



MICHIGAN

OFFICE OF THE AUDITOR GENERAL

AUDIT REPORT



THOMAS H. MCTAVISH, C.P.A.
AUDITOR GENERAL

“...The auditor general shall conduct post audits of financial transactions and accounts of the state and of all branches, departments, offices, boards, commissions, agencies, authorities and institutions of the state established by this constitution or by law, and performance post audits thereof.”

– Article IV, Section 53 of the Michigan Constitution

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Michigan
Office of the Auditor General
REPORT SUMMARY

Performance Audit

Report Number:
31-260-04

Michigan School Readiness Program

Michigan Department of Education

Released:
March 2005

The Michigan Department of Education (MDE) has been given the responsibility to attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students. The Michigan School Readiness Program (MSRP) funds programs that are intended to provide a high-quality preschool program for four-year-old children who may be at risk of becoming educationally disadvantaged and who may have extraordinary need of special assistance.

Audit Objective:

To determine if the children who have participated in MSRP exhibit academic success.

Conclusion:

We determined that the children who have participated in MSRP have exhibited academic success.

Reportable Condition:

MDE had not tracked MSRP children or performed analyses of data to measure the academic success of children in MSRP since an initial study conducted for school year 1995-96 (Finding 1).

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Audit Objective:

To assess the effectiveness of MDE's monitoring of MSRP to ensure that a quality preschool is provided to eligible children.

Conclusion:

We determined that MDE was somewhat effective in monitoring MSRP to ensure that a quality preschool was provided to eligible children.

Reportable Conditions:

MDE should enhance its efforts to monitor individual MSRP grantees (Finding 2).

MDE did not complete the MSRP final application process in a timely manner (Finding 3).

MDE did not document procedures and had trained only one employee to operate the MSRP database (Finding 4).

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Agency Response:

MDE's preliminary response indicated that it agrees with all 4 recommendations.

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obtained by calling 517.334.8050
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March 23, 2005

Jeremy M. Hughes, Ph.D.
Interim Superintendent of Public Instruction
Michigan Department of Education
Hannah Building
Lansing, Michigan

Dear Dr. Hughes:

This is our report on the performance audit of the Michigan School Readiness Program, Michigan Department of Education.

This report contains our report summary; description of program; audit objectives, scope, and methodology and agency responses and prior audit follow-up; comments, findings, recommendations, and agency preliminary responses; four tables, presented as supplemental information; and a glossary of acronyms and terms.

Our comments, findings, and recommendations are organized by audit objective. The agency preliminary responses were taken from the agency's responses subsequent to our audit fieldwork. The *Michigan Compiled Laws* and administrative procedures require that the audited agency develop a formal response within 60 days after release of the audit report.

We appreciate the courtesy and cooperation extended to us during this audit.

AUDITOR GENERAL

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GLOSSARY

Glossary of Acronyms and Terms

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Description of Program

The Michigan Department of Education (MDE) was established by the Executive Organization Act of 1965 (Act 380, P.A. 1965). MDE is headed by the elected eight-member State Board of Education established by the State Constitution. The principal executive officer is the Superintendent of Public Instruction, who is appointed by the Board. Article VIII, Section 3 of the State Constitution vests in the State Board of Education the leadership and general supervision over all public education.

MDE has been given the responsibility to attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students. Governor Granholm has declared that education in our State will begin at birth, not when a child enters kindergarten. As a result, MDE funds several preschool programs to promote at-risk children's* readiness for school and life success. These programs are intended to provide high-quality learning environments and encourage parent involvement. Research indicates that children who are provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a preschool program.

The Michigan School Readiness Program (MSRP) funds programs that are intended to provide a high-quality preschool program for four-year-old children who may be at risk of becoming educationally disadvantaged and who may have an extraordinary need of special assistance. Each year approximately 25,000 children are served through MSRP.

The Office of Early Childhood Education and Family Services (Office) within MDE is responsible for administering MSRP. Major responsibilities include:

- Distributing funds to programs based on area need and the number of eligible children enrolled in the programs.
- Providing grantees with technical assistance for administering a high-quality program.

* See glossary at end of report for definition.

- Reviewing grantees' applications and final narrative reports to ensure that eligibility requirements and program goals* and objectives* are met.

MSRP distributed \$72.6, \$69.8, and \$72.6 million of School Aid Fund money to approximately 455 local school districts and public school academies and \$12.2, \$12.1, and \$11.9 million of State General Fund money to approximately 62 public or private nonprofit legal entities in fiscal years 2001-02, 2002-03, and 2003-04, respectively.

The Office had approximately 3.6 full-time equated positions as of September 30, 2004 and expended approximately \$300,000 from MDE's General Fund appropriation to administer the \$84.9 million MSRP appropriation in fiscal year 2003-04.

* See glossary at end of report for definition.

Audit Objectives, Scope, and Methodology and Agency Responses and Prior Audit Follow-Up

Audit Objectives

Our performance audit* of the Michigan School Readiness Program (MSRP), Michigan Department of Education (MDE), had the following objectives:

1. To determine if the children who have participated in MSRP exhibit academic success*.
2. To assess the effectiveness* of MDE's monitoring of MSRP to ensure that a quality preschool is provided to eligible children.

Audit Scope

Our audit scope was to examine the program and other records of the Michigan School Readiness Program. Our audit was conducted in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States and, accordingly, included such tests of the records and such other auditing procedures as we considered necessary in the circumstances.

Audit Methodology

Our audit procedures were performed primarily from April through August 2004 and included examination of MSRP's operations and records primarily for the period October 1, 2001 through July 31, 2004. In addition, we obtained records from MSRP grantees for the period July 1, 1995 through June 30, 1999 and analyzed their current academic performance measures.

We identified Michigan Educational Assessment Program (MEAP) scores, attendance, and retention* as performance indicators* to evaluate the academic success of the MSRP children. MDE and its independent consultant used these and other indicators to evaluate success. We compared these performance indicators for MSRP children to other at-risk children.

To assess the effectiveness of MDE's monitoring of MSRP, we performed on-site visits of 9 school districts and 1 private nonprofit agency. For these 10 grantees, we

* See glossary at end of report for definition.

assessed their classrooms, their self-assessments, their follow-up through first grade, and their advisory committee. We reviewed the files of their children enrolled in MSRP in fiscal year 2003-04 to determine that they were eligible to participate in MSRP.

Agency Responses and Prior Audit Follow-Up

Our report contains 4 findings and 4 corresponding recommendations. MDE's preliminary response indicated that it agrees with all 4 recommendations.

The agency preliminary response that follows each recommendation in our report was taken from the agency's written comments and oral discussion subsequent to our audit fieldwork. Section 18.1462 of the *Michigan Compiled Laws* and Department of Management and Budget Administrative Guide procedure 1280.02 require MDE to develop a formal response to our audit findings and recommendations within 60 days after release of the audit report.

Within the scope of this audit, we followed up 1 of the 7 audit recommendations reported in our April 1998 performance audit of At Risk Programs, Department of Education (#3116096). MDE complied with this prior audit recommendation.

COMMENTS, FINDINGS, RECOMMENDATIONS,
AND AGENCY PRELIMINARY RESPONSES

CHILDREN'S ACADEMIC SUCCESS

COMMENT

Audit Objective: To determine if the children who have participated in the Michigan School Readiness Program (MSRP) exhibit academic success.

Conclusion: We determined that the children who have participated in MSRP have exhibited academic success. Our evaluation disclosed that MSRP children had higher fourth grade mathematics and reading Michigan Educational Assessment Program (MEAP) scores, higher attendance rates, and lower retention rates than other at-risk children in Michigan. In addition, MSRP children had only slightly lower fourth grade mathematics and reading MEAP scores, slightly lower attendance rates, and slightly higher retention rates than non-risk children in Michigan. (See supplemental information for our evaluation methodology and results, including Tables 1, 2, 3, and 4.)

Our evaluation also disclosed a reportable condition* related to program success (Finding 1).

FINDING

1. Program Success

The Michigan Department of Education (MDE) had not tracked MSRP children or performed analyses of data to measure the academic success of children in MSRP since an initial study conducted for school year 1995-96. As a result, MDE did not know whether MSRP continued to be successful. In addition, MDE had only limited procedures to identify and assist individual grantees that were in need of program improvement (see Finding 2).

MDE's mission* for MSRP is to promote preschool children's readiness for school and life success. Tracking children and performing various analyses of performance data would provide MDE with information regarding the overall success of MSRP as well as the success of individual grantees.

Although MDE did not track individual children's progress, it did contract for a study, beginning in 1996, that selected two groups of children from six sites across Michigan and evaluated them from kindergarten through the fourth grade. One of

* See glossary at end of report for definition.

the two groups of children participated in MSRP in fiscal year 1995-96. The comparison group included children who were similar to the MSRP children in age and socioeconomic background but had not attended MSRP or any other preschool program. The study, dated January 23, 2002, collected data to measure academic success and concluded that children who participated in MSRP were better prepared when they entered school and continued to do better academically five years later. The study showed that more children who participated in MSRP passed the MEAP mathematics and reading tests for fourth grade and fewer children needed to repeat a grade.

MDE indicated that because of difficulties in finding additional control groups of children in subsequent years, no further studies or data analyses have been performed to evaluate the success of any children participating in MSRP. However, MDE does have additional resources, such as the Center for Educational Performance and Information's (CEPI's) Single Record Student Database (SRSD) and MEAP data, that could be used to evaluate the academic success of children participating in individual grantee programs. For our evaluation of children's academic success, we defined "academic success" as having higher or at least comparable MEAP scores than the State average for other at-risk children; higher or at least comparable attendance rates than the State average for other at-risk children; or lower or at least comparable retention rates than the State average for other at-risk children.

We performed an evaluation of children's MEAP scores, attendance, and retention for 25 grantee programs. Our evaluation indicated:

- a. Overall, the percentage of MSRP children who met the MEAP standard was at least 10 percentage points higher than the percentage of other at-risk children who met the MEAP standard in school year 2003-04 (Tables 1 and 2). Similar results were noted in school years 2000-01 through 2002-03. However, further analysis disclosed:
 - (1) Eight (32%) of the 25 individual grantee programs had at least one year in the four-year period when their percentage of children who met the MEAP standard was lower than the percentage of other at-risk children who met the MEAP standard.

- (2) For 3 (12%) of the 25 individual grantee programs, the percentage of children who met the MEAP standard was lower than the percentage of other at-risk children within the same school district who met the 2004 MEAP standard.
- b. Overall, the attendance percentage for MSRP children was .51 percentage points higher than the attendance percentage for other at-risk children and only .17 percentage points lower than that of non-risk children in school year 2002-03 (Table 3). However, more detailed analysis disclosed that, for 3 (12%) of the 25 individual grantee programs, the attendance percentages were slightly lower than the attendance percentages for other at-risk children.
- c. Overall, the retention percentage for MSRP children was at least 7.9 percentage points lower than the retention percentage for other at-risk children and at most only 5.9 percentage points higher than that of non-risk children as of the end of school year 2002-03 (Table 4). However, more detailed analysis disclosed that 7 (28%) of the 25 individual grantee programs had retention percentages for MSRP children that were slightly higher than the retention percentages for other at-risk children in at least one year in the four-year period. However, we did note that retention policies by school districts vary and could have an impact on this indicator.

These analytical results indicate that, although MSRP as a whole appeared to be successful, there were some individual grantees that were not attaining the same results. Obtaining children's information and tracking it through the data sources that the State has available would not only provide MDE with information related to the success of MSRP but would also help MDE identify individual grantees that are in need of program improvement assistance. MDE should consider directing its monitoring efforts (Finding 2) at these grantees to ensure that the grantees are providing a high-quality preschool program.

RECOMMENDATION

We recommend that MDE track MSRP children and perform analyses of data to measure the academic success of children in MSRP and to identify and assist individual grantees that are in need of program improvement.

AGENCY PRELIMINARY RESPONSE

MDE agrees with the recommendation. MDE informed us that in addition to the longitudinal study, MDE is participating in a multi-state evaluation of MSRP and MDE has worked with CEPI to enhance technology and allow for additional MSRP participants' data to be collected in SRSD. School district grantees may voluntarily begin to enter this data for school year 2003-04. MDE will require that all school district grantees enter the data for school year 2004-05.

SRSD is available to only school districts' grantees and not private grantees participating in the competitive portion of MSRP. Therefore, MDE is working with the Children's Action Network and the Early Childhood Comprehensive Systems to collect better information on the effects of a variety of early childhood programs. MDE believes this data will help it to monitor students in the competitive portion of MSRP.

MONITORING OF MSRP

COMMENT

Audit Objective: To assess the effectiveness of MDE's monitoring of MSRP to ensure that a quality preschool is provided to eligible children.

Conclusion: **We determined that MDE was somewhat effective in monitoring MSRP to ensure that a quality preschool was provided to eligible children.** Our assessment disclosed reportable conditions related to program monitoring procedures, application submission, and database controls (Findings 2 through 4).

FINDING

2. Program Monitoring Procedures

MDE should enhance its efforts to monitor individual MSRP grantees. To monitor MSRP grantees, MDE primarily relied on grantee self-assessments, limited on-site reviews*, and grantee program reporting. Because MDE's monitoring efforts were limited, MDE was not always able to identify areas in which program improvements

* See glossary at end of report for definition.

were needed to provide a quality preschool program to eligible children. MDE has indicated that a high-quality learning environment is an important element in supporting the academic success of at-risk children.

Grantee self-assessed program quality, without independent oversight, is not the best indicator of actual program quality. We reviewed 38 individual grantees' self-assessed scores and compared them to assessments performed by an independent assessment company. We noted that the self-assessed scores were inflated by approximately 1 point (20%), on a 5-point scale. Also, during our on-site visits, we noted that 3 of the 10 grantees did not make use of the self-assessment process as a tool to improve the quality of the preschool program.

In addition, MDE performed on-site reviews of 25 (5%) of the 517 grantee preschool programs during the three-year period ended September 30, 2004. We reviewed 246 children's files during our on-site visits of 10 MSRP grantees throughout the State. We performed similar review procedures as MDE staff to evaluate compliance with grant requirements. Based on our reviews, we believe that the MSRP grantees could benefit from increased on-site monitoring. Our review disclosed:

- a. Nine of the 10 grantees either were not performing required follow-up reviews through first grade or were not using the information obtained from the follow-up reviews to effectively evaluate the progress of children previously in MSRP. Evaluating the progress of children previously in MSRP is essential in ensuring that a quality preschool program has been developed by the grantee and that the program is meeting the goal of positively impacting at-risk children's academic success.
- b. At 8 of the 10 grantees, 44 (18%) of the 246 files did not contain sufficient documentation of the risk factors used to document eligibility. In addition, at 6 of the grantees, 13 (5%) of the 246 files did not contain legal documentation of the child's age to verify eligibility. Further, at 3 grantees, 8 (19%) of the 42 files that contained evidence of Head Start* eligibility did not contain required Head Start waivers. Proper documentation of children's eligibility ensures that at-risk children are benefiting from the MSRP grants and that grantees are also maximizing the use of federal grant funding from Head Start.

* See glossary at end of report for definition.

- c. One of the 10 grantees had a grantee advisory committee that did not include required community agency participants and 2 of the 10 grantees had grantee advisory committees that were not effectively reviewing, evaluating, and recommending changes for improving the programs. Effective grantee advisory committees provide the oversight and program evaluation necessary for program improvement.

MDE informed us that a lack of resources hindered its on-site monitoring efforts. We noted that MSRP grantees are allowed to utilize up to 10% of their grant for administrative purposes; however, there is no legislative provision to allow MDE to charge administrative costs against the \$84.9 million MSRP appropriation. MDE annually expended approximately \$300,000 of its General Fund budget for the administration of MSRP. This was approximately .35% of the \$84.9 million appropriated for grantees. MDE could consider allocating or seeking additional resources to perform more monitoring or utilizing alternative monitoring methods, such as data analysis and revised reporting requirements, to ensure that MSRP is successful and that funding is properly used.

Enhanced monitoring efforts would help MDE identify necessary program improvements Statewide and at an individual grantee level. This would enable MDE to provide technical assistance to grantees who would most benefit from the oversight. Increased quality of individual preschool programs would, in turn, promote the academic success of MSRP children.

RECOMMENDATION

We recommend that MDE enhance its efforts to monitor individual MSRP grantees.

AGENCY PRELIMINARY RESPONSE

MDE agrees with the recommendation. MDE informed us that it does perform a limited number of on-site visits, requires reporting of certain information, provides technical assistance via e-mail, and is planning a series of training workshops and videoconferences to assist grantees and to help ensure that eligibility requirements and file management concerns are addressed. Also, MDE plans to update the on-line MSRP implementation manual in the future and is working with CEPI to facilitate the capture of data related to MSRP participants (see Finding 1). However, MDE indicated that it currently does not have additional State resources to allocate to this program and, therefore, cannot increase its number of on-site

visits, increase its data analysis, or revise its reporting requirements at this time. In addition, MDE believes that, if it seeks additional resources, it could result in a decrease in the MSRP competitive funds and, thus, fewer grants to private providers serving MSRP participants.

FINDING

3. Application Submission

MDE did not complete the MSRP final application process in a timely manner. As a result, grantees receiving MSRP grants may have budgeted funds for ineligible costs; may not have had a plan in place to measure the quality of their programs; or may not have met other legislative requirements, such as properly maintaining children's records, serving only age eligible children, and maintaining proper staff qualifications.

Section 37(3) of the State School Aid Act of 1979 requires MSRP grantees to submit a final application for approval in a manner and on forms prescribed by MDE and by a date specified by MDE. Final applications are required to be certified by the grantee and include a budget detailing the appropriate costs; an indication that all legislative requirements have been met; and a plan including the goals, objectives, activities, time lines, anticipated outcomes*, and measurement strategies for the program. MDE reviews applications and requires amendments, when necessary, before final approval.

MDE provided the fiscal year 2003-04 final application form to MSRP State aid grantees in May 2004 and required grantees to submit their applications by June 16, 2004. Grantees normally receive their MSRP grants in 11 monthly payments beginning in October. Therefore, by the time the fiscal year 2003-04 applications were submitted to MDE in June 2004, 9 (82%) of the 11 payments, or approximately \$59.4 million, had already been paid to the grantees.

RECOMMENDATION

We recommend that MDE complete the MSRP final application process in a timely manner.

* See glossary at end of report for definition.

AGENCY PRELIMINARY RESPONSE

MDE agrees with the recommendation and indicated that the delays in processing the application resulted because of last minute legislative changes that required programming changes to the application. Programming changes can take anywhere from 6 to 12 weeks to put in place; therefore, legislative and other program changes must be in place in the spring or early summer prior to the affected school year to ensure that the application is updated in a timely manner.

FINDING

4. Database Controls

MDE did not document procedures and had trained only one employee to operate the MSRP database. A lack of written procedures combined with the risk of losing the trained database employee threatens MDE's ability to efficiently calculate the MSRP grant allocations.

Department of Management and Budget Administrative Guide procedure 1310.02 states that internal policies and procedures must be developed to address documentation, backup, and recovery procedures. The database is primarily used to calculate the annual State aid grant award allocations for MSRP grantees. During fiscal year 2003-04, MDE allocated \$72.6 million of MSRP State aid grant awards to 455 grantees.

MDE's concern about the integrity of the data was the primary reason for allowing only one user to have access to the database. However, because MDE relied extensively on this user's knowledge of the database, MDE had been unable to function efficiently in that person's absence. Documentation of the procedures and having at least one backup user would help ensure that the MSRP grant allocation process would continue to function efficiently in the primary user's absence.

RECOMMENDATION

We recommend that MDE document procedures and train additional employees to operate the MSRP database.

AGENCY PRELIMINARY RESPONSE

MDE agrees with the recommendation that procedures should be documented and that additional employees should be trained to operate the database. MDE

informed us that it had initiated paperwork to hire an employee to serve as a backup operator. In the meantime, MDE plans to continue to use an employee from another office to serve as a backup operator when necessary.

SUPPLEMENTAL INFORMATION

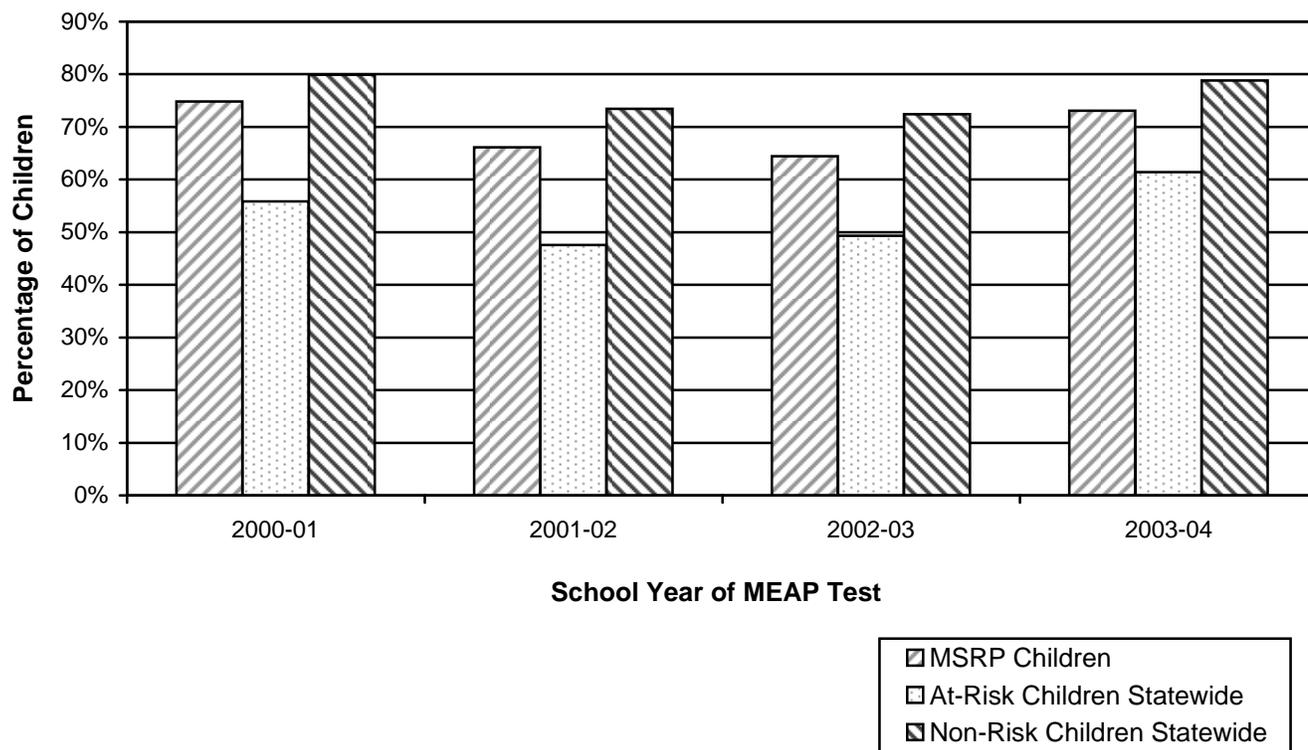
Evaluation Methodology and Results

To determine participants' academic success, we obtained names and birth dates of 5,398 children enrolled in the Michigan School Readiness Program (MSRP) in school years 1995-96, 1996-97, 1997-98, and 1998-99 from 23 school districts and 2 nonprofit agency programs. We were able to locate 4,180 (77%) of these children in the Center for Educational Performance and Information's (CEPI's) Single Record Student Database (SRSD) as of the end of school year 2002-03.

For comparison purposes, we summarized the academic performance of the other children in SRSD that were of the same age as the MSRP children. We separated the non-risk children from the at-risk children using at-risk indicators in SRSD comparable to the at-risk factors of the MSRP children. We were then able to trace MSRP children to their fourth grade mathematics and reading Michigan Educational Assessment Program (MEAP) scores for tests taken in school years 2000-01 through 2003-04. We compared the MSRP children's test scores to fourth grade mathematics and reading MEAP scores received during the same period for other at-risk children and non-risk children. Depending on the year of the test, the MEAP tests were scored using either a scoring system of low, medium, and satisfactory or a scoring system of 1 through 4, with 1 and 2 scores indicating that the child had met or exceeded Michigan standards. We considered satisfactory and 1 and 2 scores as indicators that the child had met Michigan standards.

We also compared MSRP children's school attendance rates to Statewide at-risk and non-risk children attendance rates in school year 2002-03. Further, we determined whether MSRP children had repeated any grade levels and compared these retention rates to Statewide at-risk and non-risk children retention rates.

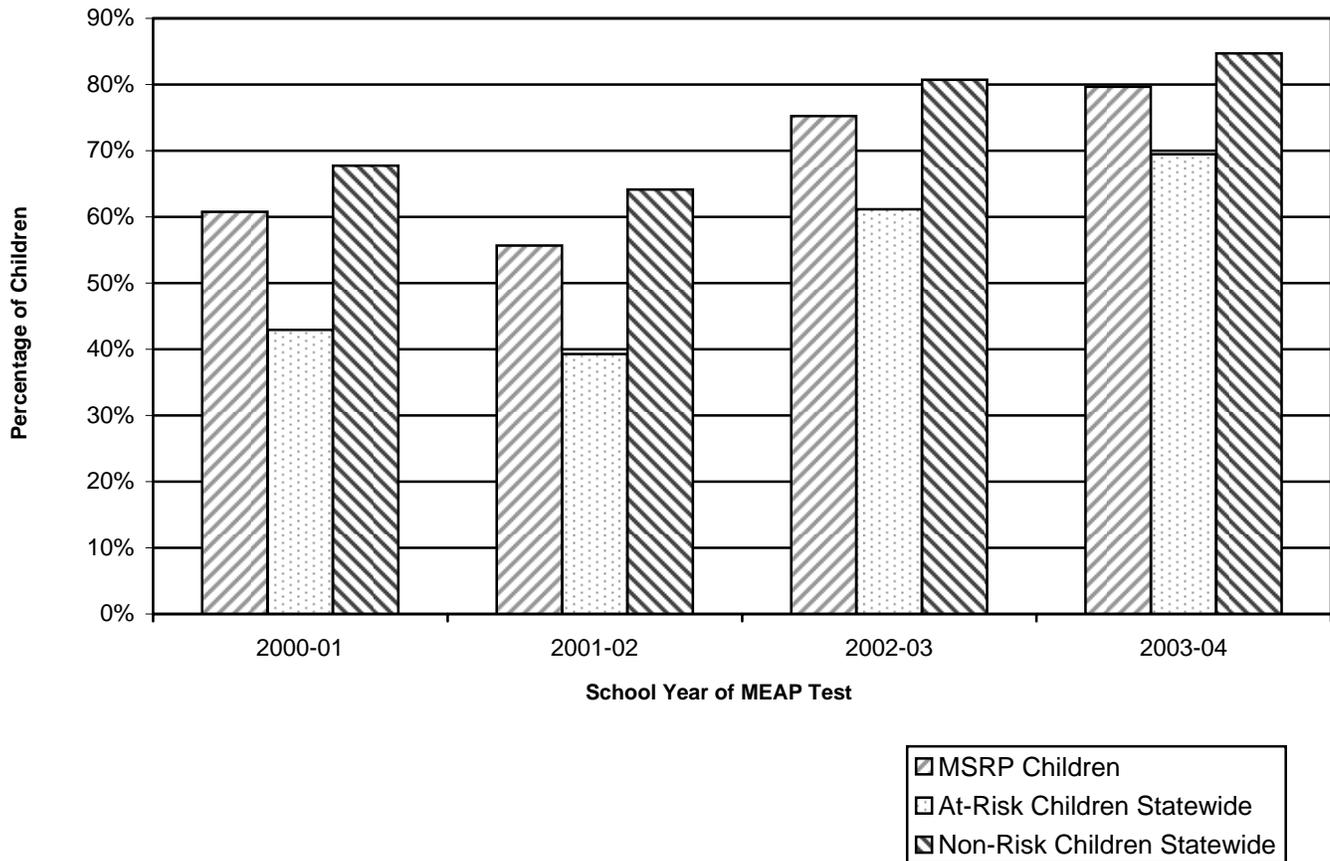
MICHIGAN DEPARTMENT OF EDUCATION
Fourth Grade Children Meeting
Michigan Standards for Mathematics
School Years 2000-01 through 2003-04



The percentage of MSRP children who met the MEAP standard for mathematics was 18.9, 18.6, 15.1, and 11.7 percentage points higher than the percentage of other at-risk children who met the MEAP standard for mathematics in school years 2000-01, 2001-02, 2002-03, and 2003-04, respectively.

The percentage of MSRP children who met the MEAP standard for mathematics was only 5.1, 7.3, 8.0, and 5.8 percentage points lower than the percentage of non-risk children who met the MEAP standard for mathematics in school years 2000-01, 2001-02, 2002-03, and 2003-04, respectively.

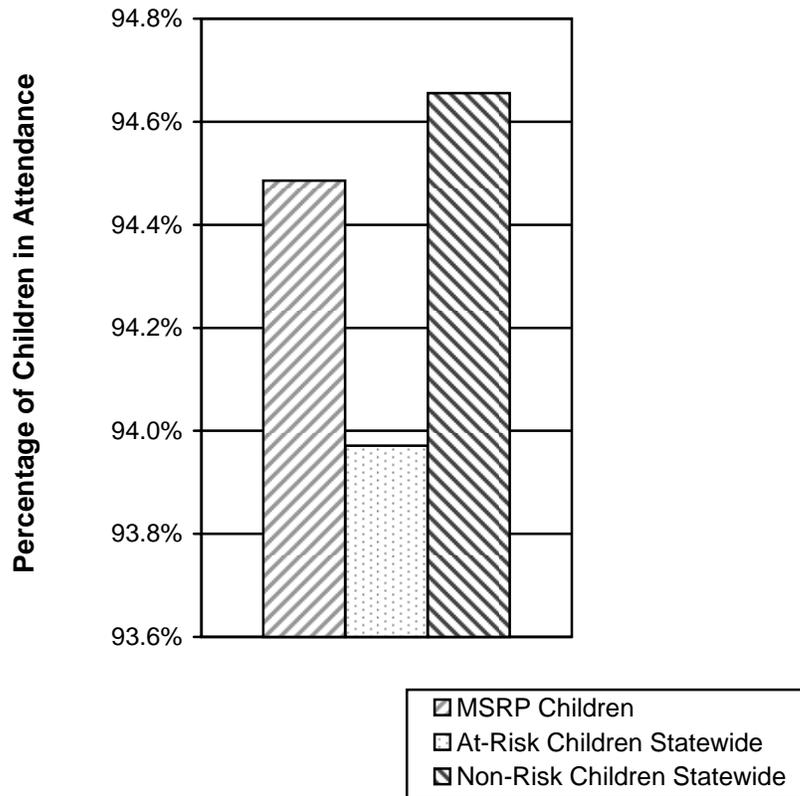
MICHIGAN DEPARTMENT OF EDUCATION
Fourth Grade Children Meeting
Michigan Standards for Reading
School Years 2000-01 through 2003-04



The percentage of MSRP children who met the MEAP standard for reading was 17.9, 16.4, 14.0, and 10.2 percentage points higher than the percentage of other at-risk children who met the MEAP standard for reading in school years 2000-01, 2001-02, 2002-03, and 2003-04, respectively.

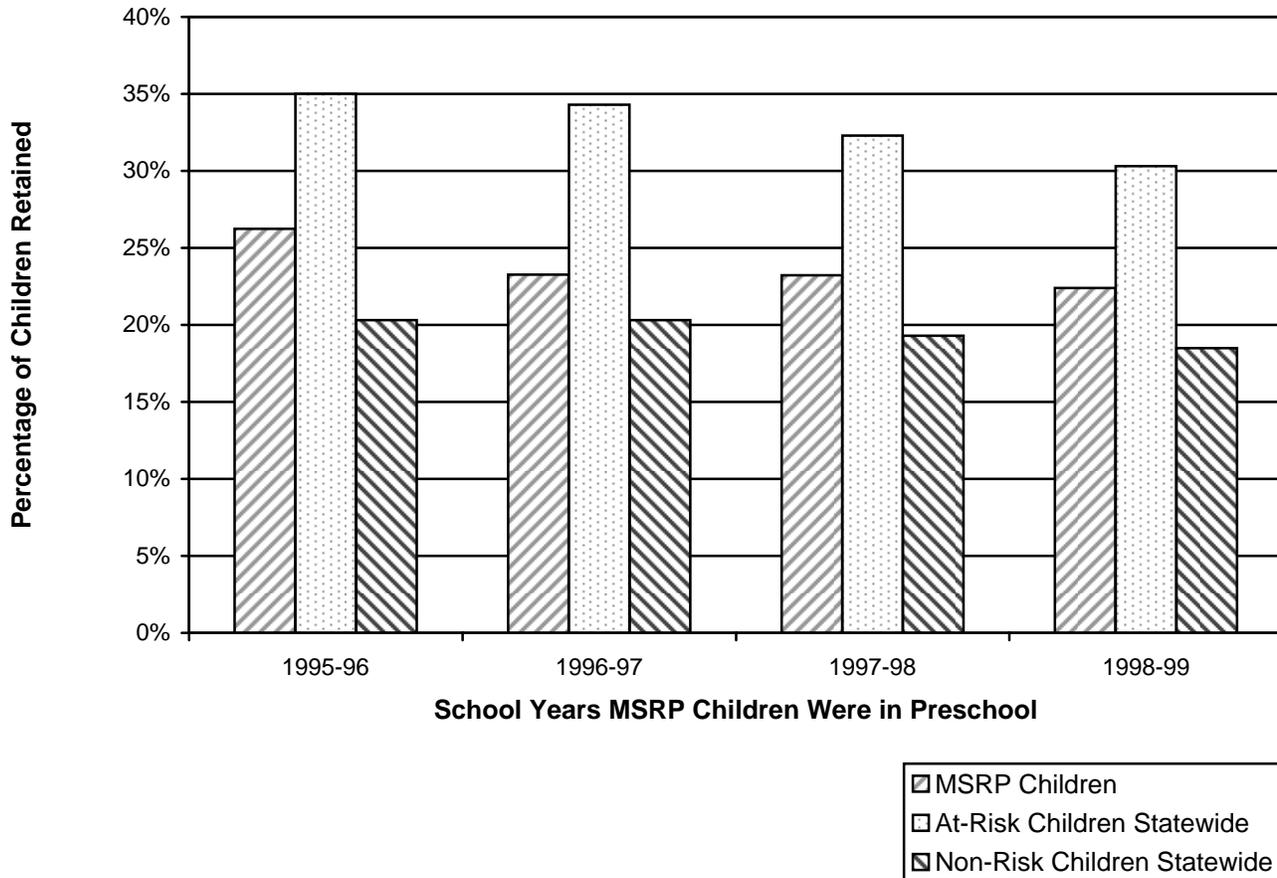
The percentage of MSRP children who met the MEAP standard for reading was only 7.0, 8.4, 5.5, and 5.0 percentage points lower than the percentage of non-risk children who met the MEAP standard for reading in school years 2000-01, 2001-02, 2002-03, and 2003-04, respectively.

MICHIGAN DEPARTMENT OF EDUCATION
Average Attendance Percentages
School Year 2002-03



The attendance percentage for MSRP children was .51 percentage points higher than the attendance percentage for other at-risk children and only .17 percentage points lower than that of non-risk children in school year 2002-03.

MICHIGAN DEPARTMENT OF EDUCATION
Retention Percentages
As of End of School Year 2002-03



The retention percentage for children attending MSRP in school years 1995-96, 1996-97, 1997-98, and 1998-99 was 8.8, 11.0, 9.1, and 7.9 percentage points lower, respectively, than the retention percentage for other at-risk children and only 5.9, 3.0, 3.9, and 3.9 percentage points, respectively, higher than the retention percentage for non-risk children.

GLOSSARY

Glossary of Acronyms and Terms

academic success	Higher or at least comparable MEAP scores than the State average for other at-risk children; higher or at least comparable attendance rates than the State average for other at-risk children; or lower or at least comparable rates of retention (see definition) than the State average for other at-risk children.
at-risk children	Children at risk of becoming educationally disadvantaged based on established federal and State criteria.
CEPI	Center for Educational Performance and Information.
effectiveness	Program success in achieving mission and goals.
goals	The agency's intended outcomes or impacts for a program to accomplish its mission.
Head Start	A comprehensive child development program, administered by the U.S. Department of Health and Human Services, with the overall goal of increasing the school readiness of young children in low-income families. If a parent or a guardian chooses to enroll a child in MSRP rather than Head Start, the MSRP implementation manual requires that a waiver be on file.
MDE	Michigan Department of Education.
MEAP	Michigan Educational Assessment Program.
mission	The agency's main purpose or the reason that the agency was established.
MSRP	Michigan School Readiness Program.

objectives	Specific outcomes that a program seeks to achieve its goals.
on-site reviews	Reviews that include observing specific classrooms; performing a program quality assessment; conducting staff interviews; and reviewing parent or advisory committee meeting agendas, rosters, and minutes.
outcomes	The actual impacts of the program.
performance audit	An economy and efficiency audit or a program audit that is designed to provide an independent assessment of the performance of a governmental entity, program, activity, or function to improve public accountability and to facilitate decision making by parties responsible for overseeing or initiating corrective action.
performance indicators	Information of a quantitative or qualitative nature used to assess achievement of goals and/or objectives.
reportable condition	A matter that, in the auditor's judgment, represents either an opportunity for improvement or a significant deficiency in management's ability to operate a program in an effective and efficient manner.
retention	The act of holding a child back a grade level.
SRSD	Single Record Student Database.

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