7. Student's PRIMARY special education disability (*CHECK ONE OPTION*):

_____ Mental Retardation (1)

_____ Hearing Impairments (2)

_____ Speech or Language impairment (3)

_____ Visual impairments (4)

- Emotional disturbance (5)
- Orthopedic impairments (6)
- Other health impairments (7)
- Specific learning disabilities (8)
- Deaf/blindness (9)
- Multiple disabilities (10)
- Autism (11)
- Traumatic brain injury (12)
- Developmental delay (13)
- No Answer (99)

8. Gender (*CHECK ONE OPTION*):

- Female (1)
- Male (2)
- No Answer (99)

9. Ethnicity in school records (*CHECK ONE OPTION*)

- American Indian or Alaska Native (1)
- Asian or Pacific Islander (2)
- Black (not Hispanic) (3)
- Hispanic (4)
- White (not Hispanic) (5)
- No Answer (99)

10. Manner in which student exited school (*CHECK ONE OPTION*)

- Graduated with regular high school diploma (1)
- Received a certificate (certificate of completion, modified diploma) (2)
- Reached maximum age (3)
- Dropped out (4)
- No Answer (99)

11. What post-school goals are included in this student's IEP for the period immediately following high school? (*CHECK ALL THAT APPLY*)

_____ Attend a postsecondary school, training, or education (1)

_____ Secure employment (2)

_____ No answer (99)

CONTACT INFORMATION AFTER LEAVING HIGH SCHOOL: IF THE STUDENT AND/OR FAMILY MEMBER ARE TO BE CONTACTED FOR THE POST-SCHOOL SURVEY, THE FOLLOWING INFORMATION WILL BE NECESSARY. THIS INFORMATION TYPICALLY IS FOUND IN THE STUDENT'S FILE FOR THE LAST YEAR IN HIGH SCHOOL.

Family Member Name: _____

Home Phone: _____

Cell Phone: _____

e-mail: _____

address: _____

Emergency Contact Name: _____

Home Phone: _____

Cell Phone: _____

e-mail: _____

address: _____

Student's Home Phone: _____

Cell Phone: _____

e-mail: _____

address: _____

POST-SCHOOL SURVEY (PSS)

THESE DATA MUST BE GATHERED BETWEEN APRIL AND SEPTEMBER OF THE YEAR FOLLOWING THE STUDENT'S EXIT FROM HIGH SCHOOL.

EMPLOYMENT SECTION

1. *Right now* are you working?

(1) NO, GO TO QUESTION # 5

(2) YES, GO TO QUESTIONS #2, #3, and #4 – IF MORE THAN 1 JOB, ANSWER FOR JOB WITH THE MOST HOURS/WEEK

(99) No Answer

2. Where is the job? – (*CHECK ONE OPTION*)

_____ in an integrated competitive employment setting (1)

_____ in your home (2)

_____ in the military (3)

_____ in a jail or prison (4)

_____ in sheltered employment (where most workers have disabilities) (5)

_____ in supported employment (paid work in a community with support services) (6)

_____ other (Specify) _____ (88)

_____ (99) No Answer

3. Are you usually paid at least minimum hourly wage?

(1) NO

(2) YES

(99) No Answer

4. Do you usually work 35 or more hours per week?

(1) NO

(2) YES

(99) No Answer

GO TO POSTSECONDARY SCHOOL SECTION

5. At any time since leaving high school, *have you ever* worked?

(1) NO, GO TO POSTSECONDARY SCHOOL SECTION

(2) YES, GO TO QUESTIONS #6, #7, #8

(99) No Answer

6. Describe the job—(if more than one job, describe the one held the longest)—
(CHECK ONE OPTION)

_____ in an integrated competitive employment setting (1)

_____ in your home (2)

_____ in the military (3)

_____ in a jail or prison (4)

_____ in sheltered employment (where most workers have disabilities) (5)

_____ in supported employment (paid work in a community with support services)
(6)

_____ other (Specify) _____ (88)

_____ (99) No Answer

7. Were you usually paid at least minimum hourly wage?

(1) NO

(2) YES

(99) No Answer

8. Did you usually work 35 or more hours per week?

(1) NO

(2) YES

(99) No Answer

POSTSECONDARY SCHOOL SECTION

9. *Right now*, are you enrolled in any type of school, training, or education program?

(1) NO, GO TO QUESTION #12

(2) YES, GO TO QUESTION #10 & #11

(99) No Answer

10. Describe the kind of school or training program (*CHECK ONE OPTION*)

_____ High school completion document or certificate (e.g., Adult Basic Education, GED) (1)

_____ Short-term education or employment training program (e.g., WIA, Job Corps, etc.) (2)

_____ Vocational Technical School—less than a 2-year program (3)

_____ Community or Technical College (e.g., 2-year college) (4)

_____ College/University (e.g., 4-year college) (5)

_____ Enrolled in studies while incarcerated (6)

_____ Other (88) (Specify): _____

_____ No Answer (99)

11. Are you enrolled full-time?

(1) NO

(2) YES

(99) No Answer

DATA COLLECTION COMPLETED

12. At any time since leaving high school, *have you ever* been enrolled in any type of school, training, or education program (if more than one, describe the program enrolled in the longest)?

(1) NO, DATA COLLECTION COMPLETED

(2) YES, GO TO QUESTION #13 AND #14

(99) No Answer

13. Describe the kind of school or training program (*CHECK ONE OPTION*)

_____ High school completion document or certificate (Adult Basic Education, GED) (1)

_____ Short-term education or employment training program (WIA, Job Corps, etc.) (2)

_____ Vocational Technical School—less than a 2-year program (3)

_____ Community or Technical College (2-year college) (4)

_____ College/University (4-year college) (5)

_____ Enrolled in studies while incarcerated (6)

_____ Other (88) (Specify): _____

_____ No Answer (99)

14. Were you enrolled full-time?

(1) NO

(2) YES

(99) No Answer

DATA COLLECTION COMPLETED

Cohort List:

CIMS Service Provider Self-Review

The following tables document the LEAs contained within each of the three CIMS cohorts described above.

This list is current as of November 1, 2006.

FFY 2005-2006 State Performance Plan

Appendix G:

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

SPP Part B

Michigan

(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

FFY 2005-2006 State Performance Plan

Appendix H:

Table 6

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	15847	120967
4	17072	121634
5	18030	124525
6	18187	128440
7	18467	133437
8	18288	134923
HIGH SCHOOL (SPECIFY GRADE:) 11	13520	122699

¹At a date as close as possible to the testing date.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	12504	4163	13	20
4	13440	5535	13	15
5	14117	6391	20	30
6	14209	6263	28	38
7	14205	5315	5	17
8	13908	5539	14	28
HIGH SCHOOL : 11	9684	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

CURRENT DATE:

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 11	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

CURRENT DATE:

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	3122	0	3122	1202	0
4	3479	0	3479	1411	0
5	3827	0	3827	1618	0
6	3585	0	3585	1427	0
7	4080	0	4080	1666	0
8	4079	0	4079	1821	0
HIGH SCHOOL : 11	3040	0	3040	951	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

CURRENT DATE:

TABLE 6

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

2005-2006

STATE: MI - MICHIGAN

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL :	11	0	0

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

CURRENT DATE:

2005-2006

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	4	3	2	1						9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	MEAP	433	3,273	5,426	3,339	0	0	0	0	0	12471
4	MEAP	1,852	3,766	5,664	2,130	0	0	0	0	0	13412
5	MEAP	2,553	5,262	4,586	1,666	0	0	0	0	0	14067
6	MEAP	4,922	5,329	2,838	1,054	0	0	0	0	0	14143
7	MEAP	5,539	5,795	2,079	770	0	0	0	0	0	14183
8	MEAP	6,220	4,482	2,427	737	0	0	0	0	0	13866
HIGH SCHOOL : 11	MEAP	7,918	864	832	70	0	0	0	0	0	9684

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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

2005-2006

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)												
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	9B ROW TOTAL ²								
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

CURRENT DATE:

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

2005-2006

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	1	2	3							9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	MI-Access FI	437	492	1375	0	0	0	0	0	0	2304
4	MI-Access FI	441	641	1526	0	0	0	0	0	0	2608
5	MI-Access FI	579	627	1781	0	0	0	0	0	0	2987
6	MI-Access FI	371	570	1800	0	0	0	0	0	0	2741
7	MI-Access FI	653	725	1760	0	0	0	0	0	0	3138
8	MI-Access FI	596	744	1824	0	0	0	0	0	0	3164
HIGH SCHOOL : 11	MI-Access FI	448	1157	485	0	0	0	0	0	0	2090

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score. If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	12471	0	2304	20	14795
4	13412	0	2608	15	16035
5	14067	0	2987	30	17084
6	14143	0	2741	38	16922
7	14183	0	3138	17	17338
8	13866	0	3164	28	17058
HIGH SCHOOL : 11	9684	0	2090	0	11774

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

CURRENT DATE:

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		15847	120967
4		17072	121634
5		18030	124525
6		18187	128440
7		18467	133437
8		18288	134923
HIGH SCHOOL (SPECIFY GRADE:)	11	13520	122699

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	12,159	2758	29	91
4	13,066	3782	28	92
5	13,780	4097	31	100
6	14,041	3950	35	156
7	14,122	3306	37	160
8	13,913	3424	23	164
HIGH SCHOOL : 11	9,308	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 11	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

CURRENT DATE:

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	3513	0	3513	0	1604
4	3895	0	3895	0	1678
5	4217	0	4217	0	1891
6	3790	0	3790	0	1592
7	4190	0	4190	0	1885
8	4098	0	4098	0	1998
HIGH SCHOOL : 11	3035	0	3035	0	1017

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6

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

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 11	0	0	0

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	4	3	2	1						9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	MEAP	1,469	4,608	5,474	488	0	0	0	0	0	12039
4	MEAP	1,463	6,020	5,183	280	0	0	0	0	0	12946
5	MEAP	2,576	5,797	4,968	308	0	0	0	0	0	13649
6	MEAP	2,700	6,087	4,826	237	0	0	0	0	0	13850
7	MEAP	4,837	4,998	3,994	96	0	0	0	0	0	13925
8	MEAP	5,461	4,868	3,293	104	0	0	0	0	0	13726
HIGH SCHOOL : 11	MEAP	3,819	4,540	942	7	0	0	0	0	0	9308

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	9B ROW TOTAL ²							
		3		0	0	0	0	0	0	0	
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	1	2	3							9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level								
3	MI-Access FI	363	458	1874	0	0	0	0	0	0	2695
4	MI-Access FI	598	589	1837	0	0	0	0	0	0	3024
5	MI-Access FI	616	482	2279	0	0	0	0	0	0	3377
6	MI-Access FI	364	379	2201	0	0	0	0	0	0	2944
7	MI-Access FI	377	409	2462	0	0	0	0	0	0	3248
8	MI-Access FI	288	522	2373	0	0	0	0	0	0	3183
HIGH SCHOOL : 11	MI-Access FI	170	589	1326	0	0	0	0	0	0	2085

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.
 If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	12039	0	2695	1695	16429
4	12946	0	3024	1770	17740
5	13649	0	3377	1991	19017
6	13850	0	2944	1748	18542
7	13925	0	3248	2045	19218
8	13726	0	3183	2162	19071
HIGH SCHOOL : 11	9308	0	2085	1017	12410

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

Please explain the difference between column 11 and the number reported in column 1, Section A.

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

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STATE: MI - MICHIGAN

Which assessment

Discrepancies

	Discrepancies between computed totals in figures for enrollments for general and alternate assessments are due to the fact that enrollment count and testing dates are different. Enrollment data was submitted to the state on 9/28/05. The assessment window for grades 3-8 occurred from 10/3/05-11/4/05. Grade 11 was assessed from 3/20/06-4/14/06.
	Pages 5 and 14: Michigan requires all students to participate in the appropriate state assessment (regular or alternate). Therefore, Michigan does not collect the reason why a student is not assessed. In addition, NCLB does not allow parent exemptions so Michigan has no plans on collecting this information in the future. Michigan does allow applications for NCLB medical exemptions, but currently does not keep a record of them by grade level, but plans on doing so starting 2006-07.
	Pages 6 and 15: Based on correspondence between the Office of Educational Assessment and Accountability (OEAA) and Westat Westat on 1/18/06. The red cells are due to the fact that Michigan counts students in columns 3B and 3B (page 2) as not assessed. This is approved by the USED in the June 2005 version of the <i>Michigan Consolidated State Application Accountability Workbook</i> .
	Pages 8 and 17: The red columns have more students in them than the row totals because the USED allowed all of the MI-Access alternate assessments administered to count when calculating NCLB participation rates, but the scores from the MI-Access Participation and Supported Independence assessments could not be used when calculating NCLB AYP. See Comment page.
	Pages 9 and 18: The red columns are due to the fact that Michigan counts students in columns 3B and 3C (page 2) as not assessed. This is approved by the USED in the June 2005 version of the <i>Michigan Consolidated State Application Accountability Workbook</i> .

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

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COMMENTS

Pages 3 and 12 - Not applicable, as Michigan does not permit out of grade level assessment.

Pages 4 and 13 - Data includes all three MI-Access assessments (Functional Independence, Supported Independence, and Participation).

Column 5A is not applicable as Michigan does not have an alternate assessment scored against grade level standards.

Pages 2 and 11 - Michigan permits high school students to take the regular grade 11 assessment multiple times.

Due to this, accommodation use is not tracked for Grade 11 across multiple administrations.

Pages 7 and 16 - Not applicable as Michigan does not currently have an alternate assessment based on grade level standards.

Pages 8 and 17- Data includes only MI-Access Functional Independence assessment scores. Due to the USED June 2006 State

Assessment System Review Decision Letter and USED feedback, only the Functional Independence assessments received full approval. Students who took the MI-Access Supported Independence and Participation assessments were counted as participating in state assessment but the scores could not be used when calculating AYP for 2005-06.