



## Michigan’s FFY 2024 Annual Performance Report At-a-Glance

2/1/2026

This at-a-glance document, created by the Michigan Department of Education Office of Special Education (MDE OSE), reflects the FFY 2024 Annual Performance Report (APR) submitted to the U.S. Department of Education (USED) on February 1, 2026.

**Indicator Type** - Compliance or Results Indicators-U.S. Department of Education (USED) Office of Special Education Programs (OSEP) sets targets for compliance indicators. States set targets for results indicators.

**FFY 2024 Actual** - Reflects data from the 2024-25 school year (July 1, 2024-June 30, 2025) 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 2023	FFY 2024 Actual	FFY 2024 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from the previous year
<b>1</b>	<b>Graduation</b>	Results	<ul style="list-style-type: none"> <li>2023-2024</li> <li>Exiter rate</li> <li>Grades 9-12</li> </ul>	66.15% (8,899 ÷ 13,452)	68.42% (9,037 ÷ 13,208)	≥ 72.30%	Progress	<ul style="list-style-type: none"> <li>Reporting for this indicator is on a data lag.</li> <li>Increase of 2.27 percentage points over the previous year.</li> </ul>
<b>2</b>	<b>Dropout</b>	Results	<ul style="list-style-type: none"> <li>2023-2024</li> <li>Exiter rate</li> <li>Grades 9-12 &amp; setting 14</li> </ul>	26.17% (3,521 ÷ 13,452)	23.15% (3,057 ÷ 13,208)	≤ 21.89%	Progress	<ul style="list-style-type: none"> <li>Reporting for this indicator is on a data lag.</li> <li>Improvement of 3.02 percentage points over the previous year.</li> </ul>
<b>3A</b>	<b>Statewide Assessment – Participation</b>	Results	<ul style="list-style-type: none"> <li>M-STEP/PSAT/SAT</li> <li>2024-2025</li> <li>4<sup>th</sup>,8<sup>th</sup> and high school levels</li> </ul>	Reading 90.70-97.96%  Math 91.22-98.32%	Reading 90.76-98.12%  Math 91.31-98.43%	≥ 95.00%	Progress	<ul style="list-style-type: none"> <li>Met Target at 4<sup>th</sup> grade Reading and Math</li> <li>Met Target at 8<sup>th</sup> grade Math</li> <li>Continued improvement</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2023	FFY 2024 Actual	FFY 2024 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from the previous year
3B	<b>Statewide Assessment</b> – Proficiency rate against grade-level academic achievement standards	Results	<ul style="list-style-type: none"> <li>M-STEP/PSAT/SAT</li> <li>2024-2025</li> <li>4<sup>th</sup>,8<sup>th</sup>, and high school levels</li> </ul>	Reading 12.55-23.51%  Math 3.31-15.60%	Reading 13.85-24.27%  Math 3.32-16.06%	≥ Reading 14.70-24.40%  Math 6.40-16.60%	Progress	<ul style="list-style-type: none"> <li>The population of students taking the regular assessment continues to grow.</li> <li>Although there was a slight decrease in the percentage, the actual number of students scoring at or above proficient has increased slightly.</li> </ul>
3C	<b>Statewide Assessment</b> – Proficiency rate against alternate academic achievement standards	Results	<ul style="list-style-type: none"> <li>MI-Access</li> <li>2024-2025</li> <li>4<sup>th</sup>,8<sup>th</sup>, and high school levels</li> </ul>	Reading 57.74-63.03%  Math 45.24-55.08%	Reading 49.16-60.61%  Math 38.24-52.52%	≥ Reading 62.50-74.50%  Math 51.70-61.50%	Slippage	<ul style="list-style-type: none"> <li>Fewer students are taking the alternate assessment as required by the ESSA 1% cap.</li> </ul>
3D	<b>Statewide Assessment</b> – Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards	Results	<ul style="list-style-type: none"> <li>M-STEP/PSAT/SAT</li> <li>2024-2025</li> <li>4<sup>th</sup>,8<sup>th</sup> and high school levels</li> </ul>	Reading 27.00-41.05  Math 22.68-27.27	Reading 26.88-41.10  Math 23.35-25.27	≤ Reading 21.40-37.60  Math 17.20-20.40	Steady	<ul style="list-style-type: none"> <li>Although proficiency rates overall increased for all students, students with an IEP did not demonstrate equitable gains.</li> </ul>
4A	<b>Suspension/Expulsion</b>	Results	<ul style="list-style-type: none"> <li>2023-2024 MSDS</li> <li>May 2025 monitoring findings</li> <li>Ages 3-21</li> </ul>	5.26% Of ISDs (3÷57)*	7.02% Of ISDs (4÷57)*	< 0.00% of ISDs	Slippage	<ul style="list-style-type: none"> <li>Second year with a changed methodology for calculating significant discrepancy.</li> <li>Increase of one ISD with Significant Discrepancy.</li> </ul>
4B	<b>Suspension/Expulsion by Race/Ethnicity</b>	Compliance	<ul style="list-style-type: none"> <li>2023-2024 MSDS</li> <li>May 2025 monitoring findings</li> <li>Ages 3-21</li> </ul>	0.00% Of ISDs (0÷57)*	0.00% Of ISDs (0÷57)*	<0.00% Of ISDs	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting at the ISD level.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2023	FFY 2024 Actual	FFY 2024 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from the previous year
5A	<b>Educational Environments</b> • <i>In regular class 80% or more of the day</i>	Results	<ul style="list-style-type: none"> <li>2024-2025 Special Education Child Count</li> <li>Ages 5-year-old Kindergarten &amp; 6-21</li> </ul>	72.75% (141,023 ÷ 193,842)	73.86% (146,998 ÷ 199,027)	≥ 70.50%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Increase of 1.11 percentage points over the previous year.</li> <li>Overall increase in students of over 6,000.</li> </ul>
5B	<b>Educational Environments</b> • <i>In the regular class less than 40% of the day</i>	Results	<ul style="list-style-type: none"> <li>2024-2025 Special Education Child Count</li> <li>Ages 5-year-old Kindergarten &amp; 6-21</li> </ul>	9.86% (19,114 ÷ 193,842)	9.62% (19,149 ÷ 199,027)	≤ 9.65%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Slight improvement of .24 percentage points from the previous year.</li> </ul>
5C	<b>Educational Environments</b> • <i>Served in separate facilities</i>	Results	<ul style="list-style-type: none"> <li>2024-2025 Special Education Child Count</li> <li>Ages 5-year-old Kindergarten &amp; 6-21</li> </ul>	4.06% (7,879 ÷ 193,842)	4.07% (8,099 ÷ 199,027)	≤ 4.96%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Slight increase of .01 percentage point over the previous year.</li> </ul>
6A	<b>Preschool Educational Environments</b> • <i>% age 3-5 receiving the majority of services in a regular early childhood program.</i>	Results	<ul style="list-style-type: none"> <li>2024-2025 Special Education Count</li> <li>Ages 3-5 Preschool</li> </ul>	20.51% (2,739 ÷ 13,353)	22.30% (3,056 ÷ 13,703)	≥ 21.00%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Increase of 1.79 percentage points over the previous year.</li> </ul>
6B	<b>Preschool Educational Environments</b> • <i>% age 3-5 with an IEP in a separate special education class, separate school or residential facility.</i>	Results	<ul style="list-style-type: none"> <li>2024-2025 Special Education Count</li> <li>Ages 3-5 Preschool</li> </ul>	43.57% (5,818 ÷ 13,353)	41.72% (5,717 ÷ 13,703)	≤ 45.50%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Decrease of 1.85 percentage points over previous year.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2023	FFY 2024 Actual	FFY 2024 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from the previous year
6C	<b>Preschool Educational Environments</b> <ul style="list-style-type: none"> <li>• % age 3-5 with an IEP at home.</li> </ul>	Results	<ul style="list-style-type: none"> <li>• 2024-2025 Special Education Count</li> <li>• Ages 3-5 Preschool</li> </ul>	2.13% (284÷13,353)	1.78% (244÷13,703)	≤ 2.82%	Progress	<ul style="list-style-type: none"> <li>• Met Target</li> </ul>
7A1	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>• Positive Social-Emotional Skills at age 6 or program exit –</li> <li>• Entered below expectations &amp; substantially increased rate of growth.</li> </ul>	Results	<ul style="list-style-type: none"> <li>• MSDS</li> <li>• 2024-2025 Wayne State University</li> <li>• Ages 3-5</li> </ul>	87.03% (2,368÷2,721)	85.99% (1,866÷2,170)	≥ 88.00%	Slippage	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Decrease of 1.04 percentage points.</li> </ul>
7A2	<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>• 2024-2025 Wayne State University</li> <li>• Ages 3-5</li> </ul>	51.10% (1,766÷3,456)	50.93% (1,375÷2,700)	≥ 59.00%	Steady	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Slight decrease of 0.17 percentage points.</li> </ul>
7B1	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>• Acquisition &amp; Use Knowledge &amp; Skills at age 6 or program exit –</li> <li>• Entered below expectations &amp; substantially increased rate of growth.</li> </ul>	Results	<ul style="list-style-type: none"> <li>• MSDS</li> <li>• 2024-2025 Wayne State University</li> <li>• Ages 3-5</li> </ul>	87.82% (2,625÷2,989)	87.53% (2,063÷2,357)	≥ 88.00%	Steady	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Slight decrease of 0.29 percentage point.</li> </ul>
7B2	<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>• 2024-2025 Wayne State University</li> <li>• Ages 3-5</li> </ul>	50.87% (1,758÷3,456)	50.52% (1,364÷2,700)	≥ 57.00%	Steady	<ul style="list-style-type: none"> <li>• Did Not Meet Target</li> <li>• Slight decrease of 0.35 percentage points.</li> </ul>

Indicator No.	Indicator Name	Indicator Type	Data Related Information	FFY 2023	FFY 2024 Actual	FFY 2024 Target	Data Trend	Key notes/ideas from the APR about possible reasons for progress or slippage from the previous year
<b>7C1</b>	<b>Preschool Outcomes</b> <ul style="list-style-type: none"> <li>Use of Appropriate Behaviors to Meet Needs at age 6 or program exit –</li> <li>Entered below expectations &amp; substantially increased rate of growth.</li> </ul>	Results	<ul style="list-style-type: none"> <li>MSDS</li> <li>2024-2025</li> <li>Wayne State University</li> <li>Ages 3-5</li> </ul>	87.71% (2,454÷2,798)	86.24% (1,892÷2,194)	≥ 88.00%	Slippage	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Decrease of 1.47 percentage points.</li> </ul>
<b>7C2</b>	<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>2024-2025</li> <li>Wayne State University</li> <li>Ages 3-5</li> </ul>	52.46% (1,813÷3,456)	53.30% (1,439÷2,700)	≥ 60.00%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Increase of 0.84 percentage points.</li> </ul>
<b>8</b>	<b>Parent Involvement</b> <ul style="list-style-type: none"> <li>Children Ages 3-5 Preschool</li> </ul>	Results	<ul style="list-style-type: none"> <li>2024-2025 Survey of all parents for ages 3-5 Preschool</li> </ul>	72.80% (1,997÷2,743)	77.61% (2,024÷2,608)	≥ 78.54%	Progress	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Progress was made even though the target was not met. Increase of 4.81 percentage points.</li> </ul>
<b>8</b>	<b>Parent Involvement</b> <ul style="list-style-type: none"> <li>School Age 5-21</li> </ul>	Results	<ul style="list-style-type: none"> <li>2024-2025 Survey of parents from 1/3 of districts for ages 5-year-old Kindergarten &amp; 6-21</li> </ul>	59.96% (4,500÷7,505)	64.08% (6,371÷9,943)	≥ 62.25%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Increase of 4.12 percentage points.</li> </ul>
<b>9</b>	<b>Disproportionate Representation—Child with a Disability</b>	Compliance	<ul style="list-style-type: none"> <li>Fall 2023 &amp; Fall 2024 MSDS</li> <li>2024 monitoring data</li> <li>Race/ethnicity</li> <li>Ages 6-21</li> </ul>	0.00% (0÷56)*	0.00% (0÷56)*	0%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting at the ISD-level.</li> </ul>

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10	<b>Disproportionate Representation—Eligibility Categories</b>	Compliance	<ul style="list-style-type: none"> <li>Fall 2023 &amp; Fall 2024 MSDS</li> <li>2024 monitoring data</li> <li>Race/ethnicity by disability</li> <li>Ages 6-21</li> </ul>	0.00% (0÷56)*	0.00% (0÷56)*	0%	Steady	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting at the ISD-level.</li> </ul>
11	<b>Child Find</b>	Compliance	<ul style="list-style-type: none"> <li>2024-2025 MSDS</li> <li>Ages 2.5 through 21</li> </ul>	99.59% (39,779÷39,942)	99.48% (41,543÷41,761)	100%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Remains relatively steady.</li> <li>Increase in overall initial IEPs.</li> </ul>
12	<b>Early Childhood Transition</b>	Compliance	<ul style="list-style-type: none"> <li>2024-2025 MSDS</li> <li>Verification Survey</li> <li>Age 3</li> </ul>	99.09% (3,715÷3,749)	98.45% (3,680÷3,738)	100%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Slight decrease of 0.64 percentage points.</li> </ul>
13	<b>Secondary Transition (16-21)</b>	Compliance	<ul style="list-style-type: none"> <li>2024-2025 IEP reviews</li> </ul>	92.44% (4,449÷4,813)	92.40% (4,440÷4,805)	100%	Steady	<ul style="list-style-type: none"> <li>Did Not Meet Target</li> <li>Slight decrease of 0.04 percentage points.</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>2024-2025 Survey</li> </ul>	24.29% (162÷667)	29.82% (181÷607)	≥ 28.26%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Overall response rate of 16.89%</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>2024-2025 Survey</li> </ul>	39.88% (266÷667)	43.00% (261÷607)	≥ 42.87%	Progress	<ul style="list-style-type: none"> <li>Met Target</li> <li>Reporting in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA).</li> <li>Overall response rate of 16.89%</li> </ul>

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<b>14C</b>	<b>Postsecondary Outcomes</b> • <i>IHE + any employment + training</i>	Results	• 2024-2025 Survey	74.81% (499÷667)	75.62% (459÷607)	≥ 75.24%	Progress	<ul style="list-style-type: none"> <li>• Met Target</li> <li>• 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).</li> <li>• Overall response rate of 16.89%</li> </ul>
<b>15</b>	<b>Resolution Session Agreements</b>	Results	<ul style="list-style-type: none"> <li>• 2024-2025</li> <li>• Ages 3-21</li> </ul>	60.87% (28÷46)	70.27% (26÷37)	45.00 – 55.00%	Progress	<ul style="list-style-type: none"> <li>• Met Target</li> <li>• Increase of 9.40 percentage points.</li> </ul>
<b>16</b>	<b>Mediation Agreements</b>	Results	<ul style="list-style-type: none"> <li>• 2024-2025 Mediation database</li> <li>• Ages 3-21</li> </ul>	73.47% (144÷196)	76.07% (178÷234)	75.00 – 85.00%	Progress	<ul style="list-style-type: none"> <li>• Met Target</li> <li>• Increase of 2.60 percentage points.</li> </ul>
<b>17</b>	<b>State Systemic Improvement Plan</b>	Results	• Acadience universal screening assessment data	46.71% (142÷304)	37.50% (180÷480)	26.00%	Steady	<ul style="list-style-type: none"> <li>• Met Target</li> <li>• 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.</li> </ul>
<b>18</b>	<b>General Supervision</b>	Compliance	• Findings issued in 2023-2024 and correction of noncompliance in 2024-2025	88.72% (299÷337)	90.81% (326÷359)	100%	Progress	<ul style="list-style-type: none"> <li>• Second year reporting Indicator 18.</li> <li>• Correction of noncompliance for findings issued in 2023-24.</li> </ul>