



**MI Special Education
Finance Reform Blueprint**

**Launch
and
Learn**

Michigan Students with Disabilities Enrollment and Achievement Trends

(Part 1 of a 3-part series)

March 12, 2025

Quick poll question #1

Please select the option below that best represents your answer to the following question:

Based on your experience, do you believe Michigan's special education funding system provides the resources necessary to support students with disabilities?

- (1) Yes, the funding system is adequate and equitable
- (2) Somewhat, the system is adequate but there are meaningful resources inequities
- (3) No, the funding system is both inadequate and inequitable
- (4) I'm not sure

Agenda

- Background & introduce the learning series
- Michigan's students with disabilities behind the national achievement and graduation rates
- Students with disabilities comprise a larger share of public school enrollment and are disproportionately economically disadvantaged
- Students with disabilities perform far below their peers and fewer than 6 in 10 graduate on time
- Wrap-up and Q&A

Students with disabilities in Michigan are struggling.

Michigan's special education system does not provide the resources and support necessary for most students with disabilities to reach their maximum potential.

The **system's structural flaws** are evident in the state's consistently poor outcomes for students with disabilities. For **more than a decade**, students with disabilities in Michigan:

- Reach proficiency at rates below the national average and significantly behind leading states.
- Graduate on time at a rate among the lowest in the country.
- Graduate at a rate 22 points below the statewide average.
- Achieve proficiency on the M-STEP at one-third the rate of their peers.
- Rarely reach critical postsecondary readiness benchmarks on the SAT.

Michigan's special education finance system limits the ability of school districts and educators to serve students with disabilities well.

Michigan's special education system has been **underfunded for years**. As a direct result, many districts (primarily those serving lower-wealth communities) experience budget shortfalls that harm students with disabilities and general education students alike.

Michigan is **one of eight states** to fund special education through a reimbursement structure. And, depending on the year, Michigan reimburses districts **at the lowest or second lowest rate** in the country.

Michigan's approach to local special education revenue generation is also problematic, leading to significant inequities in special education funding. Thus, where a student lives directly affects the opportunities, resources, and supports he and she can access.

Money is not a panacea: school and districts leaders will still need to make effective decisions with those funds. But first they must have the necessary resource in place to provide the opportunities, resources, and supports students with disabilities need to be successful. This is particularly true in high-poverty communities.

There is momentum in Michigan and across the country for meaningful school finance reform.

There is energy in school finance reform to move to a weighted-student funding system. These models have become the most common state school finance structures. They are designed to provide greater financial support to students with greater needs based on student characteristics (e.g., poverty, disability, English learner status). Some structures also include district characteristics such as remoteness or concentration of poverty.

- The 2018 adequacy study by the School Finance Research Collaborative (SFRC) proposed a special education funding structure that assigns greater weights and therefore additional funding to students with greater needs.
- In 2023 Michigan created the Opportunity Index. This weighted funding structure provides greater resources as a district's concentration of poverty increases.
- Tennessee, Colorado, and Mississippi recently overhauled their school funding systems by shifting to weighted student funding models. These reforms included changing how they fund special education.

See Appendix A for overview of reforms in Tennessee, Colorado, and Mississippi

The goal of this learning series is to build support for meaningful special education finance reform in Michigan.

Although the status quo may work well for some of Michigan's students with disabilities, **most remain poorly served by it**. The achievement of students with disabilities in other states (indeed in most of them), makes clear that **Michigan can and must do much better** for its students. Reforming how we fund special education is a critical step in ensuring all students with disabilities can access the opportunities and resources they need.

This **session will focus on** the enrollment and academic outcomes of students with disabilities in Michigan over time. We will:

- Compare Michigan enrollment trends to national ones
- Examine achievement on the National Assessment of Education Progress (NAEP)
- Examine performance trends the M-Step and SAT
- Track and compare graduation rates

The learning series will take place over 3 sessions:

Session 1: Enrollment and achievement trends for Michigan's students with disabilities.

Session 2: The ABCs of Michigan's special education finance system.

Session 3: Alternative Funding Structures.

Agenda

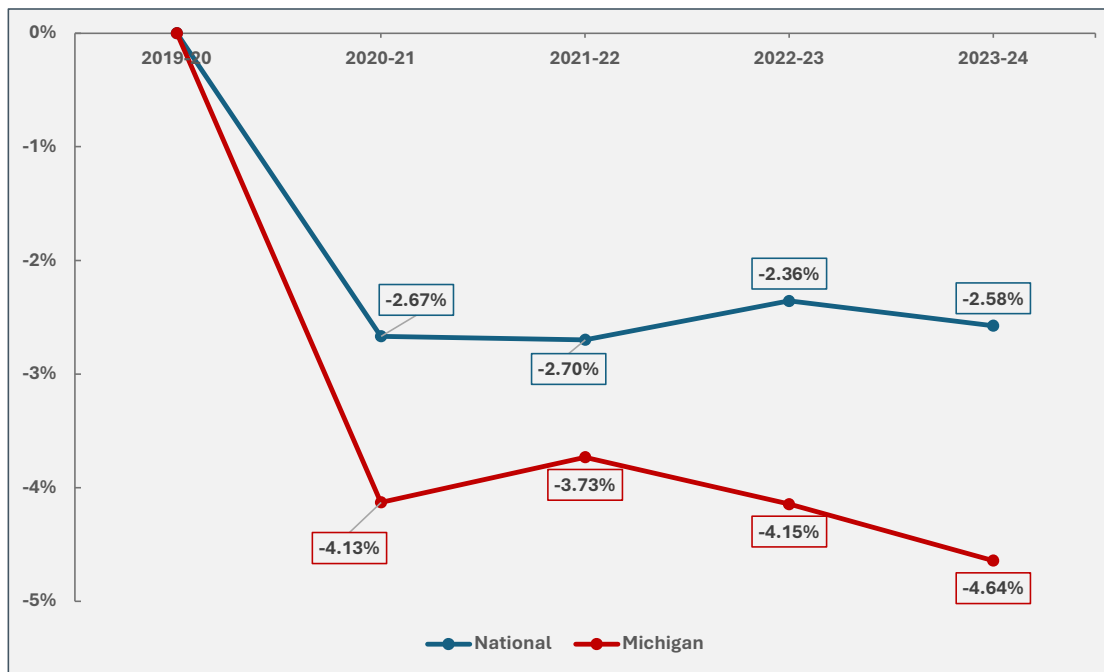
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- Wrap-up and Q&A

Key Takeaways: SWDs make-up a larger share of public school enrollment, while academic performance and graduation rates remain poor and behind most states.

- Enrollment of students with disabilities is increasing nationally.
- Despite the pandemic, the enrollment of students with disabilities in 2024 returned to 2012 levels in Michigan.
- In 2024, 14.5 percent of Michigan's public school students have a disability.
- Michigan's students with disabilities are behind the national average in 4th and 8th grade ELA and math.
- Fewer than 6 in 10 students with disabilities in Michigan graduation on time.

Public school enrollment declined by 4.6 percent in Michigan, nearly twice the national rate.

Change in Enrollment between the 2019-20 and 2023-24 School Years



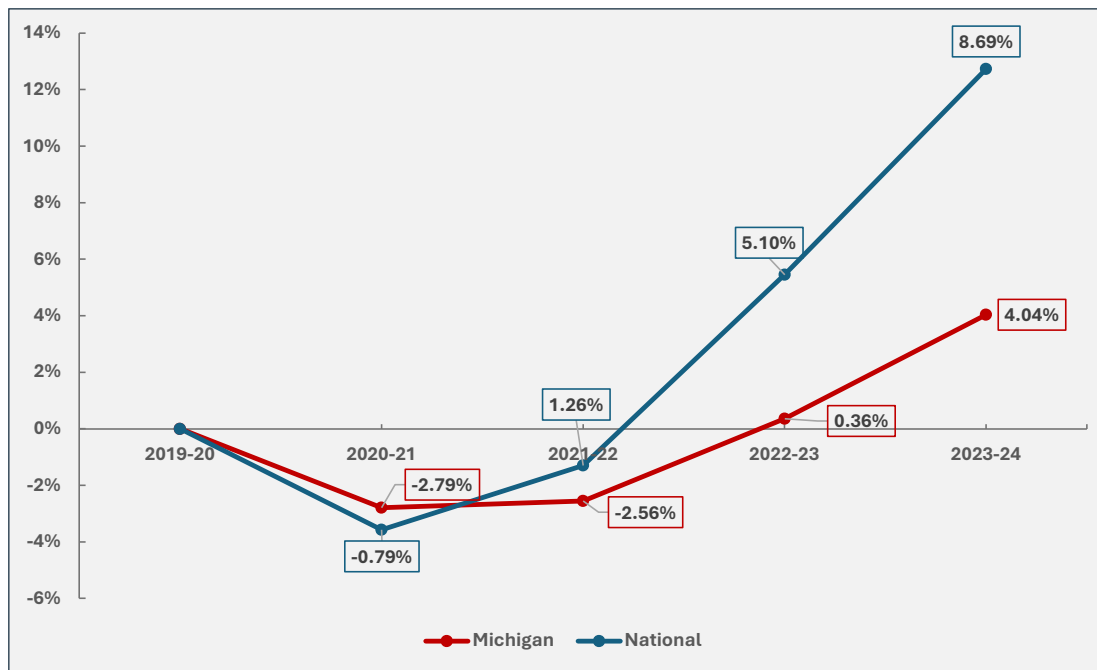
Source: Common Core of Data (CCD), National Center for Education Statistics, U.S. Department of Education, retrieved from Elsi Table Generator, accessed February 4, 2025, <https://nces.ed.gov/ccd/elsi/tablegenerator.aspx>.

Note: Data excludes adult education, and national data was calculated by aggregating SEA enrollment figures. The analysis includes the District of Columbia.

- Nationally, enrollment in the 2023-24 school year is down 2.6 percent from 2019-20 levels.
- **41 states** saw enrollment declines during that span.
- The COVID-19 pandemic significantly affected school enrollment. However, the trend continued long after schools reopened.

Michigan's enrollment of students with disabilities increased by 4 percent, or roughly half the rate at the national level.

Change in the Number of Children Served under IDEA between the 2019-20 and 2023-24 School Years



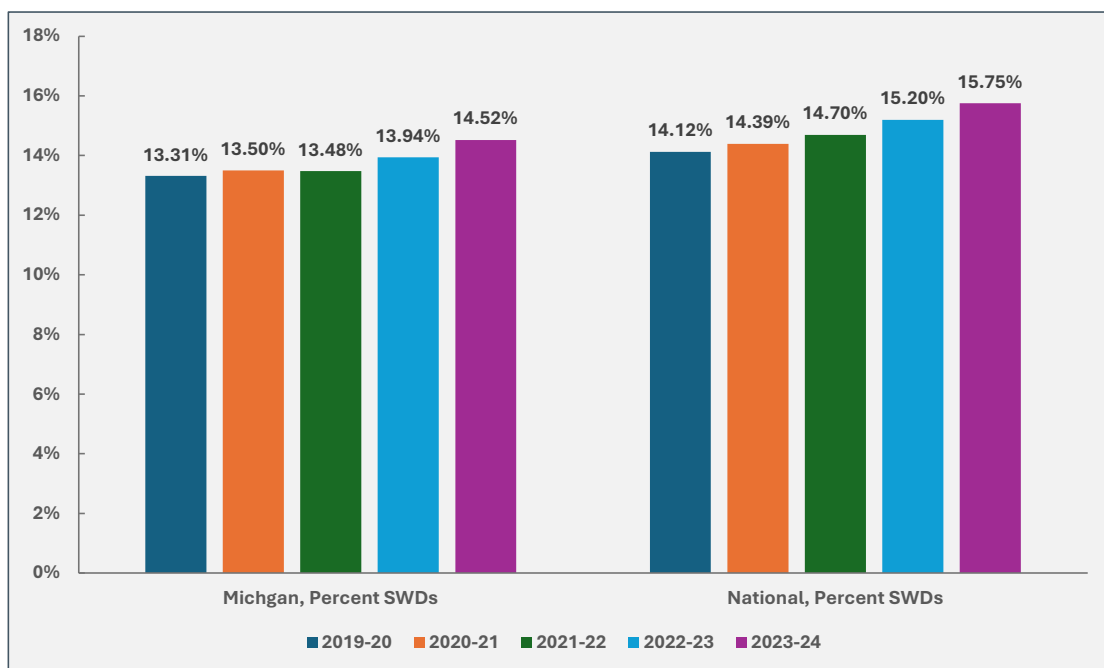
Source: IDEA Section 618 State Part B Child Count and Educational Environments, U.S. Department of Education, accessed February 5, 2025, retrieved from <https://data.ed.gov/dataset/idea-section-618-state-part-b-child-count-and-educational-environments/resources?resource=c49009eb-a269-4131-9bbe-7d8a3f67f649>.

Note: Data based on 3-to-21-year-olds receiving services under IDEA. Data was missing for New Mexico in the 2023-24 school year, and for Wisconsin in the 2019-20 school year. National data includes the 50 states and the District of Columbia.

- Nationally, the enrollment of students with disabilities grew by nearly 9 percent.
- In 46 states the enrollment of students with disabilities increased.
- In 7 states the growth rate exceeded 10 percent.

In Michigan, the share of students with disabilities has increased yearly. Last year, 14.5 percent of students were served under IDEA.

Enrollment of Students Served under IDEA as a Percentage of Public School Enrollment between the 2019-20 and 2023-24 School Years

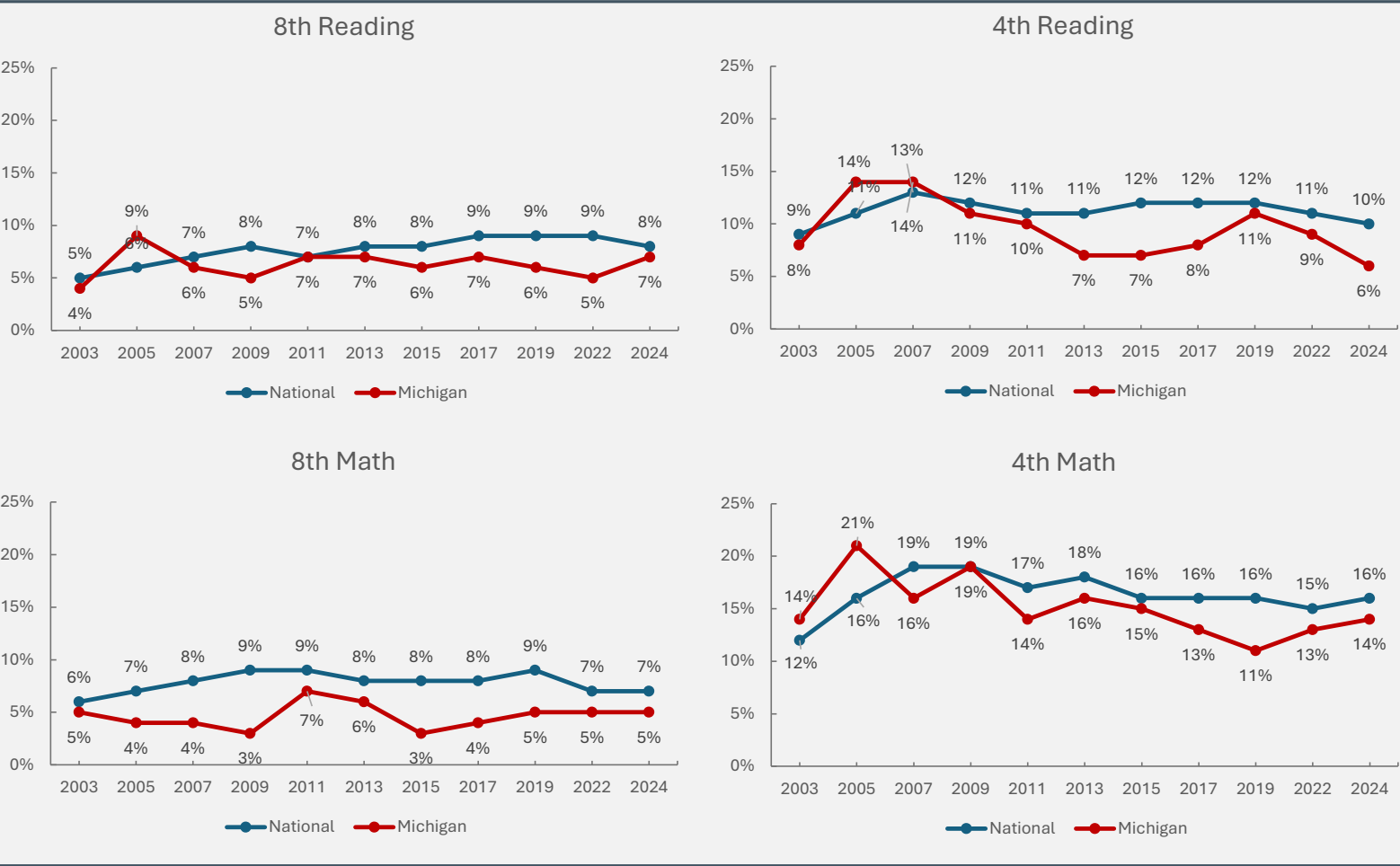


Source: IDEA Section 618 State Part B Child Count and Educational Environments, U.S. Department of Education, accessed February 5, 2025, retrieved from <https://data.ed.gov/dataset/idea-section-618-state-part-b-child-count-and-educational-environments/resources?resource=c49009eb-a269-4131-9bbe-7d8a3f67f649>. Common Core of Data (CCD), National Center for Education Statistics, U.S. Department of Education, retrieved from Elsi Table Generator, accessed February 4, 2025, <https://nces.ed.gov/ccd/elsi/tablegenerator.aspx>.

Note: Data based on 3-to-21-year-olds receiving services under IDEA. Data was missing for New Mexico in the 2023-24 school year, and for Wisconsin in the 2019-20 school year. National data includes the 50 states and the District of Columbia. Total enrollment data excludes adult education, and national data was calculated by aggregating SEA enrollment figures. The analysis includes the District of Columbia.

- The share of Michigan students who have a disability **increased by 1.2 percentage points**.
- Nationally, nearly **16 percent of students are served under IDEA**. This is an increase of 1.6 points
- In some states the rate is **20 percent or greater**.
- State-level numbers can mask significant in-state variation among districts.

Proficiency rates for students with disabilities in Michigan are alarmingly low and lag the national average.

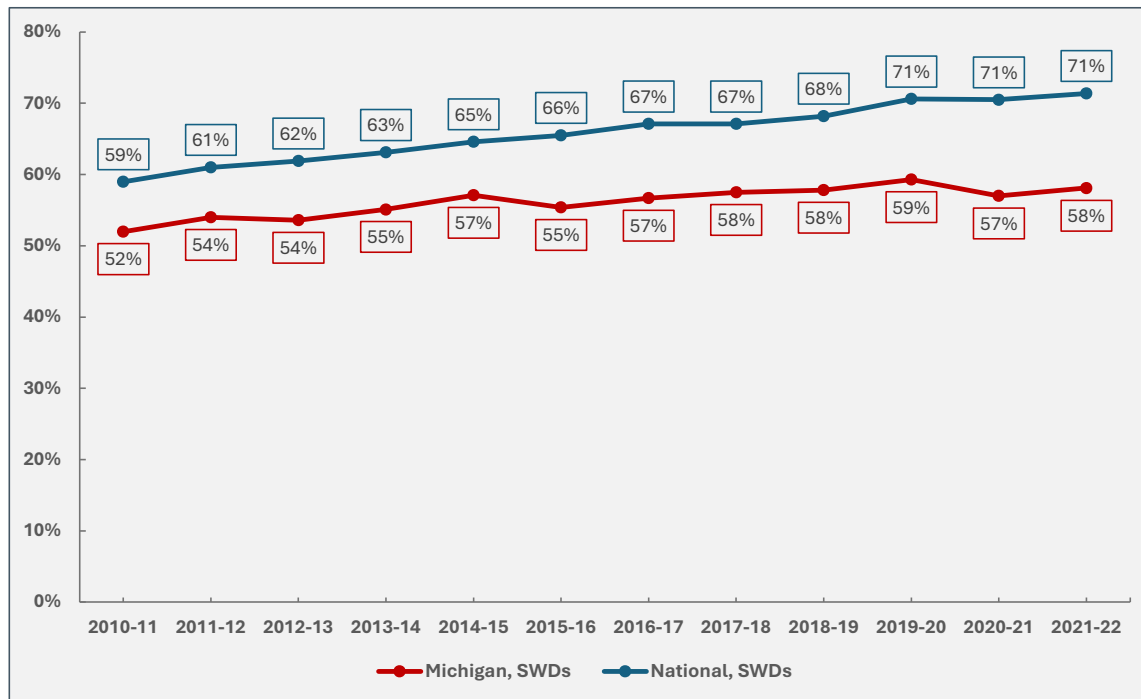


- The proficiency rates of Michigan students with disabilities are **consistently below average**.
- Fourth grade reading proficiency was **lower in 2024 than in 2003**.
- The proficiency rates for 4th and 8th grade math **are the same in 2024 as in 2003**.
- The only increase was in 8th grade reading.

Source: National Assessment of Educational Progress (NAEP), U.S. Department of Education, accessed February 4, 2025, available at: <https://www.nationsreportcard.gov/ndecore/xplore/NAEP>.
Note: Data based on the “at or above proficiency” rate for students with disabilities. Data includes students with a 504 plan.

Graduation rates have increased steadily for students with disabilities. However, Michigan's students graduate at one of the lowest rates in the country.

Growth in the Adjusted Cohort Graduation Rate for Students with Disabilities between the 2010-11 and 2021-22 School Years



Source: Four-Year Adjusted Cohort Graduation Rate, SEA level, Ed Data Express, U.S. Department of Education, accessed February 3, 2025, available at: <https://eddataexpress.ed.gov/>.

Note: National data was reported in the original data source, not calculated by the author.

- Michigan's graduation rate for students with disabilities **grew only six percentage points** from 2011 to 2022.
- The national graduation rate **grew twice as quickly**.
- The 2022 graduation rate for Michigan's students with disabilities **is lower than the national rate more than a decade earlier**.
- Across the country, 11 states have a four-year ACGR for students with disabilities **greater than 75 percent**.

Quick poll question #2

Please select the option below that best represents your answer to the following question:

The performance of students with disabilities in Michigan compared with other states tells me...

- (1) Little because every state is different.
- (2) Significantly better performance is achievable, **and slight policy changes** will lead Michigan's students to perform comparably to most states.
- (3) Significantly better performance is achievable, **but systemic change** is required to meet the needs of Michigan's students with disabilities
- (4) I'm not sure

Agenda

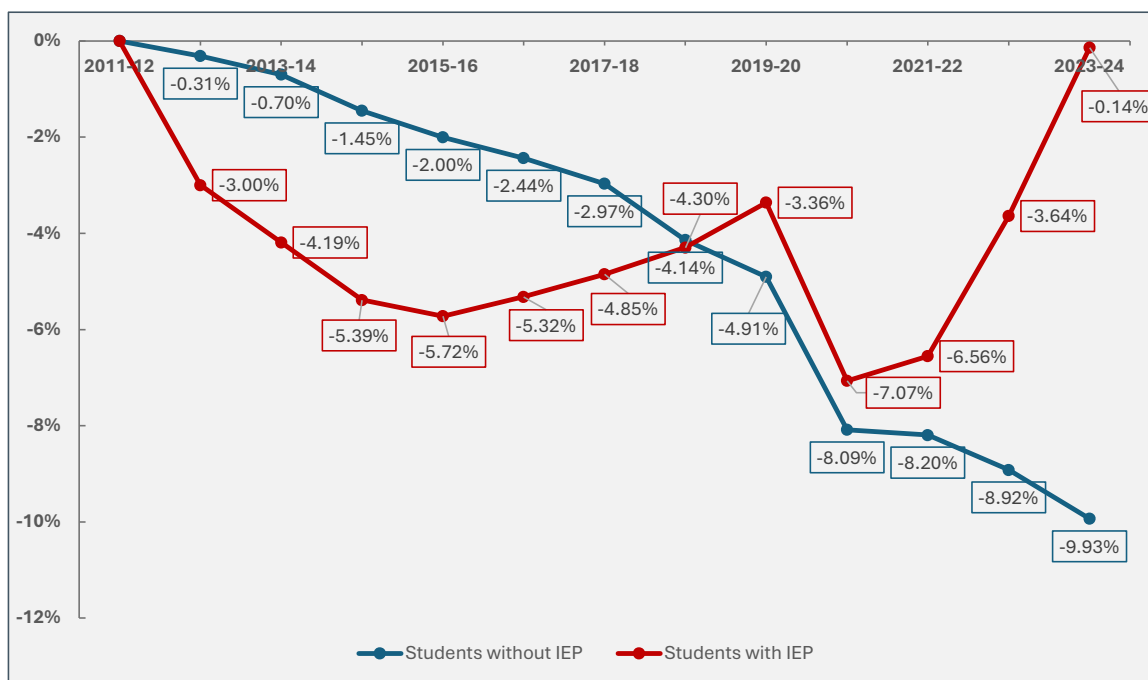
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- Wrap-up and Q&A

Key Takeaways: More of Michigan's students have disabilities, are economically disadvantaged, and are more likely to have Autism or Other Health Impairment

- In 2024 the enrollment of students with disabilities returned to 2012 levels while enrollment of students without disabilities decreased nearly 10 percent.
- As a share of public school enrollment, students with disabilities increased by roughly 10 percent from 2012 to 2024. Now nearly 15 percent of students have a disability.
- In 2024, 63 percent of students with a disability are also economically disadvantaged compared with 53 percent of their peers.
- 77 percent of students with disabilities spend at least 80 percent of their school day in a general education setting. That is up from 68 percent in 2012.
- Most students with disabilities in Michigan fall into either the Speech & Language Impairment or the Specific Learning Disability categories.
- Autism and Other Health Impairment saw the largest increases from 2012 to 2024.

The enrollment of students with disabilities is largely unchanged from 2012 while the enrollment of students without an IEP declined by 10 percent.

Change in student enrollment by IEP status, SY2011-12 through SY2023-24

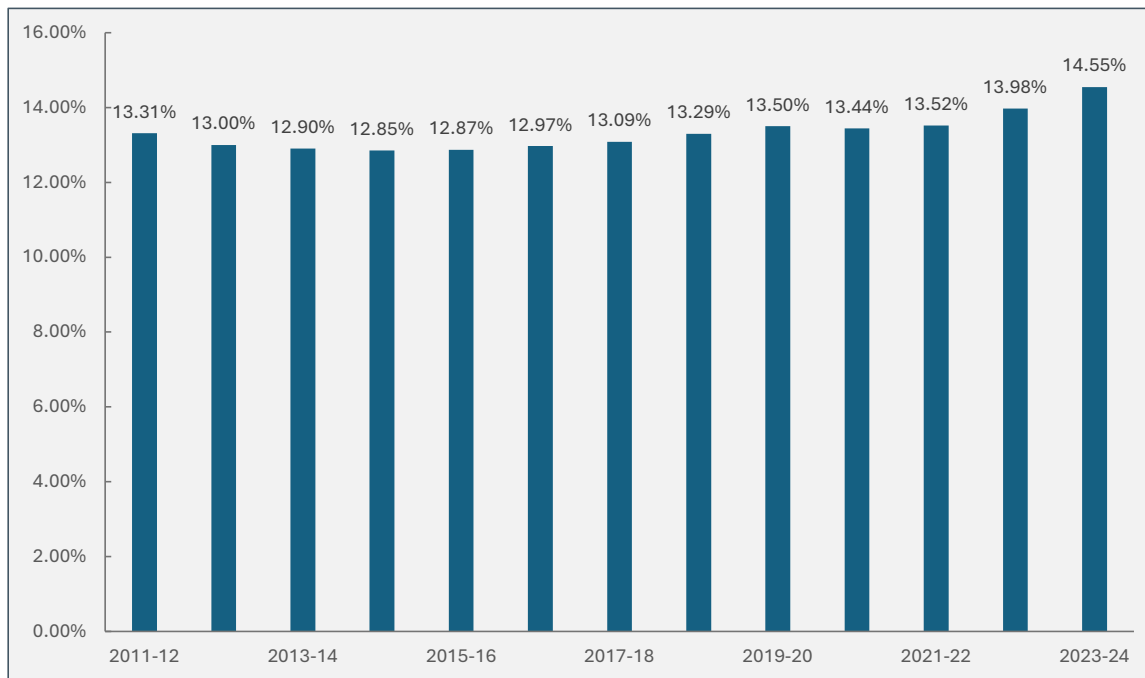


Source: Author's calculation based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>

- Despite declining from 2012 to 2016, and dropping precipitously during the COVID-19 pandemic, by 2024 the enrollment of students with disabilities is essentially the same as it was more than a decade earlier.
- Over the same period, the enrollment of students *without* an IEP declined by nearly 10 percent.
- Indeed, the enrollment of students without an IEP continued to decline after the pandemic ended.

Increasing by almost 10 from 2012 to 2024, nearly 15 percent of students in Michigan have a disability.

**Enrollment of Students with IEPs as a Share of Total Enrollment, SY
2011-12 to SY 2023-24**

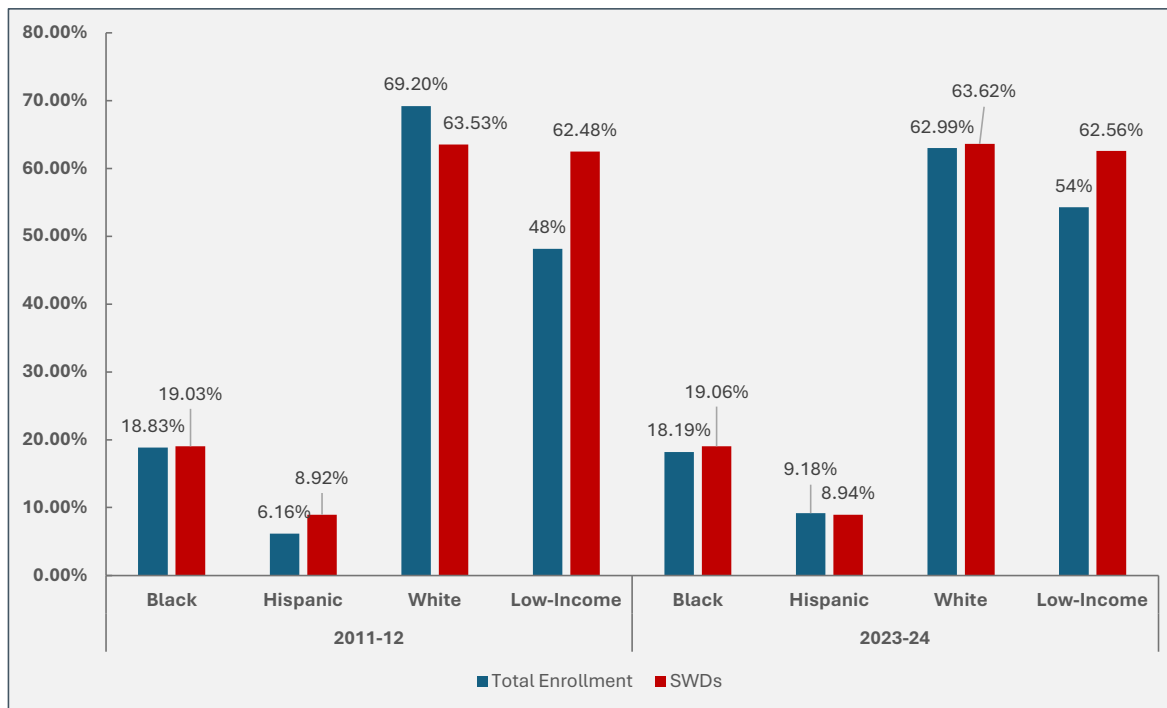


Source: Author's calculations based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>.

- This change is driven mostly by students without disabilities leaving Michigan's public system.
- In 2024, nearly 15 percent of students in Michigan have an IEP.
- This is up by about 1.2 percentage points from 2011-12.

63 percent of students with disabilities are economically disadvantaged compared with 54 percent of their peers.

Student Demographics and Disability Status, 2011-12 and 2023-24

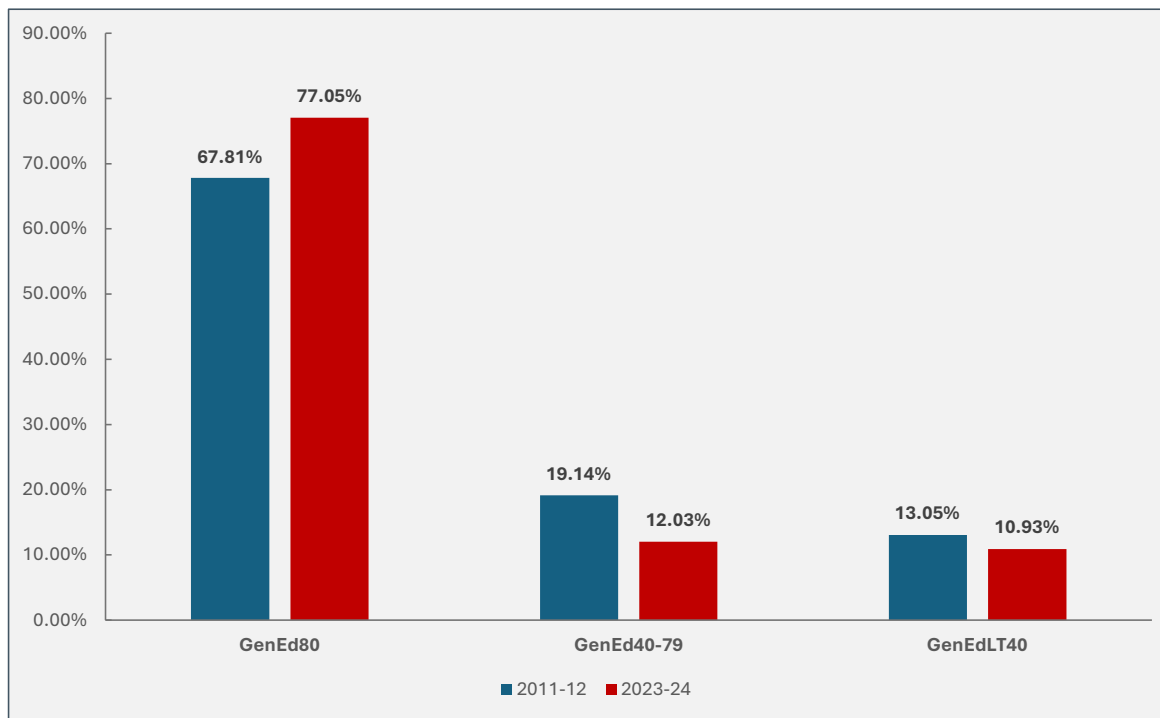


Source: Author's calculations based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>.

- Between 2012 and 2024, the racial and ethnic composition of Michigan's students with disabilities remained relatively consistent.
- In 2012, Hispanic students were 6 percent of Michigan's enrollment but accounted for nearly 9 percent of students with disabilities.
- By 2024 the share of students with disabilities who are Hispanic more closely matched their overall enrollment.
- White and Black students are slightly overrepresented among students with disabilities in 2024.
- Due to the rising student poverty rate, the overrepresentation of low-income students among students with disabilities decreased somewhat. Nevertheless, 63 percent of students with disabilities are from low-income backgrounds.

An increasing share of students with disabilities spend at least 80 percent of the school day in a general education setting.

Educational Setting for Students with Disabilities, SY2011-12 and SY2023-24



Source: Author's calculations based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>.

- Most students with disabilities spend most of the school day in a general education setting.
- In 2012, two-thirds of students with disabilities spent at least 80 percent of the school day in a general education setting.
- By 2024 that figure climbed to more than three in four students with disabilities.
- Conversely, the share of students with disabilities who spend less than 40 percent of their school day in a general education setting declined by roughly 2 percentage points.

Autism Spectrum Disorder and Other Health Impairment account for a larger share of Michigan's students with disabilities.

Eligibility Categories for Michigan's Students with Disabilities SY2011-12 and SY2023-24

| Eligibility Category | Share of SWD Enrollment in SY2011-12 | Share of SWD Enrollment in SY23-24 | Percentage Point Change |
|-------------------------------------|--------------------------------------|------------------------------------|-------------------------|
| Cognitive Impairment | 9.88% | 7.70% | -2.18 |
| Emotional Impairment | 6.07% | 4.76% | -1.30 |
| Hearing Impairment | 1.06% | 0.99% | -0.07 |
| Visual Impairment | 0.18% | 0.32% | 0.14 |
| Physical Impairment | 1.00% | 0.58% | -0.42 |
| Speech & Language Impairment | 25.53% | 27.60% | 2.07 |
| Early Childhood Developmental Delay | 3.07% | 4.20% | 1.13 |
| Specific Learning Disability | 34.33% | 25.43% | -8.90 |
| Severe Multiple Impairment | 1.79% | 1.24% | -0.56 |
| Autism Spectrum Disorder | 7.26% | 12.68% | 5.42 |
| Traumatic Brain Injury | 0.09% | 0.18% | 0.09 |
| Deaf-Blindness | 0.00% | 0.02% | 0.02 |
| Other Health Impairment | 9.74% | 14.30% | 4.56 |

Source: Author's calculations based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>.

- In 2024 more than half of all students with disabilities in Michigan fall into either the Speech & Language Impairment (28%) category, or the Specific Learning Disability (25%) category.
- Even though it is the second largest category in 2024, SLD saw the largest percentage point decrease.
- On the other hand, from 2012 to 2024, Autism Spectrum Disorder and Other Health Impairment saw the largest percentage point increase.

Agenda

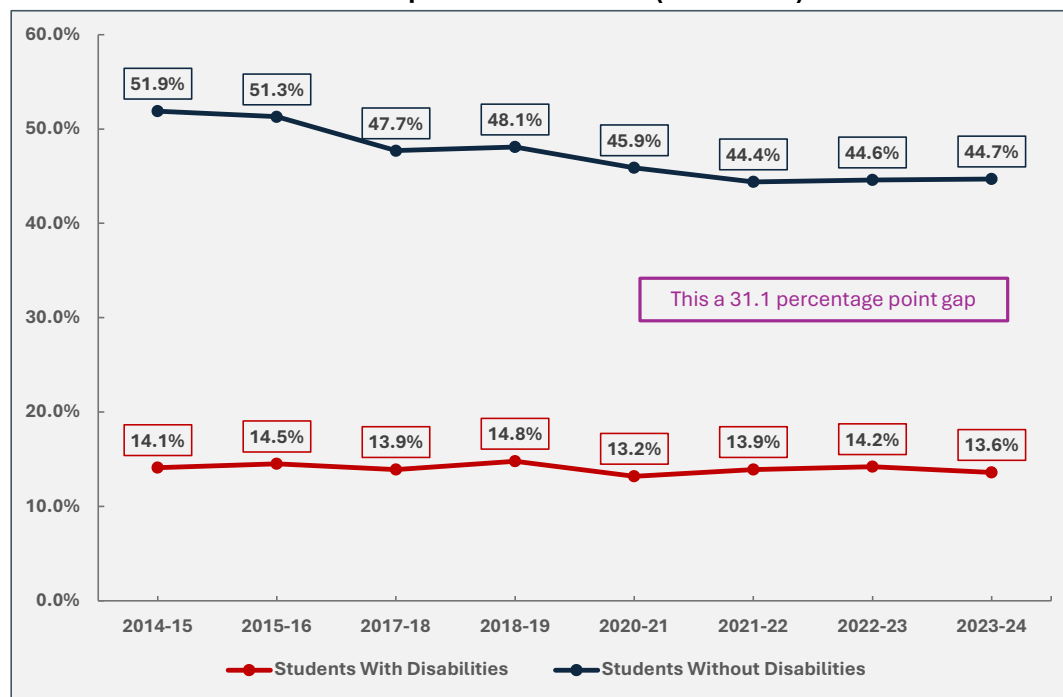
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Key Takeaways: The academic achievement of students with disabilities decreased. Graduation rates increased but are far below the statewide average

- Only 13.6 percent of students with disabilities reach state benchmarks on the ELA M-Step. There is a 31-point proficiency gap with students without disabilities.
- Only 12.8 percent of students with disabilities reach state benchmarks on the Math M-Step. There is a 26-point proficiency gap with students without disabilities.
- Only 2.8 percent of students with disabilities reach SAT benchmarks. There is a 24.7-point gap with students without disabilities
- Fewer than 6 in 10 students with disabilities graduate on time. That is 22 points behind the statewide average.
- 14 percent of students with disabilities dropout of school. Among all students, 8 percent dropout. In other words, students with disabilities drop out at a rate 75 percent greater than the state average.

Despite declining achievement among students without disabilities, a 31.1 point gap remains with on the ELA M-Step.

Percent Met M-Step ELA Benchmarks (All Grades)

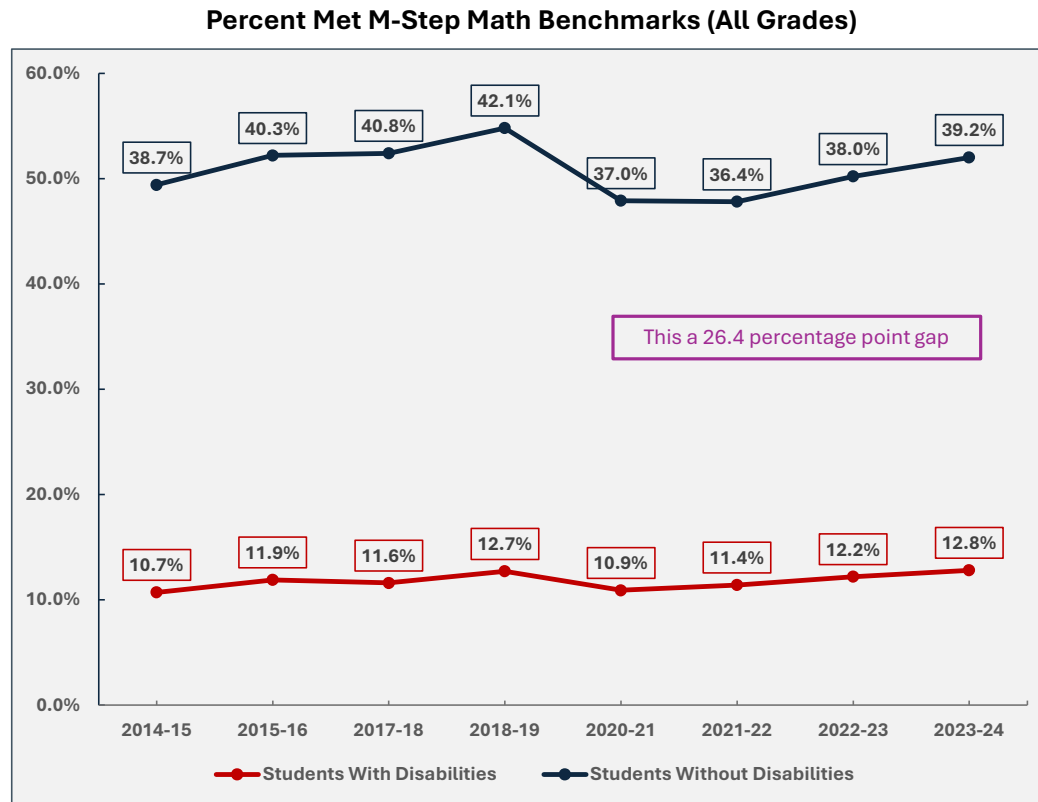


Source: Author's calculations based on Mi School Data Report Builder – K-12, MI School Data, MDE, accessed January 15, 2025, available at: <https://www.mischooldata.org/report-builder/>.

- Since 2015, the rate of students with disabilities reaching ELA M-Step benchmarks declined by 1.5 percent. This translates to a 0.5 percentage point drop.
- During the same period, the rate of students without disabilities reaching ELA M-Step benchmarks decreased 14 percent. This translates to a 7.2 percentage point drop.
- Due to the greater losses among students without disabilities, the achievement gap decreased from 38 points to 31.
- Nevertheless, students without disabilities reach state expectations at more than 3 times the rate of students with disabilities.

See Appendix B for disaggregated proficiency data

There is a 26.4 percentage point gap between students with disabilities and students without disabilities on the Math M-Step.



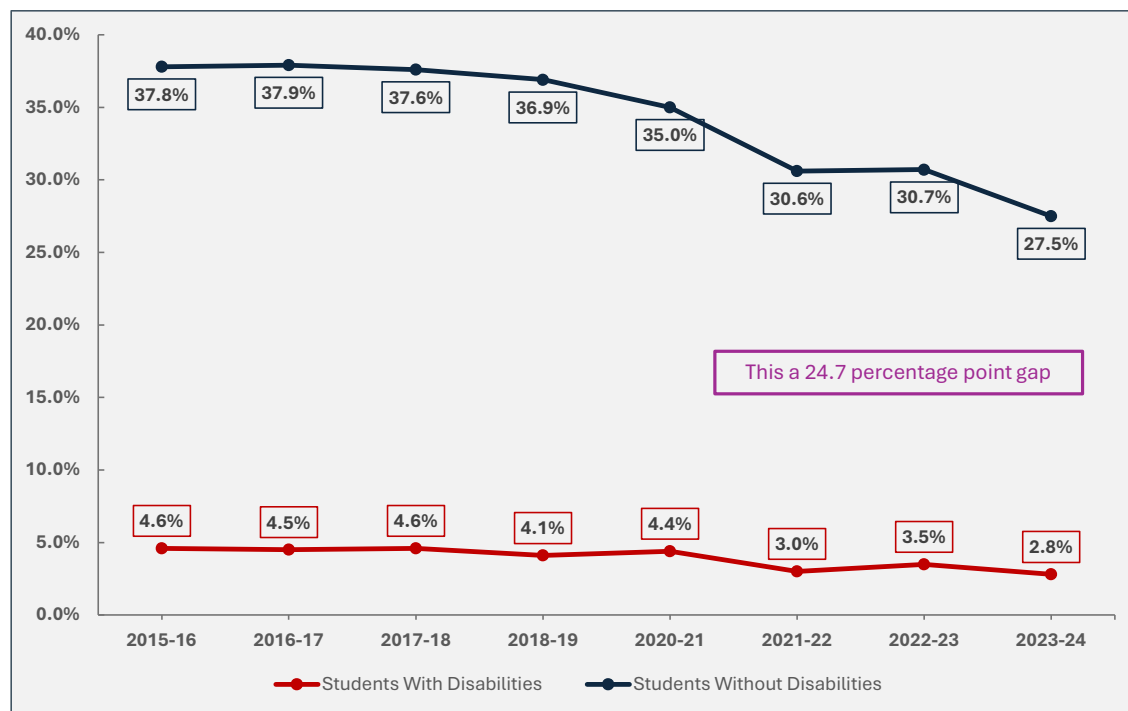
Source: Author's calculations based on Mi School Data Report Builder – K-12, MI School Data, MDE, accessed January 15, 2025, available at: <https://www.mischooldata.org/report-builder/>.

- Since 2015, the rate of students with disabilities reaching Math M-Step benchmarks grew by 20 percent. However, that translates to a mere 2.1 percentage points.
- During the same period, the rate of students without disabilities reaching Math M-Step benchmarks only grew 1.3 percent, or a mere 0.5 point.
- The achievement gap decreased from 28 points to 26.4.
- Nevertheless, students without disabilities reach state expectations at more than 3 times the rate of students with disabilities.

See Appendix B for disaggregated proficiency data

There is a 24.7 percentage point gap between students with disabilities and students without disabilities on the SAT.

Percent Met SAT Benchmark (11th Grade), by Disability Status



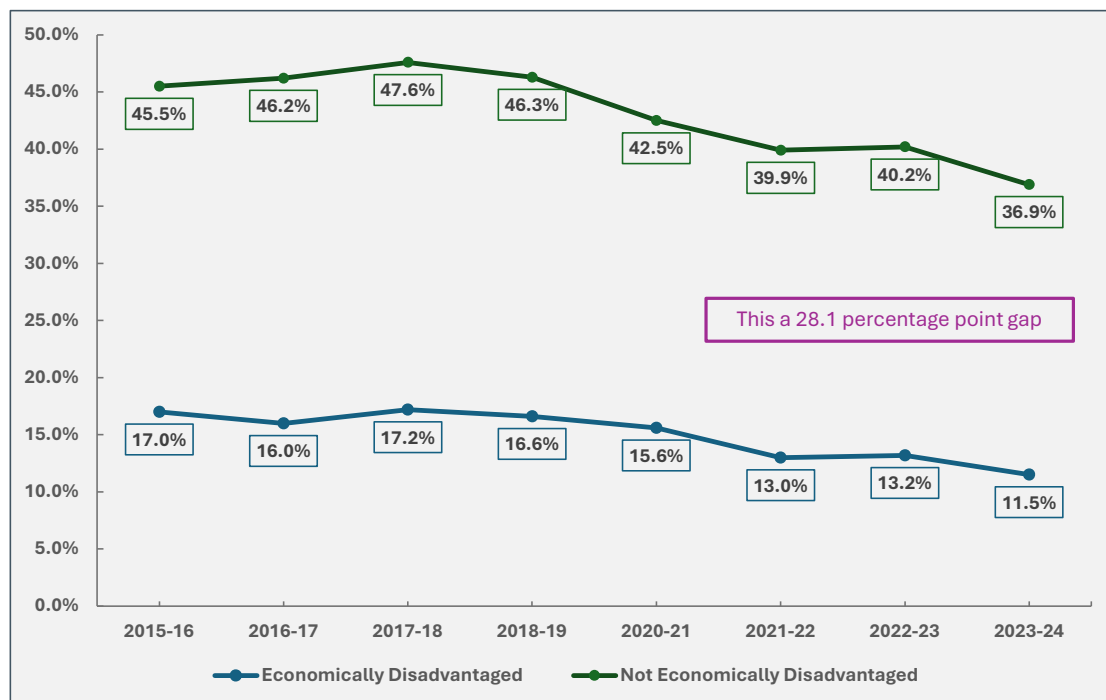
Source: Author's calculations based on Mi School Data Report Builder – K-12, MI School Data, MDE, accessed January 15, 2025, available at: <https://www.mischooldata.org/report-builder/>.

- The rate of students with disabilities reaching SAT benchmarks decreased by 39 percent from 2016 to 2024. That translates to a 1.8-point drop.
- The rate of students without disabilities reaching SAT benchmarks decreased by 27 percent from 2016 to 2024. That translates to a 10.3-point drop.
- The performance gap declined from 33.2 to 24.7 points.
- Nevertheless, students without disabilities are about 10 times more likely to reach key SAT performance benchmarks than students with disabilities.

See Appendix C for disaggregated SAT benchmark data

Students with disabilities dramatically underperform their peers on the SAT. Economically disadvantaged students also reach critical benchmarks at much lower rates.

Percent Met SAT Benchmark (11th Grade), by Poverty Status



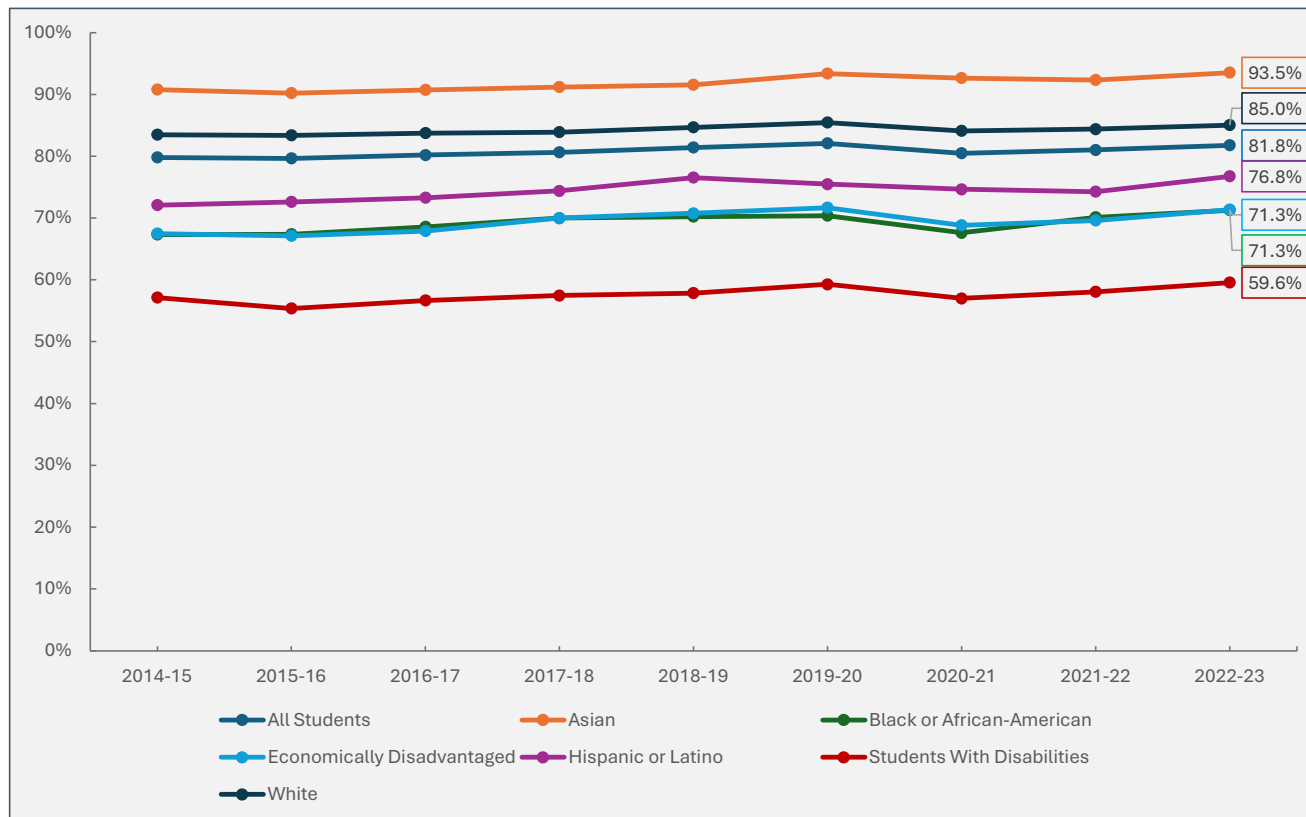
Source: Author's calculations based on Mi School Data Report Builder – K-12, MI School Data, MDE, accessed January 15, 2025, available at: <https://www.mischooldata.org/report-builder/>.

- Students with disability are disproportionately from low-income backgrounds.
- The rate of economically disadvantaged students reaching SAT benchmarks decreased by 32 percent from 2016 to 2024.
- The rate of not economically disadvantaged students reaching SAT benchmarks decreased by 19 percent from 2016 to 2024.
- The performance gap declined from 28.5 points to 28.1 points.
- Economically disadvantaged students reach SAT benchmarks at only 30 percent of the rate of students who do not come from a low-income background.

See Appendix C for disaggregated SAT benchmark data

Only 6 in 10 students with disabilities graduate on time. That is 22 points below the typical student in Michigan.

4-Year Graduation Rates by Student Demographics, 2014-15 to 2022-23

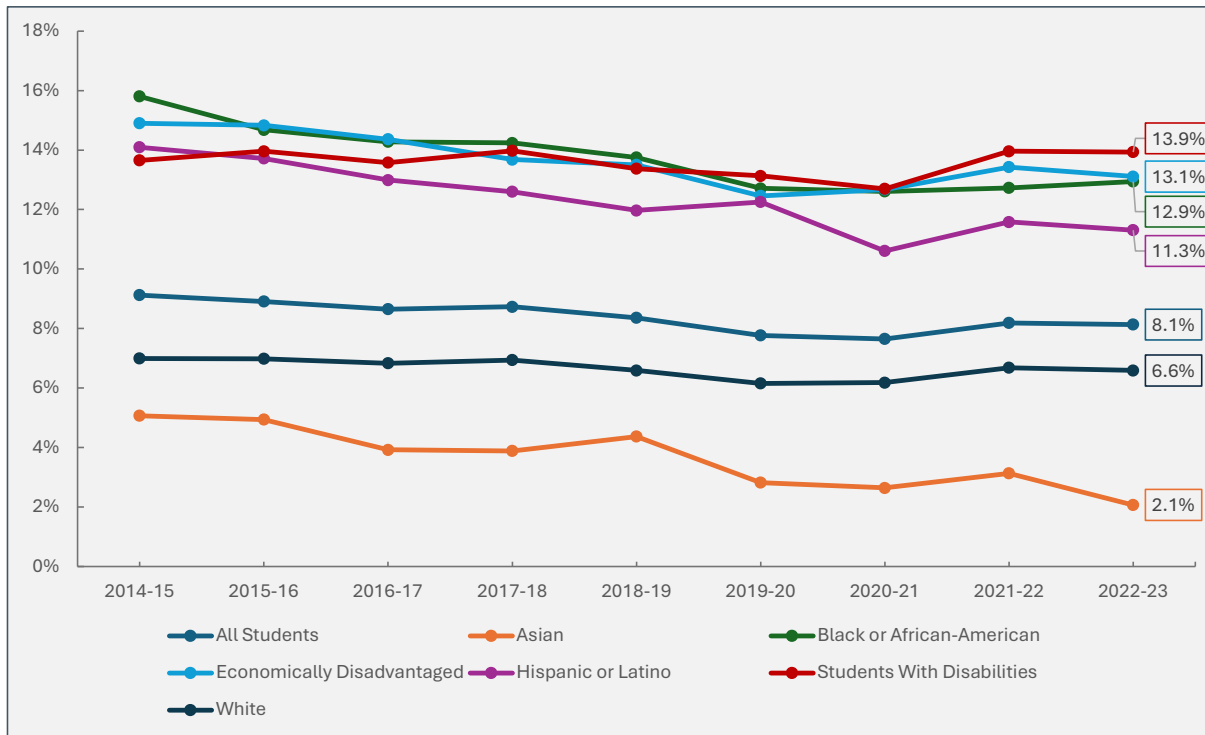


Source: Author's calculations based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>.

- Students with disabilities have the lowest graduation rate in the state. Their rate increased by 2.5 points to 59.6 percent in 2023.
- Put another way, 4 in 10 students with disabilities do not graduate on time.
- The graduation rate for students with disabilities is 22 points below the typical student in Michigan.
- The graduation rate for students with disabilities is 12 points below an economically disadvantaged student in Michigan.

14 percent of students with disabilities dropout of school in Michigan.

Drop-Out Rates by Student Demographics, 2014-15 to 2022-23



Source: Author's calculations based on Special Education Counts, MI School Data, Michigan Department of Education, accessed January 15, 2025, available at: <https://www.mischooldata.org/special-education-counts-data-files/>.

- Michigan has an overall dropout rate of 8 percent.
- Students with disabilities have the highest rate at 14 percent.
- The dropout rate for students with disabilities is 71 percent higher than that of all students, and more than 4 times that of students who are not economically disadvantaged (3.41%).
- The dropout rate for students with disabilities increased by 0.28 percentage points. The rate decreased for the other student groups.

Quick poll question #3

Please select the option below that best represents your answer to the following question:

What do you think the achievement and graduation outcomes for students with disabilities reveal about Michigan's special education system?

- (1) There are not enough financial resources to provide the interventions and supports required for students with disabilities to reach their maximum potential.
- (2) Improving general education is the best path to greater outcomes for students with disabilities.
- (3) Overall, the system works. However, there are some inequities that should be addressed.
- (4) I'm not sure

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- Wrap-up and Q&A

These performance metrics make clear that Michigan must do much better to support its students with disabilities.

For over a decade, students with disabilities in Michigan



- Are behind most states academically.
- Have graduation rates among the lowest in the nation.
- Are significantly behind their in-state peers on the M-STEP.
- Graduate at a rate 22 points below the typical student in Michigan.
- Rarely reach critical benchmarks on the SAT.

Improving how Michigan funds special education can be a critical component of improving education for children with disabilities.

The next two sessions will examine how special education finance works in Michigan and explore more effective and equitable alternatives.

Learning
Session 2

The ABCs of Michigan Special Education Finance System:

How the system works, its strengths and shortcomings.

March 19 at 12:00 – 1:30 pm

In this session we will delve into the history that led to Michigan's current special education funding system. We will explore the mechanics of the funding structure. We will look at the distribution of funds among ISDs and districts. Finally, we identify benefits of this approach while also describing how this funding system creates challenges and inequities.

Learning
Session 3

Alternative Funding Structures and Potential Impacts: Trade-offs and opportunities with a different approach to funding.

March 26 at 12:00 – 1:30 pm

There are several different ways states fund special education. In this session, we will explore the different structures and discuss their strengths and weaknesses. We also will delve into recent state school finance reforms in greater detail.

Quick poll question #4

Please select the option below that best represents your answer to the following question:

After considering this presentation, do you believe Michigan's special education funding system provides the resources necessary to support students with disabilities?

- (1) Yes, the funding system is adequate and equitable
- (2) Somewhat, the system is adequate but there are meaningful resources inequities
- (3) No, the funding system is both inadequate and inequitable
- (4) I'm not sure

Questions?

Register for additional Launch and Learn sessions

<https://pscinc.co/launch-and-learn/>

Contact:

Max Marchitello, maxmarchitello@gmail.com

Appendix

Appendix A

Tennessee, Colorado, and Mississippi recently reformed how they fund schools, moving to a weighted funding system.



In 2022 the **Tennessee** Investment in Student Achievement (TISA) Act was enacted, [overhauling](#) the state's school finance system. TISA employs a weighted student funding structure that allocated supplemental funding based on a variety of weights. The weights are additive. In addition to a 25% weight for economically disadvantaged students, TISA includes 10 weights for '[unique learning needs](#)' (ULN) with weights ranging from 15% to 150%. These ULN weights include students with disabilities and are based on service hours. For example, Option 3 provides a 40% weight for students who receive direct services between 4 and 9 hours per week.



Colorado [revised](#) its school funding formula in 2024. The law increased the weight for economically disadvantaged students to 25% or 32% based on district enrollment of at-risk students. The law also [added](#) a 25% weight for students in special education classes. A 25% weight is also provided for English learner students. The reform also included a locale factor to help support small and remote districts.

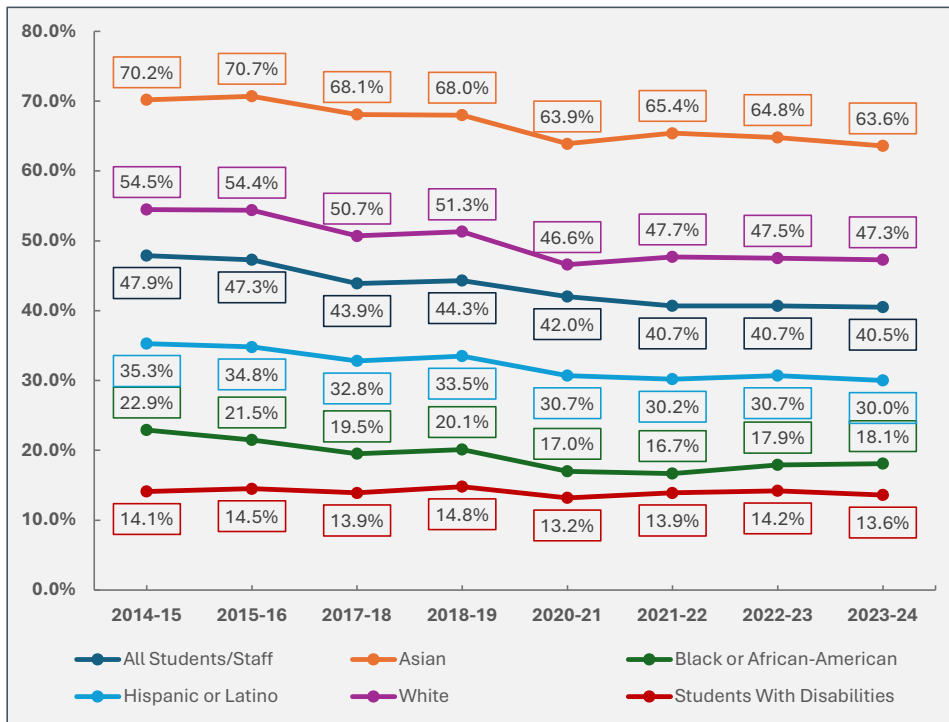


Mississippi replaced their nearly 30-decade-old funding formula in 2024 with the Mississippi Student Funding Formula (MSFF). The MSFF set a base funding amount of \$6,695 and the law includes inflation adjustments through 2028. The [new law](#) increased the weight for students from low-income background from 5% to 30%, as well as an additional 5% concentration factor. MSFF includes a sparsity weight ranging from 0% to 8%, as well as a new 15% for English learner students. Finally, MSFF includes [3 special education weights](#) (Tier I - 60%, Tier II – 110%, and Tier III – 130%), based on student eligibility categories (e.g., Tier I includes specific learning disability, speech and language impairment, and developmental delay).

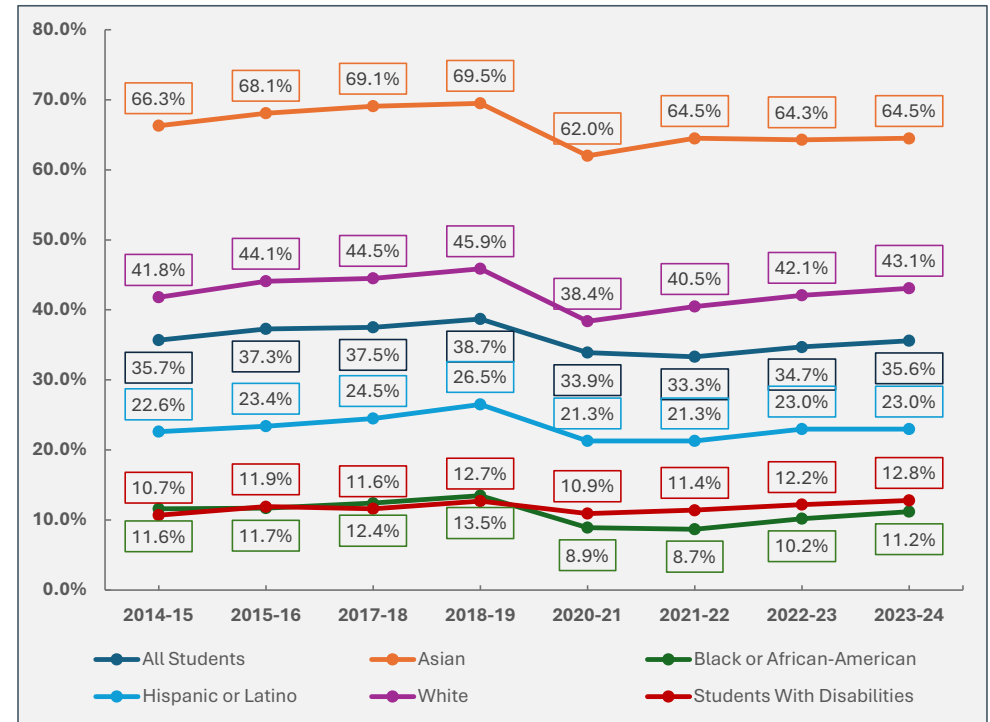
Appendix B

There are significant achievement gaps in Michigan. The performance of Black students and students with disabilities is particularly low.

Percent Met M-Step ELA Benchmarks (All Grades)



Percent Met M-Step Math Benchmarks (All Grades)

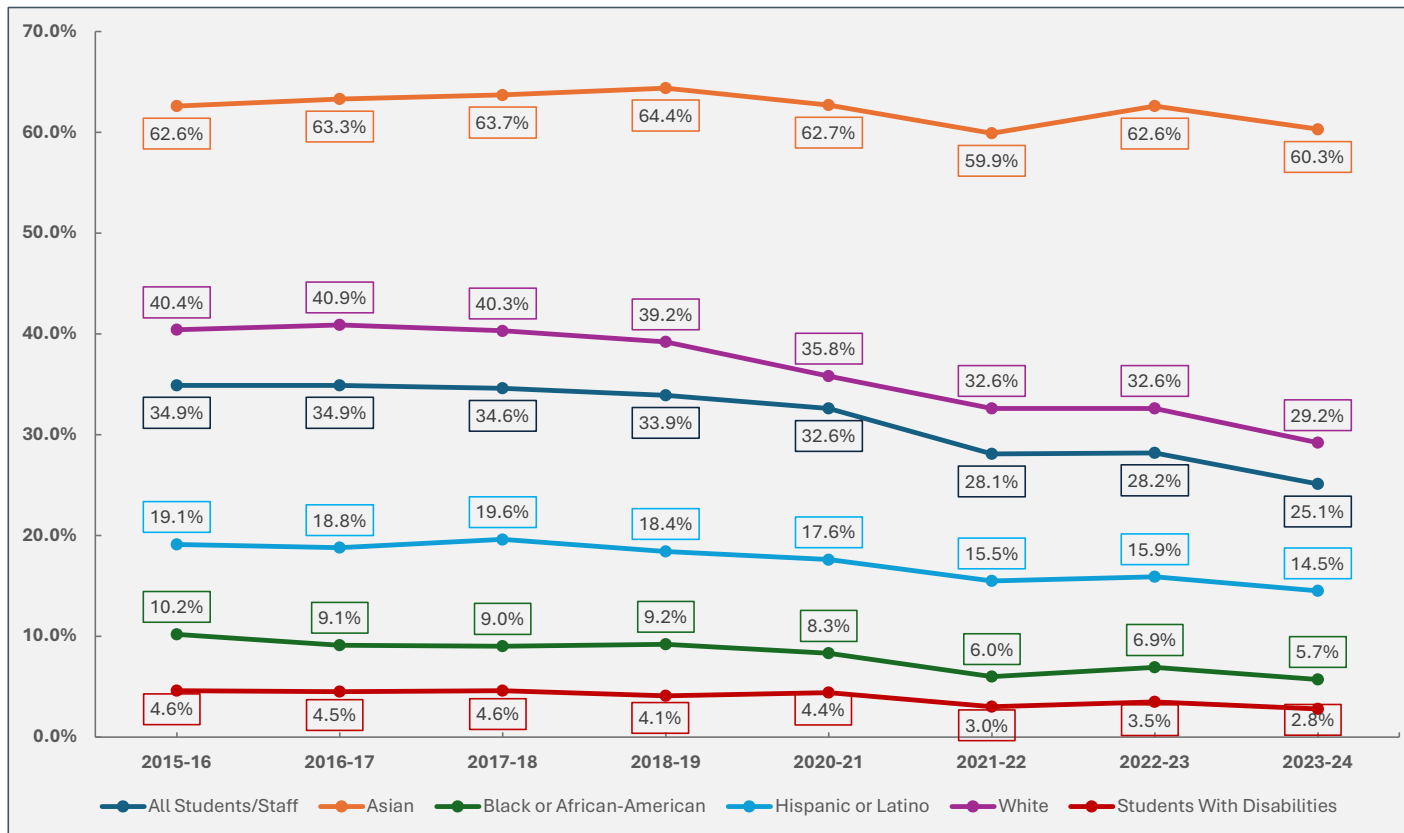


Only 41 percent of students reach state benchmarks on the ELA M-STEP, and only 36 percent do so in math. There are significant achievement gaps in both subjects. Most alarmingly, fewer than 1 in 7 Black students and students with disabilities reach the math benchmarks across all grades.

Appendix C

Only a quarter of all students reach SAT benchmarks. There are significant achievement gaps despite the overall low level of performance.

Percent of Students Reaching SAT Benchmarks (11th Grade), by Race/Ethnicity



The rate of reaching benchmark performance level on the SAT declined for every student group between 2015-16 and 2023-24. During this period, the rate for all students dropped by 28 percent. Losses among White students were a principal driver of the decline.

Less than 3 percent of students with disabilities reach the SAT benchmark. That is down 39 percent from 2015-16. Last year, a randomly selected student was 9 times more likely to reach the SAT benchmark than a student with a disability.

Source: Author's calculations based on Mi School Data Report Builder – K-12, MI School Data, MDE, accessed January 15, 2025, available at: <https://www.mischooldata.org/report-builder/>.