



Michigan Department of Education – June 2025

State Performance Plan/Annual Performance Report Indicators

Part B of the Individuals with Disabilities Education Act – Ages 3-21

Results Indicators

Michigan sets measurable and rigorous targets with broad stakeholder input.

- 1. Graduation** - Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
- 2. Dropout** - Percent of youth with IEPs who exited special education due to dropping out of high school.
- 3. Statewide Assessment** - (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
- 4A. Rates of Suspension and Expulsion** - Percent of Local Educational Agencies (LEAs) that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.
- 5. Educational Environments** - Percent of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/ hospital placements.
- 6. Preschool Environments** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and are, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
- 7. Preschool Outcomes** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and demonstrate improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
- 8. Parent Involvement** - Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
- 14. Post-School Outcomes** – Percent of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
- 15. Resolution Session Agreements** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- 16. Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
- 17. State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Compliance Indicators

Targets are set by the United States Department of Education at either 0% or 100%.

- 4B. Rates of Suspension and Expulsion by Race/Ethnicity** - Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP; and policies, procedures or practices that contribute to the significant discrepancy.
- 9. Disproportionate Representation-Child with a Disability** – Percent of LEAs with disproportionate representation of racial and ethnic groups that is a result of inappropriate identification.
- 10. Disproportionate Representation-Eligibility Categories** - Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
- 11. Child Find (Evaluation Timelines)** - Percent of children with parental consent to evaluate and were evaluated within 30 school days.
- 12. Early Childhood Transition** - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
- 13. Secondary Transition** - Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are based upon an age-appropriate transition assessment and transition services.
- 18. General Supervision** - Percent of findings of noncompliance corrected within one year of identification.

Part C of the Individuals with Disabilities Education Act - Birth to Age 3

Results Indicators

Michigan sets measurable and rigorous targets with broad stakeholder input. Targets vary by indicator.

2. **Services in Natural Environments** - Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.
3. **Early Childhood Outcomes** - Percent of infants and toddlers who demonstrate improved: positive social-emotional skills; acquisitions and use of knowledge and skills; and use of appropriate behaviors to meet their needs.
4. **Family Involvement** - Percent of families participating in Part C that report early intervention services have helped the family: know their rights; effectively communicate their children's needs; and help their children develop and learn.
5. **Child Find (Birth to One)** - Percent of infants and toddlers birth to 1 with IFSPs.
6. **Child Find (Birth to Three)** - Percent of infants and toddlers birth to 3 w/IFSPs.
9. **Resolution Sessions** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).
10. **Mediation** - Percent of mediations held that resulted in mediation agreements.
11. **State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.

Compliance Indicators

These compliance targets are set by the United States Department of Education at either 0% or 100%.

1. **Timely Provision of Services** - Percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.
7. **45-day Timeline** - Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation, initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.
8. **Early Childhood Transition** - Percent of all toddlers with a disability exiting Part C who have received timely transition planning by their 3rd birthday.
12. **General Supervision** - Percent of findings of noncompliance corrected within one year of identification.