

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 (USED), Office of Special Education Programs.

2. What are the sources of the data?

Data are collected through a variety of systems: the Michigan Student Data System general collections and annual special education child count, and the *Early On*[®] federal counts through the Michigan Compliance Information System which includes verification processes and surveys.

The Bureau of Assessment and Accountability provided Michigan Education Assessment System data.

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

These data are primarily from the 2010-2011 school year as federally required. On February 1, 2012, each state is required to submit an Annual Performance Report (APR) to the USED, Office of Special Education Programs (OSEP). The APR summarized the 2010-2011 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 are not shown when a district has 10 or fewer students in a subgroup, as the information is considered personally identifiable, and therefore is not publicly reported in order to comply with federal and state privacy laws. These data are marked with a double asterisk (**) in the individual indicator report.

When there are not a sufficient number of students with disabilities to calculate data for that district, as required by the specific indicator, the data may be shown with a single asterisk (*) or with N/A (Not Applicable).

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

The public reporting data, as prescribed under the IDEA, are compiled according to requirements from the USED, OSEP for students with an individualized education program. These may differ from the requirements for other Michigan Department of Education (MDE) or USED offices.

6. Can my district's data be amended?

The 2010-2011 data sets are final. When the data were originally being prepared for submission, districts had opportunities to verify the accuracy and amend data as needed.

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. The use of data system quality checks is recommended.

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 where the student is enrolled)**. Disproportionate Representation (Indicators 9 and 10) also considers 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 or educational environments.

9. Why would district data be reported as N/A (Not Applicable) for an indicator?

A district would be "N/A" if it did not meet the criteria for reporting. Some examples include: A graduation rate could not be reported for a district without a 12th grade, a dropout rate could not be reported for a district with no 14-21 year olds, or if there were not a sufficient number of students to make calculation meaningful.

10. How can these 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.