

## APR At-a-Glance

Reflecting Michigan's FFY 2012<sup>1</sup> Annual Performance Report submitted to USED January 24, 2014 Per IDEA 2004

Indicator # and Name		C or R <sup>2</sup>	Data Source and Age Range	FFY 2011 Actual	FFY 2012 Actual	FFY 2012 Target	Data Trend <sup>4</sup>	Key notes and/or ideas from the APR about possible reasons for progress or slippage from previous year
1	<b>Graduation</b>	R	<ul style="list-style-type: none"> <li>2008-2011 GAD/MSDS</li> <li>Ages 14-21</li> </ul>	51.9% (8,377 ÷ 16,127)	53.5% (8,205 ÷ 15,332)	≥80.0%	Progress	<ul style="list-style-type: none"> <li>The 5 year rate for the class of 2011-2012 is 61.2%. The 6 year rate is 67.5%.</li> </ul>
2	<b>Dropout</b>	R	<ul style="list-style-type: none"> <li>2011-2012</li> <li>Ages 14-21</li> </ul>	9.5% (6,270 ÷ 66,191)	9.4% (5,899 ÷ 62,922)	≤8.0%	Progress	<ul style="list-style-type: none"> <li>A decrease of .1% from the previous year.</li> </ul>
3A	<b>Statewide Assessment</b> <ul style="list-style-type: none"> <li>AYP/AMO (Adequate Yearly Progress/Annual Measurable Objective)</li> </ul>	R	<ul style="list-style-type: none"> <li>2012-2013 MDE/BAA</li> <li>Grades 3-8 and 11</li> </ul>	72.3% (414 ÷ 573)	12.1% (74 ÷ 610)	≥98.0%	Slippage	<ul style="list-style-type: none"> <li>District AYP decreased dramatically in part because of a change in the calculation methodology and an increase in the number of districts that were included over last year.</li> </ul>
3B	<ul style="list-style-type: none"> <li>Participation</li> </ul>	R		91.3 – 98.8%	93.3% - 98.7%	≥95.0%	Steady	<ul style="list-style-type: none"> <li>Participation targets were met at all grade levels except 11<sup>th</sup> grade.</li> </ul>
3C	<ul style="list-style-type: none"> <li>Proficiency</li> </ul>	R		21.0 – 35.5%	21.1% - 39.5%	<b>Rdg</b> 67.0%-75.0%	Progress	<ul style="list-style-type: none"> <li>Progress at all grades.</li> <li>No reading proficiency targets met.</li> </ul>
				18.3 – 32.0%	18.0% - 37.6%	<b>Math</b> 54.0%-60.0%	Progress	<ul style="list-style-type: none"> <li>Progress at all grades except grade 11.</li> <li>No math proficiency targets met.</li> </ul>
4A	<b>Suspension/Expulsion</b>	R	<ul style="list-style-type: none"> <li>2011-2012 MSDS as verified</li> <li>Ages 3-21</li> </ul>	3.1% (26 ÷ 832)	2.2% of districts (19 ÷ 848)	<4.5% of districts	Progress	<ul style="list-style-type: none"> <li>A decrease of 0.9% from the previous year.</li> </ul>
4B	<b>Suspension/Expulsion by Race/Ethnicity</b>	C	<ul style="list-style-type: none"> <li>2011-2012 MSDS as verified</li> <li>2012-2013 CIMS monitoring data</li> <li>Ages 3-21</li> </ul>	4.9% (41 ÷ 832)	2.9% (25 ÷ 848)	0%	Progress	<ul style="list-style-type: none"> <li>There was a decrease of 2% from the previous year.</li> <li>Number of districts with findings of noncompliance by race/ethnicity:                             <ul style="list-style-type: none"> <li>American Indian (2); Asian (1); Black (16); Hispanic (6); White (10); Two or More Races (1) (Note: Eight districts had findings in more than one racial/ethnic group.)</li> </ul> </li> </ul>

<sup>1</sup> FFY 2012 reflects data from the 2012-2013 school year (July 1, 2012 – June 30, 2013) except where noted

<sup>2</sup> Compliance or Results Indicators—USED OSEP sets targets for Compliance Indicators. States set targets for Results Indicators

<sup>3</sup>Targets as were submitted in the FFY 2012 SPP Extension. Review and resetting of targets is expected to occur during 2013-2014, pending OSEP guidance.

<sup>4</sup> FFY 2012 Actual compared to previous year actual performance. OSEP requires states to report Progress/Slippage for each Indicator each year.

Indicator # and Name		C or R <sup>2</sup>	Data Source and Age Range	FFY 2011 Actual	FFY 2012 Actual	FFY 2012 Target	Data Trend <sup>4</sup>	Key notes and/or ideas from the APR about possible reasons for progress or slippage from previous year
5A	<b>Educational Environments</b> • <i>in the regular class 80% or more of the day</i>	R	<ul style="list-style-type: none"> <li>2012-2013 Special Education Child Count</li> <li>Ages 6-21</li> </ul>	62.7% (118,498 ÷ 188,948)	64.3% (117,319 ÷ 182,596)	≥63.0%	Progress	<ul style="list-style-type: none"> <li>Several Mandated Activities Projects and district activities address this issue.</li> <li>Progress partially due to TA designed to improve the correct reporting of student educational environment data.</li> </ul>
	5B	R		11.9% (22,493 ÷ 188,948)	11.4% (20,789 ÷ 182,596)	≤11.9%	Progress	
	5C	R		5.5% (10,431 ÷ 188,948)	5.3% (9,634 ÷ 182,596)	≤4.8%	Progress	
6A	<b>Preschool Educational Environments</b> % age 3-5 receiving majority of services in a regular EC program	R	<ul style="list-style-type: none"> <li>2012-2013 Special Education Child Count</li> <li>Ages 3-5</li> </ul>	27.2% (5,737 ÷ 21,086) Baseline	28.4% (5,926 ÷ 20,831)	≥28.2%	Progress	<ul style="list-style-type: none"> <li>First year to report actual data.</li> <li>Progress and slippage is measured by comparing the actual to the baseline.</li> </ul>
6B	% age 3-5 with an IEP in a separate special education class, separate school or residential facility	R		44.2% (9,325 ÷ 21,086) Baseline	43.9% (9,145 ÷ 20,831)	≤43.2%	Progress	
7A	<b>Preschool Outcomes</b> • <i>Positive Social-Emotional Skills at age 6 or program exit—</i> ○ Entered below expectations & substantially increased rate of growth	R	<ul style="list-style-type: none"> <li>MSDS</li> <li>2012-2013 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	81.1% (2,559 ÷ 3,155)	84.5% (2,462 ÷ 2,912)	≥87.0%	Progress	<ul style="list-style-type: none"> <li>Third year collecting via the Michigan Student Data System (MSDS).</li> <li>Increased data consistency and reduced reporting errors.</li> </ul>
		R		54.0% (2,059 ÷ 3,816)	55.4% (1,967 ÷ 3,551)	≥61.0%	Progress	
7B	• <i>Acquisition &amp; Use of Knowledge &amp; Skills at age 6 or program exit—</i> ○ Entered below expectations & substantially increased rate of growth	R		82.2% (2,709 ÷ 3,295)	85.5% (2,625 ÷ 3,069)	≥87.0%	Progress	
	○ Functioning within age expectations	R		53.7% (2,048 ÷ 3,817)	55.5% (1,972 ÷ 3,550)	≥59.0%	Progress	

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7C	<ul style="list-style-type: none"> <li>Use of Appropriate Behaviors to Meet Needs at age 6 or program exit—               <ul style="list-style-type: none"> <li>Entered below expectations &amp; substantially increased rate of growth</li> </ul> </li> </ul>	R		81.3% (2,501 ÷ 3,076)	84.8% (2,440 ÷ 2,876)	≥89.0%	Progress	
	<ul style="list-style-type: none"> <li>Functioning within age expectations</li> </ul>	R		58.7% (2,242 ÷ 3,818)	59.0% (2,096 ÷ 3,550)	≥73.0%	Progress	
8	<b>Facilitated Parent Involvement</b> <ul style="list-style-type: none"> <li>Children Ages 3 - 5</li> </ul>	R	<ul style="list-style-type: none"> <li>2012-2013 Survey of all parents for ages 3-5 and parents from 1/3 of districts for ages 6-21</li> </ul>	48.0% (2,641 ÷ 5,497)	49.0% (2,324 ÷ 4,742)	≥35.5%	Progress	<ul style="list-style-type: none"> <li>Insufficient information to attribute these changes to specific activities.</li> <li>Progress was made in both measures.</li> </ul>
	<ul style="list-style-type: none"> <li>Students Ages 6-21</li> </ul>	R		27.3% (3,965 ÷ 14,522)	29.5% (4,215 ÷ 14,302)	≥22.0%	Progress	
9	<b>Disproportionate Representation—Child with a Disability</b>	C	<ul style="list-style-type: none"> <li>Fall 2011 &amp; 2012 MSDS</li> <li>2013 CIMS monitoring data</li> <li>Race/ethnicity</li> <li>Ages 6-21</li> </ul>	0.1% (1 ÷ 820)	0.2% (2 ÷ 820)	0%	Slippage	<ul style="list-style-type: none"> <li>There was a 0.1% increase over the previous year.</li> <li>Two (2) districts (over-representation of Black students) were found to have inappropriate identification policies, procedures and/or practices.</li> </ul>
10	<b>Disproportionate Representation—Eligibility Categories</b>	C	<ul style="list-style-type: none"> <li>Fall 2011 &amp; 2012 MSDS</li> <li>2013 CIMS monitoring data</li> <li>Race/ethnicity by disability</li> <li>Ages 6-21</li> </ul>	1.1% (9 ÷ 820)	1.3% (11 ÷ 820)	0%	Slippage	<ul style="list-style-type: none"> <li>Eleven (11) districts had findings of over-representation due to inappropriate identification policies, procedures, and/or practices.               <ul style="list-style-type: none"> <li>American Indian -- 1 district (OHI)</li> <li>Black -- 1 district (CI) 3 districts (SLD)</li> <li>White -- 1 district (ASD) 2 districts (EI) 2 districts (OHI)</li> <li>Hispanic -- 1 district (SLD)</li> </ul> </li> </ul>
11	<b>Child Find</b>	C	<ul style="list-style-type: none"> <li>2012-2013 MSDS</li> <li>Ages 2.5 through 21</li> </ul>	99.4% (27,468 ÷ 27,636)	99.6% (25,506 ÷ 25,600)	100%	Progress	<ul style="list-style-type: none"> <li>Partly attributed to the technical assistance and outreach provided by OSE.</li> </ul>

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12	<b>Early Childhood Transition</b>	C	<ul style="list-style-type: none"> <li>2012-2013 MSDS</li> <li>Verification Survey</li> <li>Age 3</li> </ul>	99.4% (3,924 ÷ 3,949)	98.4% (4,566 ÷ 4,638)	100%	Slippage	<ul style="list-style-type: none"> <li>There was a 1.0% decrease over the previous year.</li> </ul>
13	<b>Secondary Transition</b>	C	<ul style="list-style-type: none"> <li>2012-2013 IEP reviews</li> </ul>	98.6% (9,985 ÷ 10,125)	98.0% (9,649 ÷ 9,849)	100%	Slippage	<ul style="list-style-type: none"> <li>0.6% decrease due mostly to change in protocol resulting in more graduating students with an IEP.</li> </ul>
14A	<b>Postsecondary Outcomes</b> <ul style="list-style-type: none"> <li>Enrolled in higher education (IHE)</li> </ul>	R	<ul style="list-style-type: none"> <li>2012-2013 Survey</li> </ul>	33.3% (340 ÷ 1,021)	38.3% (305 ÷ 797)	≥34.3%	Progress	<ul style="list-style-type: none"> <li>Increase may be due to improved economy.</li> </ul>
14B	<ul style="list-style-type: none"> <li>IHE + competitively employed</li> </ul>	R		61.0% (623 ÷ 1,021)	62.2% (496 ÷ 797)	≥58.4%	Progress	
14C	<ul style="list-style-type: none"> <li>IHE + any employment + training</li> </ul>	R		72.2% (737 ÷ 1,021)	73.5% (586 ÷ 797)	≥71.4%	Progress	
15	<b>Compliance Findings</b>	C	<ul style="list-style-type: none"> <li>2012-2013 MI Complaints and Hearings databases</li> <li>2013 CIMS monitoring data</li> <li>Reports/Letters of Noncompliance</li> <li>Ages 3-21</li> </ul>	96.6% (484 ÷ 501)	97.2% (379 ÷ 390)	100%	Progress	<ul style="list-style-type: none"> <li>0.6% increase over the previous year.</li> </ul>
16	<b>State Complaints</b>	C	<ul style="list-style-type: none"> <li>2011-2012 MI Complaints and Hearings databases</li> <li>Ages 3-21</li> </ul>					<ul style="list-style-type: none"> <li>Per the Office of Special Education Programs guidance, beginning in FFY 2011, states are no longer required to report Indicator 16: State Complaints or Indicator 17: Hearings Adjudicated in the Annual Performance Report.</li> <li>Data continues to be reported to the OSEP through 618 Table submissions.</li> </ul>
17	<b>Hearings Adjudicated</b>	C	<ul style="list-style-type: none"> <li>2010-2011 MI Complaints and Hearings databases</li> <li>Ages 3-21</li> </ul>					
18	<b>Resolution Session Agreements</b>	R	<ul style="list-style-type: none"> <li>2012-2013 MI Complaints and Hearings databases</li> <li>Ages 3-21</li> </ul>	60.3% (35 ÷ 58)	54.0% (27 ÷ 50)	≥42.0%	Slippage	<ul style="list-style-type: none"> <li>There was a 6.3% decrease over previous year.</li> </ul>
19	<b>Mediation Agreements</b>	R	<ul style="list-style-type: none"> <li>2012-2013 Mediation database</li> <li>Ages 3-21</li> </ul>	79.0% (79 ÷ 100)	78.0% (64 ÷ 82)	≥80.0%	Slippage	<ul style="list-style-type: none"> <li>1.0% decrease over previous year.</li> </ul>
20	<b>Timely &amp; Accurate Data</b> <ul style="list-style-type: none"> <li>Submitted by due date</li> <li>Accurate</li> </ul>	C	<ul style="list-style-type: none"> <li>Combined 2012-2013 data</li> </ul>	98.7%	100%	100%	Progress	<ul style="list-style-type: none"> <li>There was a 1.3% increase over previous year.</li> <li>Continued emphasis on valid, accurate, and timely data.</li> </ul>