

Understanding the Part B Strand Report

The Part B Strand Report shows districts how they performed in comparison to targets for indicators reported in the Annual Performance Report (APR). Understanding the Part B Strand Report explains what data and calculation were used to calculate district performance.

B-1 Graduation

Overview: Percent of students with an IEP graduating from high school with a regular diploma.

APR Definition: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Target: >80.00%

Data Source: Single Record Student Database (SRSD), Graduation and Dropout (GAD) Application, Michigan Student Data System (MSDS), and Student Record Maintenance (SRM).

Data Year: School Year 2014 – 2015; Four-year cohort. This indicator has a one-year lag. School Year (SY) 2014-15 refers to the period between July 1, 2014 and June 30, 2015 when data were collected. The SY varies with each indicator.

See data notes on the B-1 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of youths with an IEP who entered ninth grade and received a regular diploma within four years) divided by the (total # of youths with IEPs in the cohort)] times 100.

Calculation Notes: States must report using the graduation rate calculation and timeline established by the United States Department of Education (USED) under the *Every Student Succeeds Act (ESSA)* State calculations are based on the Cohort Four-Year Graduation Rate Methodology.

B-2 Dropout

Overview: Percent of students with an IEP dropping out of high school.

APR Definition: Percent of youth with individualized education programs (IEPs) dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Target: <9.00%

Data Sources: [GAD](#), [MSDS](#), and [SRM](#)

Data Year: School Year 2014 – 2015. This indicator has a one-year lag. School Year (SY) 2014-15 refers to the period between July 1, 2014 and June 30, 2015 when data were collected. The SY varies with each indicator.

Calculation: [(# of youth with IEPs who dropped out of high school in one year) divided by the (# of youth with IEPs who were enrolled in grades 9-12 in the same year)] times 100. This includes students ages 14-21 who were in ungraded programs and matched by age to grades 9-12.

Calculation Notes: States must report using the dropout data used in the ESSA graduation rate calculation and follow the timeline established by the USED under the ESSA. State calculations are based on the Consolidated State Performance Report Event Dropout Methodology.

B-3 Statewide Assessment

B-3A: Adequate Yearly Progress (AYP)

Overview: Percent of locals that meet AYP for the disability subgroup.

APR Definition: Percent of the districts with a disability subgroup that meets the state’s minimum “n” size that meet the state’s AYP targets for the disability subgroup.

Target: See [MI School Data](#)

Data Source: MI School Data

Data Year: SY 2015 – 2016.

See data notes on the B-3 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of districts with a disability subgroup that meets the state’s minimum “n” size that meet the state’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the state’s minimum “n” size)] times 100.

B-3B: Participation

Overview: Participation rate for children with an IEP

APR Definition: Participation rate for children with IEPs on statewide assessments

Target: >95.00%

Data Source: MI School Data

Data Date: SY 2015 – 2016.

See data notes on the B-3 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled in grades tested during the testing window, calculated separately for reading and math)] times 100

B-3C: Proficiency

Overview: Proficiency rates for children with an IEP against grade level.

APR Definition: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Target: See [MI School Data](#)

Data Source: MI School Data

Data Year: SY 2015 – 2016.

See data notes on the B-3 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs in grades tested enrolled for a full academic year, calculated separately for reading and math)] times 100.

B-4 Suspension/Expulsion

B-4A: Suspension/Expulsion

Overview: Rate of suspensions and expulsions of students with an IEP.

APR Definition: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. (20 U.S.C. 1416(a)(3)(A); 1412(a) (22))

Target: ≤5.00%

Data Source: [MSDS](#)

Data Year: SY 2014 – 2015.

See data notes on the B-4A page under the Results tab on the [CIMS training website](#).

Calculation: [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Calculation Notes: A district was identified as having a significant discrepancy in rates of suspensions and expulsions if more than five percent of its students with an IEP received out of school suspensions/expulsions for greater than 10 days cumulatively during the school year. Districts with fewer than five students with an IEP suspended/expelled for more than ten days were exempt from significant discrepancy calculations.

4B: Suspension/Expulsion by Race/Ethnicity

Overview: Rate of suspensions and expulsions of students with an IEP by race/ethnicity.

APR Definition: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year of children with Individualized Education Programs (IEPs); and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.

Target: 0.0%

Data Sources: [MSDS](#) and CIMS monitoring data

Data Year: SY 2014 – 2015.

See data notes on the B-4B page under the Compliance tab on the [CIMS training website](#).

Calculation: A district was identified as having a significant discrepancy in rates of suspensions and expulsions by race/ethnicity if 3.6 percent or more of its students with IEPs in a racial/ethnic group received out-of-school suspensions/expulsions for greater than 10 days cumulatively during the school year. Only locals with at least 30 students with IEPs enrolled during the school year were considered.

For those selected locals, the suspension/expulsion data for a particular race/ethnicity category was examined if there were at least 10 students with IEPs in this category enrolled during the school year. An analysis of policies, procedures and practices was conducted through state monitoring to determine whether the significant discrepancy was the result of noncompliant policies, procedures, and practices.

B-5 Educational Environments

B-5A: 80% or more

Overview: Percent of children with an IEP inside the regular class 80% or more of the day.

APR Definition: Percent of children with IEPs aged 6 through 21 served inside the regular class 80 percent or more of the day.

Target: $\geq 63.50\%$

Data Source: [MSDS](#)

Data Year: SY 2015 – 2016.

See data notes on the B-5 page under the Results tab on the [CIMS training website](#).

Calculation: $[(\# \text{ of children with IEPs served inside the regular class } 80 \text{ percent or more of the day}) \div (\text{total } \# \text{ of students aged 6 through 21 with IEPs})] \times 100$.

B-5B: Less than 40%

Overview: Percent of children with an IEP inside the regular class less than 40% of the day.

APR Definition: Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40 percent of the day.

Target: $\leq 11.70\%$

Data Source: [MSDS](#)

Data Year: SY 2015 – 2016.

See data notes on the B-5 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of children with IEPs served inside the regular class less than 40 percent of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B-5C: Separate Facilities

Overview: Percent of children with an IEP served in separate facilities.

APR Definition: Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Target: $\leq 5.32\%$

Data Source: [MSDS](#)

Data Year: SY 2015 – 2016.

See data notes on the B-5 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B-6 Preschool Educational Environments

B-6A: Majority in regular program

Overview: Percent of preschool children with IEPs attending a regular early childhood program the majority of the day.

APR Definition: Percent of children aged 3 through 5 with individualized education programs (IEPs) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Target: $\geq 28.20\%$

Data Source: [MSDS](#)

Data Date: SY 2015 – 2016.

See data notes on the B-6 page under the Results tab on the [CIMS training website](#).

Calculation [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related

services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B-6B: Separate facilities

Overview: Percent of preschool children with IEPs attending separate special education class or school.

APR Definition: Percent of children aged 3 through 5 with individualized education programs (IEPs) attending a separate special education class, separate school or residential facility. (20 U.S.C. 1416(a)(3)(A))

Target: ≤43.20%

Data Source: [MSDS](#)

Data Date: SY 2015 – 2016.

See data notes on the B-6 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B-7 Preschool Outcomes

B-7A-1: Positive Social-emotional skills

Overview: Percent of preschool children entering program below age expectations who substantially increased rate of growth by age 6 or exit.

APR Definition: Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Target: ≥86.50%

Data Sources: [MSDS](#) and [HighScope Educational Research Foundation](#)

Data Year: SY 2015 – 2016.

See data notes on the B-7 page under the Results tab on the [CIMS training website](#).

Calculation: [# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)] divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Calculation Notes

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right]$ times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right]$ times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right]$ times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right]$ times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right]$ times 100.

B-7A-2: Positive Social-emotional Skills

Overview: Percent of preschool children functioning within age expectations by age 6 or exit.

APR Definition: The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.

Target: $\geq 55.00\%$

Data Source: [MSDS](#) and [HighScope Educational Research Foundation](#)

Data Year: SY 2015 – 2016.

See data notes on the B-7 page under the Results tab on the [CIMS training website](#).

Calculation: $\left[\frac{\text{(\# of preschool children reported in progress category (d) plus \# of preschool children reported in progress category (e))}}{\text{(the total \# of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))}} \right]$ times 100.

Calculation Notes: See notes in B-7A-1.

B-7B-1: Acquisition and Use of Knowledge and Skills

Overview: Percent of preschool children entering program below age expectations who substantially increased rate of growth by age 6 or exit.

APR Definition: Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Target: $\geq 87.50\%$

Data Sources: [MSDS](#) and [HighScope Educational Research Foundation](#)

Data Year: SY 2015 – 2016.

See data notes on the B-7 page under the Results tab on the [CIMS training website](#).

Calculation: [# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)] divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Calculation Notes: See notes in B-7A-1.

B-7B-2: Acquisition and Use of Knowledge and Skills

Overview: Percent of preschool children functioning within age expectations by age 6 or exit.

APR Definition: The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.

Target: $\geq 56.10\%$

Data Sources: [MSDS](#) and [HighScope Educational Research Foundation](#)

Data Year: SY 2015 – 2016.

See data notes on the B-7 page under the Results tab on the [CIMS training website](#).

Calculation: [# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)] divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Calculation Notes: See notes in B-7A-1.

B-7C-1: Use of Appropriate Behaviors

Overview: Percent of preschool children entering program below age expectations who substantially increased rate of growth by age 6 or exit.

APR Definition: Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Target: ≥86.50%

Data Sources: [MSDS](#) and [HighScope Educational Research Foundation](#)

Data Year: SY 2015 – 2016.

See data notes on the B-7 page under the Results tab on the [CIMS training website](#).

Calculation: [# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)] divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Calculation Notes: See notes in B-7A-1.

B-7C-2: Use of Appropriate Behaviors

Overview: Percent of preschool children functioning within age expectations by age 6 or exit.

APR Definition: The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

Target: ≥59.20%

Data Source: [MSDS](#) and [HighScope Educational Research Foundation](#)

Data Year: SY 2015 – 2016.

See data notes on the B-7 page under the Results tab on the [CIMS training website](#).

Calculation: [# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)] divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Calculation Notes: See notes in B-7A-1.

B-8 Facilitated Parent Involvement

B-8A: Preschool

Overview: Parents of preschool children with IEPs who report that schools facilitated parent involvement.

APR Definition: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Target: $\geq 46.00\%$

Data Source: [Facilitated Parent Involvement Survey conducted by Wayne State University](#)

Data Year: SY 2015 – 2016.

See data notes on the B-8 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Calculation Notes: The preschool parent survey contained 37 NCSEAM items measuring “Efforts to Partner with Parents,” and 13 NCSEAM items measuring “Quality of Services” for a total of 50 items. Surveys were disseminated to all parents of children ages 3 through 5 years who receive special education services.

B-8B: School-age

Overview: Parents of school-age children with IEPs who report that schools facilitated parent involvement.

APR Definition: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C.1416(a)(3) (A))

Target: $\geq 25.60\%$

Data Source: [Facilitated Parent Involvement Survey conducted by Wayne State University](#)

Data Year: SY 2015 – 2016.

See data notes on the B-8 page under the Results tab on the [CIMS training website](#).

Calculation: [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Calculation Notes: The school-age parent survey contained 25 NCSEAM items measuring “Efforts to Partner with Parents.” Surveys were disseminated to one-third of all parents of school-age children who receive special education services.

B-9 Disproportionate Representation in Special Education

Overview: Disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.

APR Definition: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Target: 0.0%

Data Sources: [MSDS](#) and monitoring data from [CIMS](#)

Data Year: SY 2014 - 2015 and SY 2015 - 2016.

See data notes on the B-9 page under the Compliance tab on the [CIMS training website](#).

Calculation [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Calculation Notes: The Office of Special Education used a weighted risk ratio (WRR) to calculate disproportionate representation for a school district when the district’s population reflected the same racial/ethnic distribution as that of the state.

A risk ratio (RR) was used instead of a WRR to determine disproportionate representation when the racial/ethnic distribution of the district’s student population varied significantly from the state racial/ethnic distribution. This ratio was more appropriate, because it compared identification rates by race/ethnicity with the district’s student population.

An alternate risk ratio (ARR) was used to determine disproportionate representation for a particular racial/ethnic subgroup when there were fewer than 10 students with disabilities in all other racial/ethnic subgroups (disability comparison subgroup).

Procedures for Calculation of Local Educational Agency (LEA) Disproportionate Representation was refined to provide greater clarity about the use of the WRR, RR and ARR.

B-10 Disproportionate Representation - Eligibility Categories

Overview: Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

APR Definition: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C.1416(a)(3)(C))

Target: 0.0%

Data Sources: [MSDS](#) and monitoring data from [CIMS](#)

Data Year: SY 2014 - 2015 and SY 2015 - 2016.

See data notes on the B-10 page under the Compliance tab on the [CIMS training website](#).

Calculation [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Calculation Notes: The Office of Special Education (OSE) used a weighted risk ratio (WRR) to calculate disproportionate representation for a school district when the district's population reflected the same racial/ethnic distribution as that of the state.

A risk ratio (RR) was used instead of a WRR to determine disproportionate representation when the racial/ethnic distribution of the district's student population varied significantly from the state racial/ethnic distribution. This ratio was more appropriate, because it compared identification rates by race/ethnicity with the district's student population.

An alternate risk ratio (ARR) was used to determine disproportionate representation for a particular racial/ethnic subgroup when there were fewer than 10 students with disabilities in all other racial/ethnic subgroups (disability comparison subgroup).

Procedures for Calculation of Local Educational Agency (LEA) Disproportionate Representation was refined to provide greater clarity about the use of the WRR, RR and ARR.

B-11 Child Find

Overview: Percent of children with parental consent to evaluate, who were evaluated, and whose eligibility was determined within 30 school days or an agreed-upon extension.

APR Definition: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a

timeframe within which the evaluation must be conducted, within that timeframe (in Michigan, 30 school days). (20 U.S.C. 1416(a)(3)(B))

Target: 100.00%

Data Source: [MSDS](#)

Data Year: SY 2015 - 2016

See data notes on the B-11 page under the Compliance tab on the [CIMS training website](#).

Calculation: [(b) divided by (a)] times 100.

Calculation Notes:

- a. # of children for whom parental consent to evaluate was received
- b. # of children, whose evaluations were completed within 60 days (or State established timeline – 30 school days).

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

B-12 Early Childhood Transition

Overview: Percent of children referred by Part C prior to age 3, found eligible for Part B, having an IEP developed and implemented by their third birthday.

APR Definition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an individualized education program (IEP) developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Target: 100.00%

Data Source: [MSDS](#) and data verification.

Data Year: SY 2015 - 2016

See data notes on the B-12 page under the Compliance tab on the [CIMS training website](#).

Calculation: [(c) divided by (a - b - d - e)] times 100

Calculation Notes:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.

- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or, e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

B-13 Secondary Transition

Overview: Percent of youth aged 16 and above with an IEP with coordinated, measurable, annual IEP goals and transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals.

APR Definition: Percent of youth with individualized education programs (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C.1416(a)(3)(B))

Target: 100.00%

Data Source: [CIMS](#) Secondary Transition Checklist

Data Date: SY 2015 - 2016

See data notes on the B-13 page under the Compliance tab on the [CIMS training website](#).

Calculation: [(# of youth with an IEP aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP

Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100

B-14 Postsecondary Outcomes

B-14A: Enrolled in Higher Education

Overview: Percent of youth with an IEP that were enrolled in higher education within one year of leaving high school.

APR Definition: Percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.

Target: ≥33.20%

Data Source: [Postsecondary Outcomes Survey conducted by Wayne State University](#)

Data Year: SY 2015 - 2016

See data notes on the B-14 page under the Results tab on the [CIMS training website](#).

Calculation: Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B-14B: Enrolled in Higher Education or Competitively Employed

Overview: Percent of youth with an IEP that were enrolled in higher education or competitively employed within one year of leaving high school.

APR Definition: Percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.

Target: ≥60.00%

Data Source: [Postsecondary Outcomes Survey conducted by Wayne State University](#)

Data Year: SY 2015 - 2016

See data notes on the B-14 page under the Results tab on the [CIMS training website](#).

Calculation Percent enrolled in higher education or competitively employed = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B-14C: Enrolled in Higher Education, Training, or Employed

Overview: Percent of youth with an IEP that were enrolled in higher education/postsecondary training or employed within one year of leaving high school.

APR Definition: Percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Target: >72.50%

Data Source: [Postsecondary Outcomes Survey conducted by Wayne State University](#)

Data Year: SY 2015 - 2016

See data notes on the B-14 page under the Results tab on the [CIMS training website](#).

Calculation: Percent enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

IEP Implementation

Overview: Correct implementation of the student’s IEP related to state assessment(s).

APR Definition: Not an SPP indicator, but a monitoring priority.

Target: 100%

Data Source: [MSDS](#)

Data Year: SY 2015 - 2016

The 2017 Strand Report includes data from SY 2015 - 2016 (data collected between July 1, 2015 and June 30, 2016).

MSDS Data Review

Overview: The percentage of student data validated showing the local submitted valid and reliable data. This indicator was previously B-TVR.

APR Definition: Not an SPP indicator, but a monitoring priority.

Target: 100%

Data Source: [MSDS](#)

Data Year: SY 2015 - 2016

Findings of noncompliance are based on data from the Data Validation Checklist (validated in CIMS between May 15, 2016 to June 30, 2016.)

Timely IEPs

Overview: The percentage of IEPs that were completed (and submitted in MSDS) in a timely manner. The number of IEPs not reported as timely is being provided to districts.

APR Definition: Not an SPP indicator, but a monitoring priority. The 34 CFR §300.324 states that the IEP team must review a child's IEP periodically, but not less than annually.

Target: 100% Timely IEPs

Data Source: [MSDS](#)

Data Year: SY 2015 - 2016

See data notes on the Timely IEP page under the Compliance tab on the [CIMS training website](#).

Calculation: Number of IEPs that are more than 12 months after the last IEP date.

Calculation Notes: Number of late IEPs