



Michigan’s FFY 2022 Annual Performance Report At-a-Glance

1/25/2024

This at-a-glance document, created by the Michigan Department of Education Office of Special Education (MDE OSE), reflects the FFY 2022 Annual Performance Report (APR) submitted to the U.S. Department of Education (USED) on February 1, 2024.

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 2022 Actual - Reflects data from the 2022-23 school year (July 1, 2022-June 30, 2023) 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 2021	FFY 2022 Actual	FFY 2022 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"> 2021-2022 Exiter rate Grades 9-12 	68.87% (8,375 ÷ 12,160)	64.98% (8,803 ÷ 13,548)	≥ 70.78%	Slippage	<ul style="list-style-type: none"> Reporting for this indicator is on a data lag. Covid continues to impact.
2	Dropout	Results	<ul style="list-style-type: none"> 2021-2022 Exiter rate Grades 9-12 & setting 14 	22.89% (2,783 ÷ 12,160)	27.18% (3,682 ÷ 13,548)	≤ 22.89%	Slippage	<ul style="list-style-type: none"> Reporting for this indicator is on a data lag. Covid continues to impact. Second year reporting using Exiter Rate.
3A	Statewide Assessment – Participation	Results	<ul style="list-style-type: none"> M-STEP/SAT 2022-2023 4th,8th and high school levels 	Reading 87.37-96.89% Math 88.20-97.02%	Reading 86.94%-97.99% Math 87.54-98.18%	≥ 95.00%	Progress	<ul style="list-style-type: none"> Met Target at 4th grade Continued improvement post pandemic.

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3B	Statewide Assessment – Proficiency rate against grade level academic achievement standards	Results	<ul style="list-style-type: none"> M-STEP/SAT 2022-2023 4th,8th and high school levels 	Reading 12.50-20.37% Math 3.85-14.74%	Reading 13.33-22.06% Math 3.95-15.68%	≥ Reading 14.00-23.00% Math 5.80-14.75%	Progress	<ul style="list-style-type: none"> Met Target at 4th grade Reading & Math Met Target at 8th grade Math
3C	Statewide Assessment – Proficiency rate against alternate academic achievement standards	Results	<ul style="list-style-type: none"> M-STEP/SAT 2022-2023 4th,8th and high school levels 	Reading 62.37-67.91% Math 47.35-61.08%	Reading 60.96-68.13% Math 46.10-57.52%	≥ Reading 59.35-72.50% Math 50.30-61.19%	Slippage	<ul style="list-style-type: none"> Met Target at 4th grade Reading. Exceeding ESSA 1% cap requirements.
3D	Statewide Assessment – Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards	Results	<ul style="list-style-type: none"> M-STEP/SAT 2022-2023 4th,8th and high school levels 	Reading 26.28-39.44 Math 21.99-27.45	Reading 26.36-38.45 Math 22.97-27.73	≤ Reading 23.80-40.50 Math 20.10-23.60	Progress	<ul style="list-style-type: none"> Met Target at HS Reading
4A	Suspension/Expulsion	Results	<ul style="list-style-type: none"> 2021-2022 MSDS May 2023 monitoring findings Ages 3-21 	0.00% Of ISDs (0÷57)*	0.00% Of ISDs (0÷57)*	< 0.00% of ISDs	Steady	<ul style="list-style-type: none"> Met Target Reporting at ISD level.
4B	Suspension/Expulsion by Race/Ethnicity	Compliance	<ul style="list-style-type: none"> 2021-2022 MSDS May 2023 monitoring findings Ages 3-21 	0.00% Of ISDs (0÷57)*	0.00% Of ISDs (0÷57)*	<0.00% Of ISDs	Steady	<ul style="list-style-type: none"> Met Target Reporting at ISD level.

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5A	Educational Environments • <i>In regular class 80% or more of the day</i>	Results	<ul style="list-style-type: none"> 2022-2023 Special Education Child Count Ages 5-year old Kindergarten & 6-21 	71.71% (131,047 ÷ 182,743)	71.96% (134,882 ÷ 187,450)	≥ 70.00%	Progress	<ul style="list-style-type: none"> Met Target Component A: increase of 0.25 percentage point over previous year.
5B	Educational Environments • <i>In the regular class less than 40% of the day</i>	Results	<ul style="list-style-type: none"> 2022-2023 Special Education Child Count Ages 5-year old Kindergarten & 6-21 	10.02% (18,315 ÷ 182,743)	9.99% (18,727 ÷ 187,450)	≤ 9.75%	Progress	<ul style="list-style-type: none"> Component B: a slight improvement of .03 percentage point from previous year.
5C	Educational Environments • <i>Served in separate facilities</i>	Results	<ul style="list-style-type: none"> 2022-2023 Special Education Child Count Ages 5-year old Kindergarten & 6-21 	4.34% (7,932 ÷ 182,743)	4.12% (7,719 ÷ 187,450)	≤ 4.98%	Progress	<ul style="list-style-type: none"> Met Target Component C: a slight decrease of .22 percentage point over previous year.
6A	Preschool Educational Environments • <i>% age 3-5 receiving majority of services in a regular EC program.</i>	Results	<ul style="list-style-type: none"> 2022-2023 Special Education Count Ages 3-5 Preschool 	18.52% (2,095 ÷ 11,312)	20.94% (2,598 ÷ 12,406)	≥ 19.50%	Progress	<ul style="list-style-type: none"> Component A: An increase of 2.42 percentage points over previous year.

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6B	Preschool Educational Environments <ul style="list-style-type: none"> • % age 3-5 with an IEP in a separate special education class, separate school or residential facility. 	Results	<ul style="list-style-type: none"> • 2022-2023 Special Education Count • Ages 3-5 Preschool 	47.49% (5,372÷11,312)	45.25% (5,614÷12,406)	≤ 46.00%	Progress	<ul style="list-style-type: none"> • Component B: A decrease of 2.24 percentage points over previous year.
6C	Preschool Educational Environments <ul style="list-style-type: none"> • % age 3-5 with an IEP at home. 	Results	<ul style="list-style-type: none"> • 2022-2023 Special Education Count • Ages 3-5 Preschool 	2.86% (324÷11,312)	1.93% (239÷12,406)	≤ 2.82%	Progress	<ul style="list-style-type: none"> • Component C: Improvement of 0.93 percentage points over previous year.
7A1	Preschool Outcomes <ul style="list-style-type: none"> • Positive Social-Emotional Skills at age 6 or program exit – • Entered below expectations & substantially increased rate of growth. 	Results	<ul style="list-style-type: none"> • MSDS • 2022-2023 HighScope Educational Research Foundation • Ages 3-5 	86.03% (1,952÷2,269)	85.53% (1,625÷1,900)	≥ 88.00%	Slippage	<ul style="list-style-type: none"> • Did Not Meet Target • Slippage of 0.50 percentage points.
7A2	Preschool Outcomes <ul style="list-style-type: none"> • Functioning within age expectations 	Results	<ul style="list-style-type: none"> • MSDS • 2022-2023 HighScope Educational Research Foundation • Ages 3-5 	55.49% (1,628÷2,934)	53.64% (1,296÷2,416)	≥ 58.00%	Slippage	<ul style="list-style-type: none"> • Did Not Meet Target • A decrease of 1.85 percentage points.

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7B1	Preschool Outcomes <ul style="list-style-type: none"> Acquisition & Use Knowledge & Skills at age 6 or program exit – Entered below expectations & substantially increased rate of growth. 	Results	<ul style="list-style-type: none"> MSDS 2022-2023 HighScope Educational Research Foundation Ages 3-5 	87.93% (2,208÷2,511)	87.32% (1,839÷2,106)	≥ 87.00%	Slippage	<ul style="list-style-type: none"> Target Met
7B2	Preschool Outcomes <ul style="list-style-type: none"> Functioning within age expectations. 	Results	<ul style="list-style-type: none"> MSDS 2022-2023 HighScope Educational Research Foundation Ages 3-5 	53.92% (1,582÷2,934)	52.98% (1,280÷2,416)	≥ 56.50%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target A decrease of 0.94 percentage points.
7C1	Preschool Outcomes <ul style="list-style-type: none"> Use of Appropriate Behaviors to Meet Needs at age 6 or program exit – Entered below expectations & substantially increased rate of growth. 	Results	<ul style="list-style-type: none"> MSDS 2022-2023 HighScope Educational Research Foundation Ages 3-5 	88.34% (2,045÷2,315)	86.40% (1,671÷1,934)	≥ 87.00%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target A decrease of 1.94 percentage points.
7C2	Preschool Outcomes <ul style="list-style-type: none"> Functioning within age expectations. 	Results	<ul style="list-style-type: none"> MSDS 2022-2023 HighScope Educational Research Foundation Ages 3-5 	57.50% (1,687÷2,934)	55.13% (1,332÷2,416)	≥ 59.50%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target A decrease of 2.37 percentage points.

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8	Parent Involvement • <i>Children Ages 3-5 Preschool</i>	Results	<ul style="list-style-type: none"> 2022-2023 Survey of all parents for ages 3-5 Preschool 	74.89% (1,706÷2,278)	73.64% (1,858÷2,523)	≥ 78.44%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target
8	Parent Involvement • <i>School Age 5-21</i>	Results	<ul style="list-style-type: none"> 2022-2023 Survey of parents from 1/3 of districts for ages 5-year old Kindergarten & 6-21 	62.44% (4,760÷7,623)	60.71% (4,593÷7,565)	≥ 62.15%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target
9	Disproportionate Representation—Child with a Disability	Compliance	<ul style="list-style-type: none"> Fall 2021 & Fall 2022 MSDS 2022 monitoring data Race/ethnicity Ages 6-21 	0.00% (0÷56)*	0.00% (0÷56)*	0%	Steady	<ul style="list-style-type: none"> Met Target Reporting at ISD-level.
10	Disproportionate Representation—Eligibility Categories	Compliance	<ul style="list-style-type: none"> Fall 2021 & Fall 2022 MSDS 2022 monitoring data Race/ethnicity by disability Ages 6-21 	0.00% (0÷56)*	0.00% (0÷56)*	0%	Steady	<ul style="list-style-type: none"> Met Target Reporting at ISD-level.
11	Child Find	Compliance	<ul style="list-style-type: none"> 2022-2023 MSDS Ages 2.5 through 21 	99.70% (34,142÷34,245)	99.60% (37,398÷37,550)	100%	Steady	<ul style="list-style-type: none"> Did Not Meet Target Remains relative steady.

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12	Early Childhood Transition	Compliance	<ul style="list-style-type: none"> 2022-2023 MSDS Verification Survey Age 3 	98.97% (2,892÷2,922)	99.05% (3,459÷3,492)	100%	Steady	<ul style="list-style-type: none"> Did Not Meet Target Although target not met, improvement of 0.08 percentage points.
13	Secondary Transition (16-21)	Compliance	<ul style="list-style-type: none"> 2022-2023 IEP reviews 	93.80% (4,481÷4,777)	92.84% (4,394÷4,733)	100%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target
14A	Postsecondary Outcomes <ul style="list-style-type: none"> Enrolled in higher education (IHE) 	Results	<ul style="list-style-type: none"> 2022-2023 Survey 	28.08% (171÷609)	21.91% (149÷680)	≥ 28.21%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target Existing pandemic, economy and cost of higher education likely continuing to impact this indicator.
14B	Postsecondary Outcomes <ul style="list-style-type: none"> IHE + competitively 	Results	<ul style="list-style-type: none"> 2022-2023 Survey 	43.35% (264÷609)	38.97% (265÷680)	≥ 42.82%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target 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).
14C	Postsecondary Outcomes <ul style="list-style-type: none"> IHE + any employment + training 	Results	<ul style="list-style-type: none"> 2022-2023 Survey 	77.01% (469÷609)	77.50% (527÷680)	≥ 75.19%	Progress	<ul style="list-style-type: none"> Met Target An increase of 0.49 percentage points.
15	Resolution Session Agreements	Results	<ul style="list-style-type: none"> 2022-2023 Ages 3-21 	72.73% (24÷33)	67.21% (41÷61)	45.00 – 55.00%	Slippage	<ul style="list-style-type: none"> Met Target Overall #s increased.
16	Mediation Agreements	Results	<ul style="list-style-type: none"> 2022-2023 Mediation database Ages 3-21 	74.73% (136÷182)	73.71% (157÷213)	75.00 – 85.00%	Slippage	<ul style="list-style-type: none"> Did Not Meet Target Decrease by 1.02 percentage points.

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17	State Systemic Improvement Plan	Results	<ul style="list-style-type: none"> Acadience universal screening assessment data 	<p>64.29% (36÷56)</p> <p>0.00% (0÷56)</p>	<p>44.89% (79÷176)</p>	22.00%	Slippage	<ul style="list-style-type: none"> Met Target for SiMR Part A. SiMR Part B no longer reported. 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.