



## Michigan’s FFY 2023 Annual Performance Report At-a-Glance

2/1/2025

This at-a-glance document, created by the Michigan Department of Education Office of Special Education (MDE OSE), reflects the FFY 2023 Annual Performance Report (APR) submitted to the U.S. Department of Education (USED) on February 1, 2025.

**Indicator Type** - Compliance or Results Indicators-U.S. Department of Education (USED) Office of Special Education Programs (OSEP) sets targets for compliance indicators. State’s set targets for results indicators.

**FFY 2023 Actual** - Reflects data from the 2023-24 school year (July 1, 2023-June 30, 2024) except where noted.

\* - 56 local educational agencies (LEAs) known as ISDs plus the State of Michigan operated programs.

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2022	FFY 2023 Actual	FFY 2023 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
1	Graduation	Results	<ul style="list-style-type: none"> <li>2022-2023</li> <li>Exiter rate</li> <li>Grades 9-12</li> </ul>	64.98% (8,803 ÷ 13,548)	66.15% (8,899 ÷ 13,452)	≥ 70.78%	Progress	<ul style="list-style-type: none"> <li>Reporting for this indicator is on a data lag.</li> <li>An increase of 1.17 percentage points over previous year.</li> </ul>
2	Dropout	Results	<ul style="list-style-type: none"> <li>2022-2023</li> <li>Exiter rate</li> <li>Grades 9-12 &amp; setting 14</li> </ul>	27.18% (3,682 ÷ 13,548)	26.17% (3,521 ÷ 13,452)	≤ 22.89%	Progress	<ul style="list-style-type: none"> <li>Reporting for this indicator is on a data lag.</li> <li>A slight improvement over last year.</li> </ul>
3A	Statewide Assessment – Participation	Results	<ul style="list-style-type: none"> <li>M-STEP/PSAT/SAT</li> <li>2023-2024</li> <li>4<sup>th</sup>,8<sup>th</sup> and high school levels</li> </ul>	Reading 86.94%-97.99%  Math 87.54-98.18%	Reading 90.70%-97.96%  Math 91.22-98.32%	≥ 95.00%	Progress	<ul style="list-style-type: none"> <li>Met Target at 4<sup>th</sup> grade Reading and Math</li> <li>Met Target at 8<sup>th</sup> grade Math</li> <li>Continued improvement post pandemic.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2022	FFY 2023 Actual	FFY 2023 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
3B	<b>Statewide Assessment</b> – <i>Proficiency rate against grade level academic achievement standards</i>	Results	<ul style="list-style-type: none"> <li>M-STEP/PSAT/SAT</li> <li>2023-2024</li> <li>4<sup>th</sup>,8<sup>th</sup> and high school levels</li> </ul>	Reading 13.33-22.06%  Math 3.95-15.68%	Reading 12.55-23.51%  Math 3.31-15.60%	≥ Reading 14.00-23.50%  Math 6.10-15.70%	Slippage	<ul style="list-style-type: none"> <li>Met Target at 8<sup>th</sup> grade Reading</li> <li>Approximately 900 more students with an IEP participated in state testing in 4<sup>th</sup> grade, 500 more in 8<sup>th</sup> grade and nearly 600 more in high school.</li> </ul>
3C	<b>Statewide Assessment</b> – <i>Proficiency rate against alternate academic achievement standards</i>	Results	<ul style="list-style-type: none"> <li>MI-Access</li> <li>2023-2024</li> <li>4<sup>th</sup>,8<sup>th</sup> and high school levels</li> </ul>	Reading 60.96-68.13%  Math 46.10-57.52%	Reading 57.74-63.03%  Math 45.24-55.08%	≥ Reading 61.30-73.80%  Math 51.50-61.30%	Slippage	<ul style="list-style-type: none"> <li>Fewer students are taking the alternate assessment as required by the ESSA 1% cap.</li> </ul>
3D	<b>Statewide Assessment</b> – <i>Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards</i>	Results	<ul style="list-style-type: none"> <li>M-STEP/PSAT/SAT</li> <li>2023-2024</li> <li>4<sup>th</sup>,8<sup>th</sup> and high school levels</li> </ul>	Reading 26.36-38.45  Math 22.97-27.73	Reading 27.00-41.05  Math 22.68-27.27	≤ Reading 22.60-39.00  Math 18.60-22.00	Slippage	<ul style="list-style-type: none"> <li>Although proficiency rates overall increased for all students, students with an IEP did not demonstrate equitable gains.</li> </ul>
4A	<b>Suspension/Expulsion</b>	Results	<ul style="list-style-type: none"> <li>2022-2023 MSDS</li> <li>May 2024 monitoring findings</li> <li>Ages 3-21</li> </ul>	0.00% Of ISDs (0÷57)*	5.26% Of ISDs (3÷57)*	< 0.00% of ISDs	Baseline	<ul style="list-style-type: none"> <li>Baseline data</li> <li>Change in methodology for calculating significant discrepancy.</li> </ul>
4B	<b>Suspension/Expulsion by Race/Ethnicity</b>	Compliance	<ul style="list-style-type: none"> <li>2022-2023 MSDS</li> <li>May 2024 monitoring findings</li> <li>Ages 3-21</li> </ul>	0.00% Of ISDs (0÷57)*	0.00% Of ISDs (0÷57)*	<0.00% Of ISDs	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting at ISD level.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2022	FFY 2023 Actual	FFY 2023 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
5A	<b>Educational Environments</b> • <i>In regular class 80% or more of the day</i>	Results	<ul style="list-style-type: none"> <li>2023-2024 Special Education Child Count</li> <li>Ages 5-year old Kindergarten &amp; 6-21</li> </ul>	71.96% (134,882÷187,450)	72.75% (141,023÷193,842)	≥ 70.25%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>An increase of 0.79 percentage point over previous year.</li> <li>Overall increase in students of over 6,300.</li> </ul>
5B	<b>Educational Environments</b> • <i>In the regular class less than 40% of the day</i>	Results	<ul style="list-style-type: none"> <li>2023-2024 Special Education Child Count</li> <li>Ages 5-year old Kindergarten &amp; 6-21</li> </ul>	9.99% (18,727÷187,450)	9.86% (19,114÷193,842)	≤ 9.70%	Progress	<ul style="list-style-type: none"> <li>Slight improvement of .13 percentage point from previous year.</li> </ul>
5C	<b>Educational Environments</b> • <i>Served in separate facilities</i>	Results	<ul style="list-style-type: none"> <li>2023-2024 Special Education Child Count</li> <li>Ages 5-year old Kindergarten &amp; 6-21</li> </ul>	4.12% (7,719÷187,450)	4.06% (7,879÷193,842)	≤ 4.97%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Slight improvement of .06 percentage point over previous year.</li> </ul>
6A	<b>Preschool Educational Environments</b> • <i>% age 3-5 receiving majority of services in a regular early childhood program.</i>	Results	<ul style="list-style-type: none"> <li>2023-2024 Special Education Count</li> <li>Ages 3-5 Preschool</li> </ul>	20.94% (2,598 ÷ 12,406)	20.51% (2,739 ÷ 13,353)	≥ 20.25%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Slight decrease of .43 percentage points over previous year.</li> </ul>
6B	<b>Preschool Educational Environments</b> • <i>% age 3-5 with an IEP in a separate special education class, separate school or residential facility.</i>	Results	<ul style="list-style-type: none"> <li>2023-2024 Special Education Count</li> <li>Ages 3-5 Preschool</li> </ul>	45.25% (5,614÷12,406)	43.57% (5,818÷13,353)	≤ 45.75%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Slight decrease of 1.68 percentage points over previous year.</li> </ul>
6C	<b>Preschool Educational Environments</b> • <i>% age 3-5 with an IEP at home.</i>	Results	<ul style="list-style-type: none"> <li>2023-2024 Special Education Count</li> <li>Ages 3-5 Preschool</li> </ul>	1.93% (239÷12,406)	2.13% (284÷13,353)	≤ 2.82%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2022	FFY 2023 Actual	FFY 2023 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
<b>7A1</b>	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Positive Social-Emotional Skills at age 6 or program exit –</li> <li>Entered below expectations &amp; substantially increased rate of growth.</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2023-2024 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	85.53% (1,625÷1,900)	87.03% (2,368÷2,721)	≥ 88.00%	Progress	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>An increase of 1.50 percentage points.</li> </ul>
<b>7A2</b>	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Functioning within age expectations</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2023-2024 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	53.64% (1,296÷2,416)	51.10% (1,766÷3,456)	≥ 58.00%	Slippage	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>A decrease of 2.54 percentage points.</li> </ul>
<b>7B1</b>	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Acquisition &amp; Use Knowledge &amp; Skills at age 6 or program exit –</li> <li>Entered below expectations &amp; substantially increased rate of growth.</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2023-2024 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	87.32% (1,839÷2,106)	87.82% (2,625÷2,989)	≥ 87.00%	Progress	<ul style="list-style-type: none"> <li>Target Met</li> <li>An increase of 0.50 percentage point.</li> </ul>
<b>7B2</b>	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Functioning within age expectations.</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2023-2024 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	52.98% (1,280÷2,416)	50.87% (1,758÷3,456)	≥ 56.50%	Slippage	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>A decrease of 2.11 percentage points.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2022	FFY 2023 Actual	FFY 2023 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
7C1	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Use of Appropriate Behaviors to Meet Needs at age 6 or program exit –</li> <li>Entered below expectations &amp; substantially increased rate of growth.</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2023-2024 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	86.40% (1,671÷1,934)	87.71% (2,454÷2,798)	≥ 87.00%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>An increase of 1.31 percentage points.</li> </ul>
7C2	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Functioning within age expectations.</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2023-2024 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	55.13% (1,332÷2,416)	52.46% (1,813÷3,456)	≥ 59.50%	Slippage	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>A decrease of 2.67 percentage points.</li> </ul>
8	<b>Parent Involvement</b> <ul style="list-style-type: none"> <li>Children Ages 3-5 Preschool</li> </ul>	Results	<ul style="list-style-type: none"> <li>2023-2024 Survey of all parents for ages 3-5 Preschool</li> </ul>	73.64% (1,858÷2,523)	72.80% (1,997÷2,743)	≥ 78.44%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> </ul>
8	<b>Parent Involvement</b> <ul style="list-style-type: none"> <li>School Age 5-21</li> </ul>	Results	<ul style="list-style-type: none"> <li>2023-2024 Survey of parents from 1/3 of districts for ages 5-year old Kindergarten &amp; 6-21</li> </ul>	60.71% (4,593÷7,565)	59.96% (4,500÷7,505)	≥ 62.15%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> </ul>
9	<b>Disproportionate Representation—Child with a Disability</b>	Compliance	<ul style="list-style-type: none"> <li>Fall 2022 &amp; Fall 2023 MSDS</li> <li>2023 monitoring data</li> <li>Race/ethnicity</li> <li>Ages 6-21</li> </ul>	0.00% (0÷56)*	0.00% (0÷56)*	0%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting at ISD-level.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2022	FFY 2023 Actual	FFY 2023 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
10	<b>Disproportionate Representation— Eligibility Categories</b>	Compliance	<ul style="list-style-type: none"> <li>Fall 2022 &amp; Fall 2023 MSDS</li> <li>2023 monitoring data</li> <li>Race/ethnicity by disability</li> <li>Ages 6-21</li> </ul>	0.00% (0÷56)*	0.00% (0÷56)*	0%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting at ISD-level.</li> </ul>
11	<b>Child Find</b>	Compliance	<ul style="list-style-type: none"> <li>2023-2024 MSDS</li> <li>Ages 2.5 through 21</li> </ul>	99.60% (37,398÷37,550)	99.59% (39,779÷39,942)	100%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Remains relative steady.</li> <li>An increase in overall initial IEPs</li> </ul>
12	<b>Early Childhood Transition</b>	Compliance	<ul style="list-style-type: none"> <li>2023-2024 MSDS</li> <li>Verification Survey</li> <li>Age 3</li> </ul>	99.05% (3,459÷3,492)	99.09% (3,715÷3,749)	100%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Although target not met, improvement of 0.04 percentage points.</li> </ul>
13	<b>Secondary Transition (16-21)</b>	Compliance	<ul style="list-style-type: none"> <li>2023-2024 IEP reviews</li> </ul>	92.84% (4,394÷4,733)	92.44% (4,449÷4,813)	100%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> </ul>
14A	<b>Postsecondary Outcomes</b> <ul style="list-style-type: none"> <li>Enrolled in higher education (IHE)</li> </ul>	Results	<ul style="list-style-type: none"> <li>2023-2024 Survey</li> </ul>	21.91% (149÷680)	24.29% (162÷667)	≥ 28.21%	Progress	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Existing pandemic, economy and cost of higher education likely continuing to impact this indicator.</li> <li>Overall response rate of 19.49%</li> </ul>

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14B	<b>Postsecondary Outcomes</b> • <i>IHE + competitively</i>	Results	• 2023-2024 Survey	38.97% (265÷680)	39.88% (266÷667)	≥ 42.82%	Progress	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Reporting in alignment with term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA).</li> <li>• Overall response rate of 19.75%</li> </ul>
14C	<b>Postsecondary Outcomes</b> • <i>IHE + any employment + training</i>	Results	• 2023-2024 Survey	77.50% (527÷680)	74.81% (499÷667)	≥ 75.19%	Slippage	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Reporting in alignment with term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA).</li> <li>• Overall response rate of 19.75%</li> </ul>
15	<b>Resolution Session Agreements</b>	Results	<ul style="list-style-type: none"> <li>• 2023-2024</li> <li>• Ages 3-21</li> </ul>	67.21% (41÷61)	60.87% (28÷46)	45.00 – 55.00%	Steady	<ul style="list-style-type: none"> <li>• Met Target</li> <li>• #s decreased</li> </ul>
16	<b>Mediation Agreements</b>	Results	<ul style="list-style-type: none"> <li>• 2023-2024 Mediation database</li> <li>• Ages 3-21</li> </ul>	73.71% (157÷213)	73.47% (144÷196)	75.00 – 85.00%	Steady	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Decrease by 0.24 percentage points.</li> </ul>
17	<b>State Systemic Improvement Plan</b>	Results	• Acadience universal screening assessment data	44.89% (79÷176)	46.71% (142÷304)	24.00%	Progress	<ul style="list-style-type: none"> <li>• Met Target</li> <li>• Number of target students who made greater progress from fall to spring compared to other students who began the school year at a comparable reading level.</li> </ul>

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18	General Supervision	Compliance	<ul style="list-style-type: none"> <li>Findings issued in 2022-2023 and correction of noncompliance in 2023-2024</li> </ul>	N/A	88.72% (299÷337)	100%	Baseline	<ul style="list-style-type: none"> <li>Baseline data. First year reporting Indicator 18.</li> <li>Correction of noncompliance for findings issued in 2022-23.</li> </ul>