

Common Questions Regarding Michigan's Annual Performance Report 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 (OSEP).

2. What are the sources of the data?

Data are collected through a variety of systems: the Single Record Student Database (SRSD), the December 1 special education and *Early On®* federal counts through the Michigan Compliance Information System (MI-CIS), verification processes, and surveys.

The Office of Educational Assessment & Accountability (OEAA) provided Michigan Education Assessment System (MEAS).

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

These data are primarily from the 2007-2008 school year as federally required. On February 2, 2009, the USED, Office of Special Education Programs collected each state's Annual Performance Report (APR). The APR summarized the 2007-2008 state level performance on State Performance Plan indicator targets. The current public reporting summarizes district performance on many of those indicators. If data reported are available from previous years, these are identified with the "source year".

4. Why are there no data for some districts?

"Mask" is used when a district has fewer than 10 students in a subgroup, the information is considered personally identifiable, and therefore is not reported to comply with federal and state privacy laws.

In addition, there may not be a sufficient number of students with disabilities to calculate data for that district as required by the specific indicator as stated in the text above the data. This is shown with an asterisk (*).

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

The public reporting data reflect snapshots from one point in time as prescribed under the IDEA and are compiled according to requirements from the USED Office of Special Education Programs for students with disabilities. These may differ from the requirements for other MDE or USED offices.

6. Can my district's data be amended?

The 2007-2008 data sets are final. When the data were originally being prepared for submission, districts had opportunities to verify the accuracy.

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.

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 Michigan Department of Education, most data are reported relative to the **operating district (the district that provides the services)**. Disproportionate Representation (Indicators 9 & 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, assessment, or educational environments and will be noted.

9. Why does Special Education Indicator 12 (Early Childhood Transition) report "None" for all districts in my ISD?

The USED initially approved a sampling plan for this indicator. One-third (1/3) of the ISDs were sampled for this Indicator during the 2005-2006 school year. Beginning in 2006-2007 data collection was statewide. If a district did not report any children turning age three and having initial IEPs during 2007-2008, they were coded as "None". Data for this indicator are reported by **resident district**.

"None" also applies to Special Education Indicator 11 if a district did not report any initial IEPs for 2007-2008.

10. How can this public reporting data be used?

Identify areas where your district is doing well. Those successes are important to recognize and maintain. Then in areas where improvement is needed, 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.