

## Graduation Rates

Michigan's State Performance Plan  
Indicator 1

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

### Graduation Rates Matter for Students With Disabilities

#### An Indication of Success

- ☞ High school graduation is one of the critical steps students take toward independence, meaningful work, and realizing their dreams.
- ☞ Students who earn a diploma consistently demonstrate greater earning power.
- ☞ Graduation rates help determine the degree to which educational services support student success.

### Reporting Requirement: Graduation Rates

Indicator 1 is a results measure.

- ☞ Any change made to calculation of graduation rates for Michigan high school students makes an impact on the calculation of graduation rates for students with disabilities.

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of ALL youth in the state graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

### Data Reporting Issues

Data for calculating graduation rates are submitted by local educational agencies (LEAs) to the Center for Educational Performance and Information's (CEPI) Single Record Student Database (SRSD). A critical factor in the determination of exit status for students with disabilities is the accuracy of reporting from LEAs. Technical assistance (TA) efforts are underway to improve the accuracy of graduation rate data. Therefore, the federal fiscal year (FFY) 2006\* rates may reflect a more accurate picture of graduation rates for students with disabilities in Michigan despite a decrease from FFY 2005.

\*FFY 2006=July 1, 2006 to June 30, 2007

### Michigan's Commitment to Education

#### Legislative Changes

Michigan has initiated a legislative requirement, as part of the 2007 *State School Aid Act*, which requires intermediate school districts (ISDs) to employ a person knowledgeable in reporting graduation and dropout data. The pupil-auditing manual establishes procedures for ISDs to audit the data used for computing graduation and dropout rates, especially exit codes. This is expected to significantly improve the quality of data being submitted by districts and eliminate changes made to data through the appeals process.

#### Defining Graduation Rates

#### Multiple Methods for Calculating Graduation: Understanding the Differences

In order to meet the Annual Performance Report (APR) time line requirements, Michigan uses an approved methodology from the United States Department of Education (USED) Office of Special Education Programs (OSEP) described on the following page. This methodology measures the percent of youth with disabilities graduating with a regular diploma.

The state is beginning to use a four-year adjusted cohort graduation rate calculated by tracking individual students from the time they were enrolled as first-time ninth-graders and graduated four years later with a diploma. This calculation aligns with the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact. This 2007 cohort graduation data for students with disabilities was not available in time for the required February 1, 2008 submission of the APR.

## Michigan's Performance

Michigan did not meet its FFY 2006 graduation target of 80 percent for students with disabilities.

Graduation rates among students with disabilities slipped for the first time in three years. However, the discrepancy is not a statistically significant change, essentially indicating that graduation rates for students with disabilities remained unchanged between the FFY 2005 and FFY 2006 reporting periods. As a result of numerous improvement initiatives, graduation rates will improve over the coming years.

### Measurable and Rigorous Targets

Indicator Components	FFY 2005 Data	FFY 2006 Target	FFY 2006 Data	FFY 2006 Target Status
Percent of youth with disabilities graduating with a regular diploma	70.6% n=5578	80.0%	<b>69.0%</b> n=9408	<b>Target Not Met</b>

### Setting Targets

To maintain consistency within the MDE, the current State Performance Plan (SPP) targets are set to the *Education YES!* Target.

## For More Information

### Graduation Data for Students With Disabilities

Data from the Single Record Student Database (SRSD) are available at the Michigan Compliance Information System (MI-CIS).

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

### Michigan's Graduation Requirements

Beginning with the graduating class of 2011, Michigan's graduation requirements are among the most rigorous in the nation. They were developed to ensure students have the skills and knowledge needed for the jobs of the 21st Century global economy.

[www.michigan.gov/highschool](http://www.michigan.gov/highschool)

*Education YES!* is Michigan's system of school accreditation. The system includes components for student achievement, measuring both status and change, and a measurement of indicators of school performance.

[www.michigan.gov/edyes](http://www.michigan.gov/edyes)

### Transition Resources

The Michigan Transition Outcomes Project (MI-TOP) provides resources and support for statewide transition improvement efforts.

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

## Calculating Graduation Rates

### Annual Performance Report Graduation Calculation

The formula for this methodology is the:

Number of students with IEPs who graduated with a regular high school diploma divided by (the number of students with IEPs who graduated with a regular high school diploma + the number who received a certificate of completion/GED + the number who dropped out + aged out\* + those deceased) x 100.

$$9408 \div (9408 + 237 + 3946 + 0 + 49) \times 100 = 69\%$$

\*Michigan serves students with disabilities through age 25. The USED formula requires reporting regarding students through age 21. Therefore, no Michigan students "aged out."

## Michigan Can Improve

🎓 The work of the Transition Outcomes Project and Reach and Teach for Learning Project have been integrated into a combined effort. This action links and provides a platform for aligning improvement activities that prepare students for post-school success.

🎓 Michigan continues to enhance the Reaching and Teaching for Learning design as a Model Schools initiative by adding key components of the International Center for Leadership in Education (ICLE) Model High Schools framework. This collaborative design aligns with the Michigan School Improvement Framework as part of the general/special education shared work.

Michigan's complete State Performance Plan (SPP) and Annual Performance Report (APR) can be viewed and downloaded at:

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