



Office of Special Education and  
Early Intervention Services

## Educational Environments




Michigan's State Performance Plan  
Indicator 5



[www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis)

### Educational Environments Matter for Students With Disabilities

Educating students with disabilities in age-appropriate general education classrooms, to the extent possible, matters because it:

-  Supports access to and achievement in the general education curriculum.
-  Creates an inclusive and accepting educational community.
-  Supports educators, parents, and all students to have expectations for successful academic performance and appropriate behavior.

### Reporting Requirement: Educational Environments

Indicator 5 is a results measure.

Indicator 5—Percent of children with Individualized Education Programs (IEPs) aged 6 through 21 served:

- Inside the regular class 80 percent or more of the day.
- Inside the regular class less than 40 percent of the day.
- In public or private separate schools, residential placements, or homebound or hospital placements.

### Michigan Information on Educational Environments

The educational environment, referred to as the least restrictive environment (LRE) in the *Individuals with Disabilities Education Act* (IDEA), describes where the student receives services and accesses the general education curriculum.

Special education mandates were originally designed to create opportunities for students with disabilities to participate in educational experiences within school settings. This access was fundamentally an issue of civil rights. Subsequent reauthorizations of the IDEA address the need for students with disabilities to have access not only to educational environments, but also to the general education curriculum for the purpose of improving overall academic and functional performance. The amount of time students spend in the regular classroom, special education settings within regular education buildings, and separate facilities is used as one indicator of Michigan's success as an educational community to address these requirements of law.

The Office of Special Education and Early Intervention Services (OSE-EIS) monitors the provision of services in the LRE by reviewing these data annually, along with the results of local district improvement plans. Districts whose LRE percentages vary significantly from the state targets are considered for focused monitoring.

### Michigan's Commitment to Education

State Board of Education policies on Positive Behavior Support (PBS) and Universal Education create a framework for districts to understand the importance of inclusive and constructive educational environments for all students.

Data collection procedures reflect an emphasis on promoting the placement of students with disabilities in general education environments to the maximum extent appropriate.

#### Defining Educational Environments

For purposes of measuring educational environments, classes that are co-taught by a general education teacher and a special education teacher are considered to be general education classroom instruction.

## Michigan's Performance

### Measurable and Rigorous Targets

Indicator Components	FFY 2006 Result	FFY 2007* Result	FFY 2007 Target	FFY 2007 Status
A. Increase the percentage of students served inside the regular class 80% or more of the day.	50.3%	<b>53.5%</b>	57.0%	Target Not Met
Percentage of students served inside the regular class 40 to 79% of the day.	26.2%	<b>24.9%</b>	Not an APR Reporting Requirement	Not an APR Reporting Requirement
B. Decrease the percentage of students served inside the regular class less than 40% of the day.	18.5%	<b>16.8%</b>	15.4%	Target Not Met
C. Decrease the percentage of students served in separate facilities.	5.0%	<b>4.8%</b>	5.1%	Target Met

Source: Michigan Compliance Information System (MI-CIS).

\*Federal Fiscal Year (FFY) 2007=July 1, 2007 to June 30, 2008

- Changing practices are improving the percentage of students involved in general education environments.
- Improved data provide a more accurate picture.
- Economic factors such as closing school buildings have expanded general education options for students with disabilities.
- Monitoring focuses districts' attention on student needs when making decisions about where the students will receive their individualized services.
- Current improvement trends continue to be studied.

## For More Information

### Technical Assistance for Educational Environments

[www.michigan.gov/documents/mde/TA-SPP5\\_264554\\_7.pdf](http://www.michigan.gov/documents/mde/TA-SPP5_264554_7.pdf)

### Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE, OSE-EIS)

[www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis)

### Michigan Mathematics Program Improvement (MMPI) Project

[www.michiganmathematics.org](http://www.michiganmathematics.org)

### Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

[www.cenmi.org/miblsi](http://www.cenmi.org/miblsi)

### Michigan's Integrated Technology Supports (MITS)

[www.cenmi.org/mits](http://www.cenmi.org/mits)





### Statewide Autism Resources and Training (START)

[www.gvsu.edu/autismcenter](http://www.gvsu.edu/autismcenter)

### Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

[www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis)

## Michigan Can Improve

-  Implement standards-based IEP policies and procedures to increase the ties between IEP development and the general education curriculum.
-  Assist districts in reviewing their policies and procedures related to educational environments and requiring them, as needed, to develop and implement improvement plans.
-  Continue to provide technical assistance for data reporting to districts.
-  Prioritize districts with low percentages of students with disabilities in general education 80 percent or more of the time to receive technical assistance from state-wide initiatives such as Michigan's Integrated Behavior and Learning Supports Initiative (MiBLSi), Statewide Autism Resources and Training (START), Michigan's Integrated Technology Supports (MITS), and Michigan Mathematics Program Improvement (MMPI).