



How Michigan Department of Education Made Determinations

Under Section 616(d) of the *Individuals with Disabilities Education Act*
in 2026: Part B

Michigan Department of Education

Office of Special Education

June 2026



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How Michigan Department of Education Made Determinations

Introduction

In 2026, the Michigan Department of Education (MDE) used both results and compliance indicators in making a determination of the extent to which each Intermediate School District (ISD) is meeting the purpose and requirements under section 616(d) of the Individuals with Disabilities Education Act (*IDEA*). As in the past, the MDE is using compliance data in making determinations of State Agencies (SAs). The totality of the information about an ISD was considered in making the determinations.

Information used as elements in the determination score included rates of participation and proficiency of students with individualized education plans (IEPs) in statewide assessments, as well as the number of students with IEPs who exited public education through graduation with a regular high school diploma or dropped out. Also included were data for the Federal Fiscal Year (FFY) 2024 State Performance Plan/Annual Performance Report (SPP/APR) for ISDs, as well as other data related to state compliance with the IDEA. Below is a detailed description of how the MDE evaluated data from ISDs using the Results-Driven Accountability (RDA) Matrix. The MDE is using determinations criteria closely aligned to those used by the U.S. Department of Education in making determinations for state departments of education.

The RDA Matrix consists of:

1. a **Results Matrix** that describes the scoring of Results Elements.
2. a **Compliance Matrix** that describes scoring based on SPP/APR Compliance Indicators and other Compliance Elements.
3. a **Results and Compliance Overall Score**.
4. Differentiated Determination Level Based on ISD's Results and Compliance score Performance.

The scoring of the above criteria is explained below in the following sections:

- 2026 Part B Results Matrix with Results Elements and Scoring Criteria.
- 2026 Part B Compliance Matrix with Compliance Elements and Scoring Criteria.
- 2026 RDA Overall Determinations Levels for Differentiated Support around Meeting the Purpose and Requirements of IDEA.

2026 Part B Results Matrix

Results Elements

In making each ISD's 2026 determination, the MDE used a Results Matrix reflecting the following data:

- Percentage of 4th-grade students with IEPs participating in the general and alternative statewide assessments in English Language Arts (ELA)
- Percentage of 8th-grade students with IEPs participating in the general and alternative statewide assessments in ELA
- Percentage of 4th-grade students with IEPs scoring proficient in general and alternative statewide assessments in ELA
- Percentage of 8th-grade students with IEPs scoring proficient in general and alternative statewide assessments in ELA
- Percentage of 4th-grade students with IEPs participating in the general and alternative statewide assessments in Math
- Percentage of 8th-grade students with IEPs participating in the general and alternative statewide assessments in Math
- Percentage of 4th-grade students with IEPs scoring proficient in general and alternative statewide assessments in Math
- Percentage of 8th-grade students with IEPs scoring proficient in general and alternative statewide assessments in Math
- Percentage of students with IEPs exiting school by graduating with a regular high school diploma
- Percentage of students with IEPs exiting school by dropping out

Each Results Element is scored individually. While data are reported to the hundredths place, there is no rounding in determining what score the ISD receives. The Results Elements are defined as follows:

Percentage of Students with an IEP Participating in Statewide Assessments

This is the percentage of students with an IEP by grade (4th and 8th) and subject (Math and ELA), who participated in the general or alternative statewide assessments in school year 2024-2025 with and without accommodations. The numerator for this calculation,

for each grade and subject, is the number of students with an IEP participating with and without accommodations on the general and alternative statewide assessments in school year 2024-2025. The denominator is the number of all students with an IEP, excluding those students who had medical emergencies.

Percentage of Students with an IEP Scoring Proficient on Statewide Assessments in Math and ELA

This is the percentage of students with an IEP by grade (4th and 8th) and subject (Math and ELA, who scored proficient in statewide assessments in school year 2024-2025. The numerator for this calculation is the number of students with an IEP who scored proficient on grade-level standards by subject on the general or alternative statewide assessments in school year 2024-2025. The denominator is the number of all students with an IEP who completed a valid state assessment, excluding those students who had medical emergencies.

Percentage of Students with an IEP Exiting School by Graduating with a Regular High School Diploma

This is the percentage of students with an IEP, ages 14 through 21, who exited school by graduating with a regular high school diploma. The numerator for this calculation is the number of students served under IDEA Part B, ages 14 through 21, who graduated with a regular high school diploma. The denominator is the total number of students served under IDEA Part B, ages 14 through 21, reported in the five exit categories (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out. (Data source: EDPass SY 2023-24.)

Percentage of Students with an IEP Exiting School by Dropping Out

This is the percentage of students with an IEP, ages 14 through 21, who exited school by dropping out. The numerator for this calculation is the number of students served under IDEA Part B, ages 14 through 21, who exited school due to dropping out. The denominator is the total number of students served under IDEA Part B, ages 14 through 21, reported in the five exit categories (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out. (Data source: EDPass SY 2023-24.)

Scoring Using the Results Matrix

The Results Matrix produces a result score which is derived from dividing ISD points scored (numerator) by total number of points possible (denominator) multiplied by 100.

For the 2026 Part B Results Matrix, an ISD received points as follows for the Results Elements:

- ISD participation rates on the general or alternative statewide assessments were assigned scores of 2, 1, or 0 based on an analysis of the participation rates across all ISDs.
 - **Two points** if at least 95% of students with an IEP participated in the regular or alternative statewide assessments.
 - **One point** if the participation rate for students with an IEP was 90% to 94.99%.
 - **Zero points** if the participation rate for students with an IEP was less than 90%.
- ISD proficiency scores on state assessments were rank ordered.
 - **Two points** for the top tertile¹ of ISDs
 - **One point** for the middle tertile of ISDs
 - **Zero points** for the bottom tertile of ISDs
- ISD data on the percentage of students with an IEP who exited school by graduating with a regular high school diploma were rank ordered.
 - **Two points** for the top tertile of ISDs
 - **One point** for the middle tertile of ISDs
 - **Zero points** for the bottom tertile of ISDs
- ISD data on the percentage of students with an IEP who exited school by dropping out were rank ordered.
 - **Two points** for the top tertile of ISDs
 - **One point** for the middle tertile of ISDs
 - **Zero points** for the bottom tertile of ISDs

¹ The tertiles of a data set divide it into thirds or three equal parts.

Table 1: Scoring of Results Elements

Results Elements ²	School Year(s)	RDA Score = 0	RDA Score = 1	RDA Score = 2
Participation Rate of 4th and 8th Grade Students with an IEP on any Statewide Assessments (ELA, Math-separately)	2024-2025	<90.00	90.00-94.99	≥95.00
Percentage of 4th Grade Students with an IEP Scoring Proficient or Above on Statewide Assessments of ELA	2024-2025	<14.00	14.00-18.99	≥19.00
Percentage of 8th Grade Students with an IEP Scoring Proficient or Above on Statewide Assessments of ELA	2024-2025	<23.00	23.00-27.99	≥28.00
Percentage of 4th Grade Students with an IEP Scoring Proficient or Above on Statewide Assessments of Math	2024-2025	<14.00	14.00-18.99	≥19.00
Percentage of 8th Grade Students with an IEP Scoring Proficient or Above on Statewide Assessments of Math	2024-2025	<6.00	6.00-7.99	≥8.00
Percentage of Students with an IEP Exiting School by Graduating with a Regular High School Diploma	2023-2024	<63.00	63.00-70.99	≥71.00
Percentage of Students with an IEP Exiting School by Dropping Out	2023-2024	≥28.00	27.99-20.00	<20.00

² In the event an ISD does not have data for one or more of the Results Elements, the ISD's Total Points Available for Results will decrease by the appropriate number of points.

2026 Part B Compliance Matrix

Compliance Elements

In making each ISD's 2026 determination, MDE used a Compliance Matrix, reflecting the following data:

1. The ISD's FFY 2024 data for IDEA Part B Compliance Indicators 4B, 9, 10, 11, 12, and 13.
2. The timeliness of data reported by the ISDs and their member districts through the Michigan Student Data System (MSDS) for school year 2024-2025. Member districts and ISDs must certify their data submissions on time for each of the three student data collections throughout the school year. Requirements for certification:
 - a. Data submissions must be certified by the end of the fifth week of the fall and spring data collection windows.
 - b. Data submissions may be decertified and updated if submitted by the fifth week and then recertified by the end of the sixth week, and still be considered timely for fall and spring. Any subsequent decertification after the sixth week would be considered an untimely data submission.
 - c. End-of-year data submission must be certified by June 30th.
 - d. The calculations for Timeliness are equal to the number of total member district on-time submissions divided by the total number of possible on-time submissions (member district count multiplied by three).
 - e. Reopened submissions due to Early On do not count against ISDs.
3. The ISD and member district's special education single audit findings from fiscal year ending June 30, 2025.
4. The ISD and member district's longstanding noncompliance identified in FFY 2021 or earlier and still not corrected as of February 1, 2026.
 - a. Noncompliance elements include the IDEA Part B compliance indicators (4B, 9, 10, 11, 12, 13), ISD and member district complaints, special education audits, Part-B IDEA monitoring, timely IEPs, IEP implementation, and valid/reliable data for indicators 12 and 13.
5. Valid and reliable data for Indicators 12 and 13 from FFY 2024 (SY 24-25).
 - a. Indicator 12 valid and reliable data are derived from the number of member districts with a B12 valid and reliable data finding (numerator)

divided by the total number of member districts with B12 data (denominator), multiplied by 100, then subtracted by 100 to get the ISD's percent compliant for valid and reliable B12 data.

- b. Indicator 13 valid and reliable data are derived from the ISD and the OSE, agreeing on the B-13 checklist.

Scoring Using the Compliance Matrix

The Compliance Matrix indicates a score of 2, 1, or 0 for each of the compliance indicators and other elements listed above. The Compliance Matrix produces a compliance score, which is derived by dividing the ISD points scored (numerator) from the total number of points possible (denominator) and then multiplying by 100. While data are reported to the hundredths place, there is no rounding in determining what score the ISD receives.

Most compliance indicators are based on percentages, while Special Education Financial Audit Findings and Longstanding Non-Compliance are based on counts of member districts.

Table 2: Scoring of Compliance Elements

Compliance Elements ³	School Year(s)	Compliance Score = 0	Compliance Score = 1	Compliance Score = 2
Indicator 11: Timely Initial Evaluation	2024-2025	<90.00	90.00-94.99	≥95.00
Indicator 12: IEP Developed and Implemented by third birthday	2024-2025	<90.00	90.00-94.99	≥95.00
Indicator 13 (ages 16-26): Secondary Transition	2024-2025	<90.00	90.00-94.99	≥95.00
Timely Submission of Data: Percent of On-Time Data Submissions	2024-2025	<90.00	90.00-94.99	≥95.00

³ In the event an ISD does not have data for one or more of the Compliance Elements, the ISD's Total Points Available for Compliance will decrease by the appropriate number of points.

The remaining compliance elements were based on counts of member districts. Below are the criteria for how these count-based compliance indicators were scored:

Indicator 4B – Significant Discrepancy

Significant discrepancy refers to when an ISD has a markedly higher rate of out-of-school suspensions or expulsions (greater than 10 days in a school year) for students with IEPs—either overall or within a specific racial/ethnic group—compared to expected rates. An ISD received points as follows, based on the monitoring findings and the timely correction of those findings.

- **Two points** if no significant discrepancy was identified in member districts or if discrepancy was flagged but monitoring did not result in findings of noncompliance.
- **One point** if findings of noncompliance were issued to member districts but corrected within one year.
- **Zero points** if findings of noncompliance were issued to member districts and not corrected within one year.

Indicators 9 and 10 – Disproportionate Representation

Disproportionate Representation refers to when students from a racial or ethnic group are identified for special education or specific disability categories at significantly higher rates than expected. An ISD received points as follows based on the monitoring findings and the timely correction of those findings.

- **Two points** if no disproportionality was identified in member districts or disproportionality was flagged, but monitoring did not result in findings of noncompliance.
- **One point** if findings of noncompliance were issued to member districts but corrected within one year.
- **Zero points** if findings of noncompliance were issued to member districts and not corrected within one year.

Special Education Single Audit Findings

An ISD received points as follows based on the results of the Single Audit.

- **Two points** if zero audited member districts in the ISD had an audit finding for FFY 2024.
- **One point** if one or more audited member districts in the ISD had an audit finding for FFY 2024.
- **Zero points** if an audited member district in the ISD had any audit finding for FFY 2024 that was repeated for two or more years; that is, for the same issue in FFY 2024 and the most recent previous audit in the last three FFY reporting cycles.
- N/A if there were no member districts in the ISD that were in the audit cohort for FFY 2024⁴.

Long Standing Noncompliance (LSNC)

An ISD received points as follows for the Longstanding Noncompliance element (i.e., uncorrected noncompliance from FFY 2021 or before as of February 1, 2026):

- **Two points** for ISDs, in which no member districts had any findings of identified noncompliance from FFY 2021 or before, or for ISDs with findings from these years but where all were corrected/closed as of February 1, 2026.
- **Zero points** for ISDs with one or more findings of noncompliance from FFY 2021 or before among member districts that remained uncorrected as of February 1, 2026.

Valid and Reliable Data

An ISD received points as follows, based on a valid and reliable data finding for indicator 12 and indicator 13:

- **Two points** if ISD had no findings of noncompliance for B13 valid and reliable data AND $\geq 85\%$ compliance for B12 valid and reliable data.
- **One point** for ISDs with no finding of noncompliance for B13 valid and reliable data AND $<85\%$ compliance for B12 valid and reliable data **OR** ISD had a finding of noncompliance for B13 valid and reliable data AND $\geq 85\%$ compliance for B12 valid and reliable data.

⁴ In the event an ISD does not have member districts in the audit cohort, the ISD's Total Points Available for Compliance will decrease by the appropriate number of points.

- **Zero points** if ISD had a finding of noncompliance for B13 valid and reliable data AND < 85% compliance for B12 valid and reliable data.
- N/A if there were no member districts with indicator B12 data.

2026 Determinations

Determination Levels

The ISD's Determination uses the Differentiated Framework of Technical Assistance and Monitoring around the purpose and requirements of IDEA. The ISD's specific RDA Determination level is defined as follows:

Meets Requirements

An ISD's 2026 RDA Determination level is Meets Requirements if the Results score and the Compliance score meet or exceed the state median (i.e., mid-point) among all ISDs. This includes ISDs with **Results** scores **equal to or greater than 65.00** and with **Compliance** scores **equal to or greater than 90.00**.

Needs Assistance

An ISD's 2026 RDA Determination level is Needs Assistance if either the Results score or the Compliance score is below the State median among all ISDs. This includes ISDs with either:

- **Results** scores **below 65.00** and **Compliance** scores **equal to or greater than 90.00**.
- Or **Results** scores **equal to or greater than 65.00** and **Compliance** scores **below 90.00**.

Needs Intervention

An ISD's 2026 RDA Determination level is Needs Intervention if both the Results score and the Compliance score are below the State medians. This includes ISDs with **Results** scores **below 65.00** and **Compliance** scores **below 90.00**.

Needs Substantial Intervention

The Michigan Department of Education did not make a determination of Needs Substantial Intervention for any ISD in 2026.

Summary of Methodology Updates for 2026 Determinations

The following methodology revisions were implemented in the 2024-25 determination process to ensure greater alignment with the State Performance Plan/Annual Performance Report (SPP/APR) and to improve consistency, accuracy, and clarity in calculations:

- All calculations are now reported to the hundredth place, rather than the tenth place, aligning with SPP/APR reporting requirements.

Assessment Participation

The participation calculation now includes results from both the general and alternative statewide assessments. Prior years included only the general assessment. This revision ensures alignment with SPP/APR methodology as well as a focus on total assessment participation above 95%.

Timely Submission of Data

The calculation has been restructured. In prior years, the denominator equaled the total number of member districts within an ISD, and the numerator equaled the number of member districts with 100% timely submissions. A single late submission rendered the member district untimely. Beginning with the 2026 ISD Determinations release, the denominator is defined as the total possible on-time submissions (MD count multiplied by the three collections), and the numerator is the total number of on-time submissions. This change allows partial credit for MDs that submit on time in some collections but not all.

Longstanding Noncompliance (LSNC)

To address longstanding noncompliance, the OSE has adjusted the definition of LSNC for this element to match OSEP's definition when giving its state determinations. LSNC is defined as any remaining uncorrected non-compliance from FFY 2021 or before. OSE has also removed the ability to receive 1 point for this element. If an ISD has any LSNC as defined above from FFY 2021, the ISD will receive 0 points. If there are no instances of LSNC, the ISD would receive 2 points.

Compliance Indicators 4, 9, and 10

The methodology for Indicators 4, 9, and 10 has been revised to eliminate the percentage-based calculation and replace it with a finding-based approach focused on timely correction.

- Prior methodology: Scores were based on the percentage of districts within an ISD with findings of noncompliance. Districts were flagged if data exceeded thresholds; only those with confirmed findings through monitoring were included in the numerator. The ISD's score reflected the percentage of districts with findings.
- Updated methodology: Scores are no longer based on the proportion of districts with findings. Instead, they are based directly on whether monitoring results in findings and whether those findings are corrected within one year. ISDs with no findings receive 2 points; ISDs with findings corrected within one year receive 1 point; ISDs with findings uncorrected beyond one year receive 0 points.