

Using the Report of District Data for B-5

Indicator Definition

Indicator B-5: Education Environments

Results indicator: Percent of children with an IEP aged 6 through 26 served:

- A: Inside the regular classroom 80% or more of the day;
- B: Inside the regular classroom less than 40% of the day; and
- 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 what is working and what need to be adjusted.

The goal of providing district level education environment data to the Intermediate School District (ISD) is to make ISDs aware of their district's rates of placements of students with an IEP. The data shows educational environment data for districts in your ISD. When reviewing the data, emphasis should be placed on the districts that have exceeded the state's targets and those that are close to exceeding the targets. Consideration of the practices of those districts consistently meeting the state targets may be beneficial. ISD personnel along with district personnel should have regular meetings to discuss, review, and analyze data as well as implement needed changes to improve education environments for all students at the 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, your district should consider the following questions when analyzing your district's data.

- Are students being removed from the general education environment only if the nature and severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved?
- Are those 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?
- Have both low and high tech assistive technology needs been considered?
- Are there natural supports in the environment which 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 segregatory practices? The ISD should consider assisting districts to establish a District Team to monitor educational environment data, recommend interventions and ensure accountability at the district and building level.

Suggested Team Members: Superintendent, Director of Special Education, ISD personnel, building principals, assistant principals, school psychologists, data personnel, Social Workers, Teachers, Paraprofessionals, parents, and board members.

The Office of Special Education funds two projects which may be able to assist your district in improving educational environments for all learners. For more information, please visit mits.cenmi.org for information on assistive technology or miblsi.org for information on integrated behavior and learning support. If you have questions, please contact Jeanne Anderson Tippet at andersontippetj@michigan.gov.