Using the Report of District Data for B-5

Michigan Department of Education Office of Special Education
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Indicator Definition

Indicator B-5: Educational Environments

Results indicator: Percent of children with an individualized education program (IEP) who are at least 5 years of age and in kindergarten through age 21 that are served:

    A. Inside the regular classroom 80 percent or more of the day.
    B. Inside the regular classroom less than 40 percent of the day.
    C. In separate schools, residential facilities, or homebound/hospitalized placements.

Purpose of Report

In order to identify strengths and challenges, allocate resources effectively, and ensure success for all students, educators need to be able to make data-driven decisions. Effectively using data will illuminate initiatives, interventions, strategies, and practices that are working, and those that need to be adjusted.

The purpose of providing member district-level educational environment data to the intermediate school district (ISD) is to make the ISD aware of their member districts' rates of placements of students with an IEP. The data shows educational environment data for member districts in the ISD. When reviewing the data, emphasis should be placed on the member districts that have not met the state's targets and those that are close to not meeting the targets. Consideration of the practices of those member districts consistently meeting the state targets may also be beneficial. ISD personnel, along with member district personnel, should have ongoing meetings throughout the school year to discuss, review, and analyze data as well as implement needed changes to improve educational environments for all students at the member district.

Next Steps

Education of students with an IEP in a pull-out model or segregated setting is a widely used technique, but research has raised serious questions about its effects. The use of segregated educational settings has many undesirable and unintended outcomes including stigma, lower academic achievement, higher levels of disruptive or antisocial behavior, and higher school dropout rates. To combat these outcomes, the ISD should consider the following questions when analyzing the member districts' data.

- Are students being removed from the general education environment only if the nature and severity of the disability are such that education in the general education classroom with the use of supplementary aids and services cannot be achieved?
- Are supplementary aids and services documented along with the results of their implementation?
- Are supplementary aids and services tailored to the individual needs of the student?
- Are both low- and high-tech assistive technology needs being considered?
- Are there natural supports in the general education environment that can be used?
- Have the principles of universal design been employed?
- Are there educational environment patterns based on building, impairment, or other demographic characteristics?
- Is there a need to revise/develop policies that support alternatives to segretory practices?

The ISD should consider assisting member districts in establishing a district team to monitor educational environment data, recommend interventions, and ensure accountability at the district and building levels. Suggested team members include but are not limited to the superintendent, director of special education, ISD personnel, building principals, assistant principals, school psychologists, data personnel, social workers, teachers, paraprofessionals, parents, and board members.

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The Office of Special Education funds two projects which may be able to assist the district in improving educational environments for all learners. For more information, please visit Alt+Shift (https://www.altshift.education/) for information on assistive technology or Michigan's MTSS Technical Assistance Center (https://mimtsstac.org/) for information on integrated behavior and learning support. For questions, please contact Charles Thomas at thomasc29@michigan.gov.