



## Michigan's FFY 2014 Annual Performance Report At-a-Glance

This at-a-glance document, created by the Michigan Department of Education, Office of Special Education (MDE, OSE), reflects the FFY 2014 Annual Performance Report (APR) submitted to the U.S. Department of Education (USED) on January 28, 2016.

**Revised:** 2/3/16

Indicator No.	Indicator Name	Indicator Type <sup>1</sup>	Data Related Information	FFY 2013 Actual	FFY 2014 Actual <sup>2</sup>	FFY 2014 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from previous year
<b>1</b>	<b>Graduation</b>	Results	<ul style="list-style-type: none"> <li>2010-2013 GAD/MSDS</li> <li>Grades 9-12</li> <li>Ungraded (Age minus 6) if the result is 9-12</li> </ul>	56.63% (8,034 ÷ 14,980)	55.07% (7,879 ÷ 14,307)	≥ 80%	Progress	<ul style="list-style-type: none"> <li>The 5-year rate for the class of 2013-14 is 61.14%. The 6-year rate is 64.05%.</li> </ul>
<b>2</b>	<b>Dropout</b>	Results	<ul style="list-style-type: none"> <li>2013-2014</li> <li>Grades 9-12 &amp; setting 14</li> </ul>	8.63% (5,243 ÷ 60,727)	7.86% (4,873 ÷ 61,998)	≤ 9.25%	Progress	<ul style="list-style-type: none"> <li>A decrease of .77% from the previous year.</li> </ul>
<b>3A</b>	<b>Statewide Assessment</b> – Adequate Yearly Progress/Annual Measurable Objective	Results	<ul style="list-style-type: none"> <li>2014-2015 MDE/DAS</li> <li>Elementary (3, 4, 5), Middle (6, 7, 8) and high School Levels (11, 12)</li> </ul>	16.31% (100 ÷ 613)	N/A	≥ 85.00%	N/A	<ul style="list-style-type: none"> <li>New Assessment: M-STEP</li> <li>Per the United States Department of Education (USED) Dear Colleague letter dated December 18, 2015, the USED is not requiring states that have implemented new assessments to report AMO targets nor to report performance against AMOs for 2014-2015.</li> </ul>

<sup>1</sup> 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.

<sup>2</sup> FFY 2014 reflects data from the 2014-15 school year (July 1, 2014-June 30, 2015) except where noted.

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<b>3B</b>	<b>Statewide Assessment</b> – <i>Participation</i>	Results	<ul style="list-style-type: none"> <li>2014-2015 MDE/DAS</li> <li>Elementary (3, 4, 5), Middle (6, 7, 8) and high School Levels (11, 12)</li> </ul>	93.86% - 98.89%	90.58% - 97.90%	≥ 95.00%	N/A	<ul style="list-style-type: none"> <li>New Assessment: M-STEP</li> <li>Per the United States Department of Education (USED) U.S. Department of Education Dear Colleague letter dated December 18, 2015, the USED is not requiring states that have implemented new assessments to report AMO targets nor to report performance against AMOs for 2014-2015.</li> </ul>
<b>3C</b>	<b>Statewide Assessment</b> – <i>Proficiency</i>	Results	<ul style="list-style-type: none"> <li>2014-2015 MDE/DAS</li> <li>Elementary (3, 4, 5), Middle (6, 7, 8) and high School Levels (11, 12)</li> </ul>	37.27% - 47.45%	21.62% - 27.35%	ELA <sup>3</sup>	N/A	<ul style="list-style-type: none"> <li>New Assessment: M-STEP</li> <li>Per the United States Department of Education (USED) Dear Colleague letter dated December 18, 2015, the USED is not requiring states that have implemented new assessments to report AMO targets nor to report performance against AMOs for 2014-2015.</li> </ul>

<sup>3</sup> English language arts  
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3C	<b>Statewide Assessment</b> – Proficiency	Results	<ul style="list-style-type: none"> <li>2014-2015 MDE/DAS</li> <li>Elementary (3, 4, 5), Middle (6, 7, 8) and high School Levels (11, 12)</li> </ul>	18.28% - 36.87%	18.23% - 25.98%	Math	N/A	<ul style="list-style-type: none"> <li>New Assessment: M-STEP</li> <li>Per the United States Department of Education (USED) Dear Colleague letter dated December 18, 2015, the USED is not requiring states that have implemented new assessments to report AMO targets nor to report performance against AMOs for 2014-2015.</li> </ul>
4A	<b>Suspension/Expulsion</b>	Results	<ul style="list-style-type: none"> <li>2013-2014 MSDS</li> <li>Ages 3-21</li> </ul>	3.56% of districts (31 ÷ 870)	2.48% of districts (22 ÷ 888)	< 4.30% of districts	Progress	<ul style="list-style-type: none"> <li>A decrease of 1.08% from the previous year.</li> </ul>
4B	<b>Suspension/Expulsion by Race/Ethnicity</b>	Compliance	<ul style="list-style-type: none"> <li>2013-2014 MSDS</li> <li>2014-2015 CIMS monitoring data</li> <li>Ages 3-21</li> </ul>	6.21% (54 ÷ 870)	1.91% (17 ÷ 888)	0%	Progress	<ul style="list-style-type: none"> <li>There was a decrease of 4.30% from the previous year.</li> <li>Number of districts with findings of noncompliance by race/ethnicity: American Indian (0); Asian (0); Black (15); Hispanic (4); White (4); Two or More Races (5) (Note: Seven districts had findings in more than one racial/ethnic group.)</li> </ul>
5A	<b>Educational Environments</b> <ul style="list-style-type: none"> <li>In regular class 80% or more of the day</li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Special Education Child Count</li> <li>Ages 6-21</li> </ul>	65.37% (117,621 ÷ 179,940)	65.90% (117,109 ÷ 177,715)	≥ 63.25%	Progress	<ul style="list-style-type: none"> <li>Component A: an increase of .53% over previous year.</li> </ul>

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5B	<b>Educational Environments</b> <ul style="list-style-type: none"> <li><i>In the regular class less than 40% of the day</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Special Education Child Count</li> <li>Ages 6-21</li> </ul>	11.24% (20,233 ÷ 179,940)	11.08% (19,684 ÷ 177,715)	≤ 11.80%	Progress	<ul style="list-style-type: none"> <li>Component B: a decrease of .16% over previous year.</li> </ul>
5C	<b>Educational Environments</b> <ul style="list-style-type: none"> <li><i>Served in separate facilities</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Special Education Child Count</li> <li>Ages 6-21</li> </ul>	5.12% (9,204 ÷ 179,940)	5.04% (8,951 ÷ 177,715)	≤ 5.36%	Progress	<ul style="list-style-type: none"> <li>Component C: a decrease of .08% over previous year.</li> </ul>
6A	<b>Preschool Educational Environments</b> <ul style="list-style-type: none"> <li><i>% age 3-5 receiving majority of services in a regular EC program.</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Special Education Count</li> <li>Ages 3-5</li> </ul>	28.40% (5,826 ÷ 20,511)	28.00% (5,727 ÷ 20,456)	≥ 28.20%	Slippage	<ul style="list-style-type: none"> <li>FFY 2016-FFY 2018 Targets reset.</li> <li>Component A: decrease of .40% over previous year.</li> </ul>
6B	<b>Preschool Educational Environments</b> <ul style="list-style-type: none"> <li><i>% age 3-5 with an IEP in a separate special education class, separate school or residential facility.</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Special Education Count</li> <li>Ages 3-5</li> </ul>	41.73% (8,559 ÷ 20,511)	41.39% (8,466 ÷ 20,456)	≤ 43.20%	Progress	<ul style="list-style-type: none"> <li>FFY 2016-FFY 2018 Targets Reset.</li> <li>Component B: decrease of .37% over previous year.</li> </ul>

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7A	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Positive Social-Emotional Skills 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>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2014-2015 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	85.16% (2,629 ÷ 3,087)	87.73% (3,116 ÷ 3,552)	≥ 86.00%	Progress	<ul style="list-style-type: none"> <li>Targets were reset in FFY 2014.</li> <li>Increased data consistency and reduced reporting errors.</li> <li>Target was met for all 6 components.</li> </ul>
7A	<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>2014-2015 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	57.00% (2,204 ÷ 3,087)	54.98% (2,424 ÷ 4,409)	≥ 54.90%	Slippage	<ul style="list-style-type: none"> <li>Targets were reset in FFY 2014.</li> <li>Increased data consistency and reduced reporting errors.</li> <li>Target was met for all 6 components.</li> </ul>
7B	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Acquisition &amp; Use Knowledge &amp; Skills 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>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2014-2015 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	86.49% (2,843 ÷ 3,287)	89.28% (3,372 ÷ 3,777)	≥ 87.00%	Progress	<ul style="list-style-type: none"> <li>Targets were reset in FFY 2014.</li> <li>Increased data consistency and reduced reporting errors.</li> <li>Target was met for all 6 components.</li> </ul>
7B	<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>2014-2015 HighScope Educational Research Foundation</li> <li>Ages 3-5</li> </ul>	57.59% (2,227 ÷ 3,867)	56.34% (2,484 ÷ 4,409)	≥ 56.00%	Slippage	<ul style="list-style-type: none"> <li>Targets were reset in FFY 2014.</li> <li>Increased data consistency and reduced reporting errors.</li> <li>Target was met for all 6 components.</li> </ul>

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7C	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>• <i>Use of Appropriate Behaviors to Meet Needs at age 6 or program exit—</i> <ul style="list-style-type: none"> <li>○ <i>Entered below expectations &amp; substantially increased rate of growth.</i></li> </ul> </li> </ul>	Results	<ul style="list-style-type: none"> <li>• MSDS</li> <li>• 2014-2015 HighScope Educational Research Foundation</li> <li>• Ages 3-5</li> </ul>	85.04% (2,592 ÷ 3,048)	87.85% (3,096 ÷ 3,524)	≥ 86.00%	Progress	<ul style="list-style-type: none"> <li>• Targets were reset in FFY 2014.</li> <li>• Increased data consistency and reduced reporting errors.</li> <li>• Target was met for all 6 components.</li> </ul>
7C	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>○ <i>Functioning within age expectations.</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>• MSDS</li> <li>• 2014-2015 HighScope Educational Research Foundation</li> <li>• Ages 3-5</li> </ul>	60.40% (2,336 ÷ 3,867)	59.17% (2,609 ÷ 4,409)	≥ 59.10%	Slippage	<ul style="list-style-type: none"> <li>• Targets were reset in FFY 2014.</li> <li>• Increased data consistency and reduced reporting errors.</li> <li>• Target was met for all 6 components.</li> </ul>
8	<b>Facilitated Parent Involvement</b> <ul style="list-style-type: none"> <li>• <i>Children Ages 3-5</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>• 2014-2015 Survey of all parents for ages 3-5 and parents from 1/3 of districts for ages 6-21</li> </ul>	49.330% (2,519 ÷ 5,110)	49.90% (2,390 ÷ 4,790)	≥ 45.50%	Progress	<ul style="list-style-type: none"> <li>• For children ages 3-5 a .60% increase over previous year.</li> <li>• For students ages 6-21 a 1.04% increase over previous year.</li> </ul>
8	<b>Facilitated Parent Involvement</b> <ul style="list-style-type: none"> <li>• <i>Students 6-21</i></li> </ul>	Results	<ul style="list-style-type: none"> <li>• 2014-2015 Survey of all parents for ages 3-5 and parents from 1/3 of districts for ages 6-21</li> </ul>	27.92% (4,165 ÷ 14,918)	28.96% (3,991 ÷ 13,783)	≥ 25.20%	Progress	<ul style="list-style-type: none"> <li>• For children ages 3-5 a .60% increase over previous year.</li> <li>• For students ages 6-21 a 1.04% increase over previous year.</li> </ul>

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9	<b>Disproportionate Representation—Child with a Disability</b>	Compliance	<ul style="list-style-type: none"> <li>Fall 2013 &amp; Fall 2014 MSDS</li> <li>2015 CIMS monitoring data</li> <li>Race/ethnicity</li> <li>Ages 6-21</li> </ul>	0.00% (0 ÷ 835)	0.81% (7 ÷ 861)	0%	Slippage	<ul style="list-style-type: none"> <li>Seven (7) districts had findings of over-representation due to inappropriate identification policies, procedures, and/or practices. <ul style="list-style-type: none"> <li>American Indian or Alaskan Native – 1 district</li> <li>Hispanic – 1 district</li> <li>Black – 4 districts</li> <li>White – 1 districts</li> </ul> </li> </ul>
10	<b>Disproportionate Representation—Eligibility Categories</b>	Compliance	<ul style="list-style-type: none"> <li>Fall 2013 &amp; Fall 2014 MSDS</li> <li>2015 CIMS monitoring data</li> <li>Race/ethnicity by disability</li> <li>Ages 6-21</li> </ul>	2.04% (17 ÷ 835)	1.86% (16 ÷ 861)	0%	Progress	<ul style="list-style-type: none"> <li>Sixteen (16) districts had findings of over-representation due to inappropriate identification policies, procedures, and/or practices. <ul style="list-style-type: none"> <li>Black – 3 districts (CI), 4 districts (SLD), 2 districts (SXI)</li> <li>White – 3 districts (SLI), 2 districts (ASD), 1 district (EI)</li> <li>Hispanic – 1 district (SLD)</li> </ul> </li> </ul>
11	<b>Child Find</b>	Compliance	<ul style="list-style-type: none"> <li>2014-2015 MSDS</li> <li>Ages 2.5 through 21</li> </ul>	99.72% (27,440 ÷ 24,516)	99.85% (29,277 ÷ 29,322)	100%	Progress	<ul style="list-style-type: none"> <li>An increase of .13% over previous year.</li> </ul>

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12	<b>Early Childhood Transition</b>	Compliance	<ul style="list-style-type: none"> <li>2014-2015 MSDS</li> <li>Verification Survey</li> <li>Age 3</li> </ul>	97.26% (2,873 ÷ 2,954)	63.82% (2,501 ÷ 3,919)  <i>Data as of February 1, 2016</i>	100%	Slippage	<ul style="list-style-type: none"> <li>There was a 33.44% decrease over the previous year.</li> <li>First year data was collected from a single source, MSDS.</li> <li>Data validation correction opportunities were no longer offered to districts.</li> </ul>
13	<b>Secondary Transition</b>	Compliance	<ul style="list-style-type: none"> <li>2014-2015 IEP reviews</li> </ul>	98.70% (9,610 ÷ 9,737)	76.78% (7,543 ÷ 9,824)	100%	Slippage	<ul style="list-style-type: none"> <li>A decrease of 21.92% over previous year.</li> <li>Instrument used to collect data was updated.</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>2014-2015 Survey</li> </ul>	33.58% (270 ÷ 804)	34.79% (246 ÷ 707)	≥ 33.00%	Progress	<ul style="list-style-type: none"> <li>Increases may be due to improved economy.</li> </ul>
14B	<b>Postsecondary Outcomes</b> <ul style="list-style-type: none"> <li>IHE + competitively</li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Survey</li> </ul>	63.18% (508 ÷ 804)	65.35% (462 ÷ 707)	≥ 59.50%	Progress	<ul style="list-style-type: none"> <li>Increases may be due to improved economy.</li> </ul>
14C	<b>Postsecondary Outcomes</b> <ul style="list-style-type: none"> <li>IHE + any employment + training</li> </ul>	Results	<ul style="list-style-type: none"> <li>2014-2015 Survey</li> </ul>	77.11% (16 ÷ 28)	77.09% (545 ÷ 707)	≥ 72.00%	Slippage	<ul style="list-style-type: none"> <li>Increases may be due to improved economy.</li> <li>Component C: A slight decreases of .02%.</li> </ul>
15	<b>Resolution Session Agreements</b>	Results	<ul style="list-style-type: none"> <li>2014-2015 myCaseLoad</li> <li>Ages 3-21</li> </ul>	57.14% (16 ÷ 28)	37.04% (10 ÷ 27)	≥ 44.00%	Slippage	<ul style="list-style-type: none"> <li>A decrease of 20.10% over the previous year.</li> </ul>
16	<b>Mediation Agreements</b>	Results	<ul style="list-style-type: none"> <li>2014-2015 Mediation database</li> <li>Ages 3-21</li> </ul>	81.25% (39 ÷ 48)	77.63% (59 ÷ 76)	75 - 85%	Slippage	<ul style="list-style-type: none"> <li>A decrease of 3.62% over previous year.</li> </ul>

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17	<b>State Systemic Improvement Plan</b>	Results	<ul style="list-style-type: none"> <li>Statewide Curriculum Based Measures database</li> </ul>	42.98% Baseline	47.90% (651 ÷ 1,359)	44.00%	Progress	<ul style="list-style-type: none"> <li>Second year for reporting data on this indicator.</li> </ul>