Office of Special Education and Early Intervention Services

How to Determine and Report
Educational Setting Data
(for students ages 6-26)

Why correct reporting of this characteristic is important:

1. The educational setting data are required by the United States Department of Education (USED) under the *Individuals with Disabilities Education Act*.
2. The educational setting data are required for EDFacts, the *Annual Performance Report* (APR) and local public reporting. Primary Educational Setting data are used by the state and federal governments to measure state and district progress on the *State Performance Plan* targets for Educational Environments (Indicator B-5).
3. The educational setting data serve as a basis for state monitoring activities.
4. Educational setting data are not related to special education membership.

Primary Educational Setting characteristic[1] of the Michigan Student Data System (MSDS)

In reporting data on the educational setting of each student with an individualized education program (IEP), please note the following:

1. The Primary Educational Setting characteristic is a measure of <u>where</u> the student receives instruction.

    a. Primary Educational Setting is reported as a percentage and indicates the percentage of time spent in the general education classroom.

    b. The percentage is calculated by dividing the number of minutes of instructional time spent in general education by the number of minutes of instructional time in a school day.

    c. The percentage is then reported in one of the following categories. One of the following percentage ranges must be reported for all students in general education schools.

---

[1] Characteristics are fields or data elements associated with a student per the MSDS Manual for 2010-2011

In general education 80% or more of the time (MSDS Code 11)
In general education from 40-79% of the time (MSDS Code 12)
In general education less than 40% of the time (MSDS code 13)

d. Time in the general education setting includes general education/special education team-teaching that occurs in a general education class.

e. Those responsible for data reporting must report the percentage of time the student is *physically* in the general education class setting. Use the time the student is physically in the general education setting on the count date or, if the time varies from day-to-day, the time the student is in general education during the count week. Do not average the time over the course of a month or a year.

2. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses, worksite-based learning, or vocational sites, should be counted as time spent in a general education class. (Source: *USED Table Instructions)*

3. Time spent outside the general education class receiving services unrelated to the student's disability (e.g., Title I, Title III) should be considered time inside the general education class. (Source: *USED Table Instructions)*

4. Primary Educational Setting data are NOT related to special education membership or the associated funding. Membership and state funding are determined using other characteristics.

5. There are no specific forms or worksheets required for reporting of educational settings.

If you have questions, please contact Darren Warner at
warnerd@michigan.gov.