

## **Common Questions Regarding Michigan's Annual Performance Report (APR) Data for Districts and Service Areas**

### **1. Why are these data being released to the public?**

The *Individuals with Disabilities Education Improvement Act* (IDEA) 2004 requires states to report annually to the public on the performance of each district and service area located in the state on the targets in the state's performance plan. § 300.602(b)(1)(i)(A). The specific indicators for public reporting are designated by the United States Department of Education (USDOED), Office of Special Education Programs.

### **2. What are the sources of the data?**

Data are collected through a variety of systems: the Single Record Student Database, the December 1 special education and *Early On*<sup>®</sup> federal counts through the Michigan Compliance Information System verification processes, and surveys.

The Office of Educational Assessment & Accountability provided Michigan Education Assessment System data.

### **3. What is the time period covered in this report?**

These data are primarily from the 2008-2009 school year as federally required. On February 1, 2010, the USDOED, Office of Special Education Programs collected each state's APR. The APR summarized the 2008-2009 state level performance on State Performance Plan indicator targets. The current public reporting summarizes district performance on many of those indicators.

### **4. Why are there no data for some districts?**

Data is masked when a district has fewer than 10 students in a subgroup, the information is considered personally identifiable, and therefore is not reported to comply with federal and state privacy laws. This data is marked with a double asterisk (\*\*) in the individual indicator report.

When there is not a sufficient number of students with disabilities to calculate data for that district as required by the specific indicator the data, it is shown with an asterisk (\*).

### **5. Why might some of the data differ from that seen on other state reports?**

The public reporting data reflect snapshots from one point in time as prescribed under the IDEA and are compiled according to requirements from the USDOED, Office of Special Education Programs for students with disabilities. These may differ from the requirements for other Michigan Department of Education (MDE) or USDOED offices.

## **6. Can my district's data be amended?**

The 2008-2009 data sets are final. When the data were originally being prepared for submission, districts had opportunities to verify the accuracy.

## **7. How can data errors be avoided?**

Technical assistance for general education and special education administrators and data entry personnel can result in improved reporting accuracy.

## **8. What is the impact on the data when one district operates programs that include children and youth from other communities?**

Consistent with the practices of the MDE, most data are reported relative to the **operating district (the district that provides the services)**. Disproportionate Representation (Indicators 9 & 10) may also consider resident district data. Some districts host programs that include children and youth from neighboring districts, sometimes in separate facilities. This may affect results on some indicators such as graduation.

## **9. Why does special education report "None" for some districts on some indicators, e.g. Indicator 5, 11 or 12?**

When no data is available for a particular indicator "None" is used.

Some examples include the following: "None" applies to special education Indicator 11 if a district did not report any initial Individualized Educational Programs (IEPs) for 2008-2009. For Indicator 12 if a district did not report any children turning age three and having initial IEPs implemented before their third birthday during 2008-2009, they were coded as "None".

## **10. Why would district data be reported as NA (Not Applicable) for an indicator?**

A district would be "NA" if they did not meet the requirements for reporting. Some examples include: Graduation could not be reported for a district without a 12<sup>th</sup> grade, dropout for a district with no 14-21 year olds, or facilitated parent involvement for preschool if the district does not have a preschool program.

## **11. How can this public reporting data be used?**

Data can help identify areas where a district is doing well. Those successes are important to recognize and maintain. In areas where improvement is needed, a district should analyze policies, procedures, and practices that may interfere with progress among children and youth with disabilities. Data can be used for planning the changes necessary to achieve the desired growth and for monitoring the progress toward established goals.