Guidance

2023 Michigan Part B Determinations for ISDs

Michigan Department of Education Office of Special Education
June 2023

The *Individuals with Disabilities Education Act* (IDEA) requires states to annually determine the extent to which each local special education program[1] serving students with individualized education programs (IEPs) is meeting the requirements and purposes of the Act.

Just as the federal Office of Special Education Programs (OSEP) uses four determination categories, Michigan Department of Education (MDE) uses the same four categories:

- Meets requirements and purposes of IDEA
- Needs assistance in implementing the requirements of IDEA
- Needs intervention in implementing the requirements of IDEA
- Needs substantial intervention in implementing the requirements of IDEA

Most of the Results and Compliance data used in making determinations are from the Section 618 *Ed*Facts data tables and the State Performance Plan (SPP)/Annual Performance Report (APR) indicators, respectively, collected and submitted to OSEP.

Elements used in Calculating Intermediate School District (ISD) Determination

Results Indicators (10) (Based on 2020–2021 School Year Data)	**Compliance Indicators (9)** (Based primarily on 2021–2022 School Year Data)
■ Participation in the Regular Statewide Assessment (618 data, Assessments)	■ SPP/APR Indicator 4B: Suspension/Expulsion by Race/Ethnicity

1 For the purposes of special education in Michigan, Intermediate School Districts are the local special education program.

Results Indicators (10) (Based on 2020–2021 School Year Data)	**Compliance Indicators (9)** (Based primarily on 2021–2022 School Year Data)
○ Participation at 4th grade English Language Arts (ELA) ○ Participation at 8th grade ELA ○ Participation at 4th grade Math ○ Participation at 8th grade Math ■ Proficiency in Any Statewide Assessment (618 data, Assessments) ○ Proficiency at 4th grade ELA ○ Proficiency at 8th grade ELA ○ Proficiency at 4th grade Math ○ Proficiency at 8th grade Math ■ Graduation (618, Exiting) ■ Dropout (618, Exiting)	■ SPP/APR Indicator 9: Disproportionate Representation - Child with a Disability - due to Inappropriate Identification ■ SPP/APR Indicator 10: Disproportionate Representation - Six Disability Categories – due to Inappropriate Identification ■ SPP/APR Indicator 11: Child Find (Timely Initial Evaluations) ■ SPP/APR Indicator 12: Early Childhood Transition ■ SPP/APR Indicator 13: Secondary Transition ■ Submission of Timely & Accurate Data ■ Special Education Audit Findings (Finance) ■ Timely Correction of Noncompliance

MDE aligned the process for making the determinations with the OSEP process. The reason for the alignment is to explicitly demonstrate the connection between the state's determination and the ISD determinations. For MDE to improve the state's determination, a process was developed to identify ISDs with the need for intensive support to improve, consistent with the areas the state must improve. The OSEP utilizes the Result Driven Accountability (RDA) model, and this model includes both results indicators, from the 618 federal data reports, as well as compliance indicators from the SPP/APR.

MDE Office of Special Education (OSE) has developed and is implementing a Differentiated Framework of Monitoring and Technical Assistance Support process to incorporate results and compliance indicators. MDE OSE has aligned this process with the determinations requirement to identify differential levels of technical assistance support needed for improvement efforts. The differentiated model allows increased sharing of resources and evidence-based practices among ISDs to improve outcomes for students with IEPs. The goal of this approach is to increase the ability of the state and

ISDs to more effectively leverage collective resources to increase the member districts' capacity to effectively implement evidence-based practices.

Resources

Michigan Department of Education Office of Special Education/Indicators

Center for Educational Performance and Information/How Your Data Are Used