

Early Childhood Special Education Programs and Services

Michigan Pupil
Accounting and
Attendance
Association (MPAAA)

September 16, 2024



Welcome and Introductions

- Who is in the Room?
- MiLEAP Staff
- CEPI Staff
- MDE Contractor

Today's Topics

- What is Early Childhood Special Education?
- MSDS Collection of Data
- Reporting Scenarios for Special Education
- Data Validation

What is Early Childhood Special Education?



Early Childhood Special Education

Serving children with disabilities, ages two-years, six-months through five years.

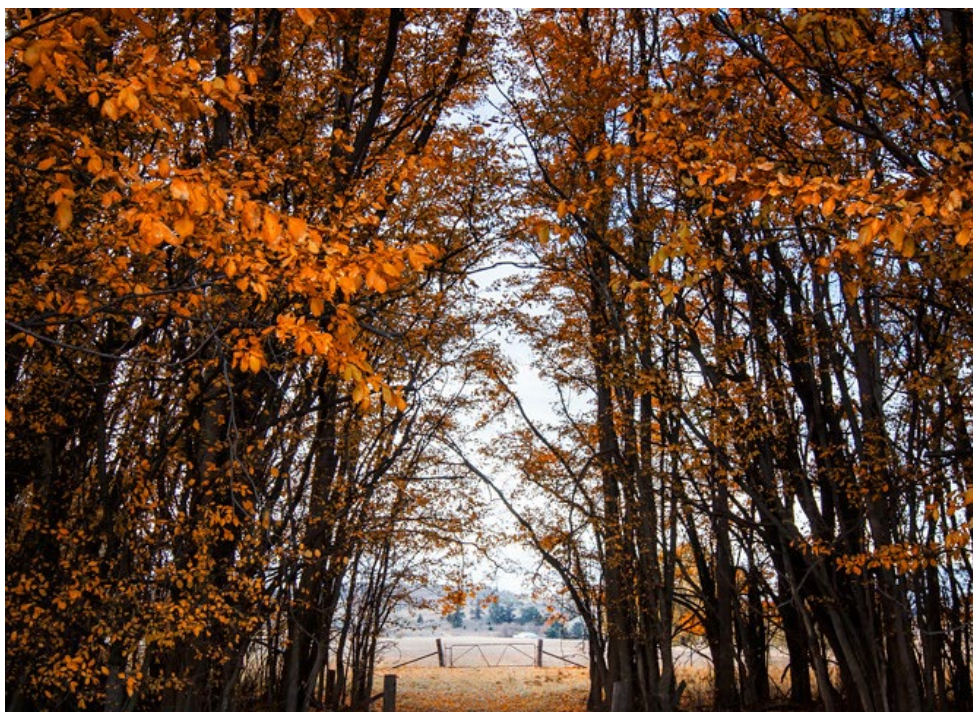
Federal Law

- Individuals with Disabilities Education Act (IDEA), Part B, Section 619

State Rules

- Michigan Administrative Rules for Special Education (MARSE) - Provision of special education programs and services for eligible pupils two-years, six-months through age five years.

Eligibility for Early Childhood Special Education



The Individualized Education Program (IEP)

The IEP Process

- Request for Initial Evaluation (*Initial IEPs Only*)
- Consent to Evaluate
- Multi-disciplinary Evaluation and Recommendation
- Eligibility determined and documented through the Individual Education Program (IEP) Team processes.
- Determination of needs, services, and programs (*Eligible Pupils Only*)
- Prior Written Notice/Offer of free and appropriate education (FAPE) (*Initial IEPs Only*)
- Consent to Initial Provision of Services (*Initial IEPs Only*)

Eligibility Categories

1. Cognitive impairment
2. Emotional impairment
3. Deaf or hard of hearing
4. Visual impairment including blindness
5. Physical impairment
6. Other health impairment
7. **Speech and language impairment**
8. **Early childhood developmental delay**
9. Specific learning disability
10. Severe multiple impairment
11. **Autism spectrum disorder**
12. Traumatic brain injury
13. Deaf-blindness

Infrastructure:

Provision and Funding

Structure

- ISDs as local lead agencies and subrecipients of federal funds
- LEAs reporting and operating

Funding

- Federal Funds
 - 619 Grant Funds (ages 3-5)
 - 611 Grant Funds (ages 3-21)
 - Medicaid Reimbursement
- State Funds
 - Special Education Costs and FTE
- ISD/County Funds

Infrastructure:

Reporting and Accountability

- Reported in Michigan Student Data System
- Data collected in the General Collections: Fall, Spring and EOY
 - Students reported in Grade 30
- What about the Early Childhood Collections

**MSDS
Components
to be
Reported**



MSDS Components to be Reported:

General Pupil Information

Personal Core

Personal Demographics

Contacts

Enrollment

School Demographics

Membership

MSDS Components to Be Reported: *Conditional Components*

Discipline

Seclusion and restraint

English Language Learners

Program Participation

Supplemental Nutrition Eligibility (SNE)

Title I

MSDS Components to Be Reported:

Special Education Specific

Initial IEP Component

- Date of Parental Consent
- Initial IEP Completion Date
- Timeliness of Initial IEP
- Result of IEP
- Days Beyond Timeline
- Part C Transition Timeliness

MSDS Components to Be Reported:

Special Education Specific (cont'd)

Special Education

- Disability Category(ies)
- Plan Type
- Plan Date
- Support Service Codes
- Program Service Code
- Primary Educational Setting
- Section 52 and 53 FTE

MSDS Components to Be Reported:

Special Education Specific (cont'd)

Part B Preschool Outcomes Component

- Entry Rating Date
- Exit Rating Date
- Outcome Ratings (*for all three outcome areas*)

MSDS Components to Be Reported: *Transitioning Part C to Part B/619*

Part B Referral

- LEA/SEA Notification
- Parent Contact Information

Early On[®] Component

- Part C Exit Reason
- Part C Exit Date

Part C Early Childhood Outcomes Component

- Exit Rating Date
- Outcome Ratings (*for all three outcome areas*)
- Progress Question (*for all three outcome areas*)

Pupil Reporting Scenarios



Scenario #1

Request for Initial Evaluation



Request for Initial Evaluation

Required Initially for:

- A pupil who does not currently have special education eligibility and for whom an educational evaluation has been requested.



After the Initial Request: *The Many Possibilities*



Request for Initial Evaluation: *Eligibility Not Determined*

When Might This Happen?

- Unable to Contact Family
- Parent Does Not Provide Consent for Evaluation
- Parent withdraws consent to evaluate

What Must be Done?

- An IEP is NOT developed
- Provide Parent/Guardian with Prior Written Notice
- Ensure Parent/Guardian has Procedural Safeguards

Request for Initial Evaluation: *Eligibility Not Determined*

What Must be Reported?

- The Initial IEP Component

School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	SNE			

Date of Parental Consent:

Initial IEP Completion Date:

Timeliness Of Initial IEP:

Result of Initial IEP:

Days Beyond Timeline:

PartCTransitionTimeliness:

Errors:

Warnings:

Request for Initial Evaluation: *Determined Not Eligible*

When Might This Happen?

- IEP Team determined ineligibility based on evaluation results and need for special education.

What Must be Done?

- An IEP is developed reflecting ineligibility
- Provide Parent/guardian with Prior Written Notice
- Ensure Parent/guardian has Procedural Safeguards

Request for Initial Evaluation: *Determined Not Eligible*

What Must be Reported?

- The Initial IEP Component

School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	SNE			

Date of Parental Consent:

Initial IEP Completion Date:

Timeliness Of Initial IEP:

Result of Initial IEP:

Days Beyond Timeline:

PartCTransitionTimeliness:

Errors:

Warnings:

Request for Initial Evaluation: *Determined Eligible, Consent Declined*

When Might This Happen?

- IEP Team determined pupil is eligible, Parent/guardian does not provide consent for initial provision of services

What Must be Done?

- An IEP is developed reflecting eligibility and supports
- Provide Prior Written Notice
- Provide district's offer of a free and appropriate public education (FAPE)
- Parent/guardian does not provide initial consent for services.
- Provide Procedural Safeguards

Request for Initial Evaluation: *Determined Eligible, Consent Declined*

What Must be Reported?

- The Initial IEP Component

School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	SNE			

Date of Parental Consent:

Initial IEP Completion Date:

Timeliness Of Initial IEP:

Result of Initial IEP:

Days Beyond Timeline:

PartCTransitionTimeliness:

Errors:

Warnings:

Request for Initial Evaluation: *Determined Eligible, Consent Provided*

When Might This Happen?

- IEP Team determined pupil is eligible, Parent/guardian provides consent for initial provision of services

What Must be Done?

- An IEP is developed reflecting eligibility and supports
- Provide Prior Written Notice
- Provide district's offer of a free and appropriate public education (FAPE)
- Parent/guardian provides initial consent for services
- Provide Procedural Safeguards

Request for Initial Evaluation: *Determined Eligible, Consent Provided*

What Must be Reported?

- The Initial IEP Component

School Demographics Personal Demographics Contacts Contacts - 2 Enrollment Membership GeneralEdFTE

Program Participation TitleITAS Initial IEP SNE

Date of Parental Consent: 07/02/2024

Initial IEP Completion Date: 07/31/2024

Timeliness Of Initial IEP: 11-IEP completed within 30 school days

Result of Initial IEP: Please Select

Days Beyond Timeline: Please Select

PartCTransitionTimeliness: Please Select

1-Student was found eligible

2-Student was found not eligible

3-Student found eligible, services refused

Errors:

Warnings:

Request for Initial Evaluation: *Determined Eligible, Consent Provided*

What Must be Reported?

- Special Education Component

School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	SpecialEducation	EC Special Ed Assessment	SNE	

Primary Disability:

Secondary Disability: 22-Legally Blind
 24-Deaf

Plan Date:

Type of Plan:

Additional Plan Date:

Support Services: 200-Teacher Consultant (T.C.) Autism Spectrum Disorder
 210-T.C. Mentally Impaired
 220-T.C. Emotionally Impaired
 230-T.C. Learning Disabled

Program Service Code: 110-Programs for Mild Cognitive Impairment
 120-Programs for Moderate Cognitive Impairment
 130-Programs for Severe Cognitive Impairment
 140-Programs for Emotional Impairment

Primary Educational Setting:

Placed By Another Dist IEP:

Spec Ed Exit Reason:

Spec Ed Exit Date:

Section 52 FTE:

Section 53 FTE:

Errors:
Warnings:

Request for Initial Evaluation: *Determined Eligible, Consent Provided* What Must be Reported?

- EC Special Ed Assessment

School Demographics Personal Demographics Contacts Contacts - 2 Enrollment Membership
GeneralEdFTE Program Participation TitleITAS Initial IEP SpecialEducation
EC Special Ed Assessment SNE

EntryAssessmentDate: 07/31/2024
ExitAssessmentDate:
*Outcome 1A: 2-Between Not Yet and Emerging
Outcome 1B: Select Yes/No
*Outcome 2A: 1-Not Yet
Outcome 2B: Select Yes/No
*Outcome 3A: 2-Between Not Yet and Emerging
Outcome 3B: Select Yes/No

Errors:
Warnings:



Scenario #2

Transition from Part C to Part B, 619

Transition from Part C to Part B/619

Required as Part of Early Childhood Transition for:

- A pupil who is currently being served in *Early On*® and is referred for an initial special education evaluation due to meeting the state definition of potentially eligible for Part B.



Transition from Part C to Part B/619

When Might This Happen?

- Prior to the third birthday of a pupil who was served in Part C and meets the state definition of “potentially eligible” for Part B/619.

What Must be Done?

- Notification/Referral to Part B
- Parental Consent to Evaluation
- Evaluation and Eligibility Recommendation
- IEP is developed reflecting eligibility status and supports
- Provide Prior Written Notice/offer of a free and appropriate public education (FAPE)
- Consent for Initial Provision of Services
- Provide Procedural Safeguards

Transition from Part C to Part B/619

What Must be Reported?

- The Initial IEP Component

School Demographics | Personal Demographics | Contacts | Contacts - 2 | Enrollment | Membership | GeneralEdFTE

Program Participation | TitleITAS | Initial IEP | SNE

Date of Parental Consent:

Initial IEP Completion Date:

Timeliness Of Initial IEP:

Result of Initial IEP:

Days Beyond Timeline:

PartCTransitionTimeliness:

Errors:

Warnings:

Transition from Part C to Part B/619

What Must be Reported?

- Special Education Component with updated eligibility and IEP Information

School Demographics | Personal Demographics | Contacts | Contacts - 2 | Enrollment | Membership | GeneralEdFTE

Program Participation | TitleITAS | Initial IEP | **SpecialEducation** | EC Special Ed Assessment | SNE

Primary Disability: 15-Autism Spectrum Disorder

Secondary Disability: 22-Legally Blind
 24-Deaf

Plan Date: 07/31/2024

Type of Plan: 02-IEP

Additional Plan Date:

Support Services: 200-Teacher Consultant (T.C.) Autism Spectrum Disorder
 210-T.C. Mentally Impaired
 220-T.C. Emotionally Impaired
 230-T.C. Learning Disabled

Program Service Code: 110-Programs for Mild Cognitive Impairment
 120-Programs for Moderate Cognitive Impairment
 130-Programs for Severe Cognitive Impairment
 140-Programs for Emotional Impairment

Primary Educational Setting: 46-Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)

Placed By Another Dist IEP: Select Yes/No

Spec Ed Exit Reason: Please Select

Spec Ed Exit Date:

Section 52 FTE: 0.00

Section 53 FTE: 0.00

Errors:

Warnings:

Transition from Part C to Part B/619

What Must be Reported?

- EC Special Ed Assessment

School Demographics | Personal Demographics | Contacts | Contacts - 2 | Enrollment | Membership | GeneralEdFTE | Program Participation | TitleITAS | Initial IEP | SpecialEducation

EC Special Ed Assessment | SNE

EntryAssessmentDate: 07/31/2024

ExitAssessmentDate:

*Outcome 1A: 2-Between Not Yet and Emerging

Outcome 1B: Select Yes/No

*Outcome 2A: 1-Not Yet

Outcome 2B: Select Yes/No

*Outcome 3A: 2-Between Not Yet and Emerging

Outcome 3B: Select Yes/No

Errors:

Warnings:

Transition from Part C to Part B/619

What ALSO Must be Reported?

- The ISD must exit the child from Early On
 - Early On
 - Early On Services
 - Part C Assessment Exit Rating
 - Part B Referral Component

Transition from Part C to Part B/619

What Must be Reported?

- Early On

The screenshot shows a software interface with a top navigation bar containing tabs: School Demographics, Personal Demographics, Contacts, Contacts - 2, Enrollment, Membership, GeneralEdFTE, SpecialEducation, EarlyOn, and Part B Referral. Below this is a sub-navigation bar with tabs: Part C Assessment, Part C Assessment - 2, and EarlyOnServices. The main content area contains the following fields:

- *Service Coordination: ED-Education (dropdown)
- Agency: (dropdown)
- *Primary Service Setting: 31-Home (dropdown)
- *Current IFSP Date: 11/8/2022 (calendar icon)
- *TimelyStartOfService: 1-Timely New Services (dropdown)
- EligibilityReason: (checkboxes)
 - 01-Developmental Delay: Cognitive
 - 02-Developmental Delay: Adaptive
 - 03-Developmental Delay: Communication
 - 04-Developmental Delay: Physical
 - 05-Developmental Delay: Social-Emotional
- Part C Exit Reason: 30-Age 2 1/2 - 3, Part B eligible (dropdown)
- Part C Exit Date: 4/27/2023 (calendar icon)
- TransitionIFSP: 01-Timely (dropdown)
- TransitionConference: 01-Timely (dropdown)

Transition from Part C to Part B/619

What Must be Reported?

- Early On Services

School Demographics Personal Demographics Contacts Contacts - 2 Enrollment Membership
GeneralEdFTE SpecialEducation EarlyOn Part B Referral Part C Assessment Part C Assessment - 2

EarlyOnServices

*Service Code: 809-Psychological services

*LengthInMinutes: 120

*FrequencyOfService: 6

Transition from Part C to Part B/619

What Must be Reported?

- Part C Assessment Exit Date

The screenshot displays a web application interface with a navigation menu at the top. The menu items are: School Demographics, Personal Demographics, Contacts, Contacts - 2, Enrollment, Membership, GeneralEdFTE, SpecialEducation, EarlyOn, Part B Referral, Part C Assessment, Part C Assessment - 2 (highlighted), and EarlyOnServices. Below the menu is a form titled 'Part C Assessment - 2' with a red 'X' close button in the top right corner. The form contains the following fields:

*AssessmentDate: ?	3/20/2023
*AssessmentType: ?	03-Exit
*Social Relationships: ?	6-Between somewhat and completely
New Social Relationships: ?	Yes
*Knowledge Skills: ?	7-Completely
New Knowledge Skills: ?	Yes
*Actions: ?	5-Somewhat
New Actions: ?	Yes

Transition from Part C to Part B/619

What Must be Reported?

- Part B Referral

The screenshot shows a web interface with several tabs at the top: School Demographics, Personal Demographics, Contacts, Contacts - 2, Enrollment, Membership, GeneralEdFTE, SpecialEducation, EarlyOn, Part B Referral (highlighted), Part C Assessment, Part C Assessment - 2, and EarlyOnServices. Below the tabs is a form with a red 'X' icon in the top right corner. The form contains the following fields:

*SEANotification:	Yes
*LEANotification:	Yes
*Parent Last Name:	LastName
*Parent First Name:	Firstname
Parent Address Unknown:	No
Parent Phone Unknown:	No

Scenario #3

**Annual IEP
Review**



Annual IEP Review

Required Minimally Every Year for:

- A pupil who is currently eligible for special education eligibility and for whom the IEP must be reviewed and updated.



Annual IEP Review

When Might This Happen?

- At a minimum once a year all pupils who are eligible for special education must have their IEP reviewed and updated.

What Must be Done?

- Review and updated the pupil's IEP.
- Provide Prior Written Notice and offer of a free and appropriate public education (FAPE)
- Provide Procedural Safeguards

Annual IEP Review

What Must be Reported?

- Special Education Component with Updated IEP information

School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	SpecialEducation	EC Special Ed Assessment	SNE	

Primary Disability:

Secondary Disability: 22-Legally Blind
 24-Deaf

Plan Date:

Type of Plan:

Additional Plan Date:

Support Services: 200-Teacher Consultant (T.C.) Autism Spectrum Disorder
 210-T.C. Mentally Impaired
 220-T.C. Emotionally Impaired
 230-T.C. Learning Disabled

Program Service Code: 110-Programs for Mild Cognitive Impairment
 120-Programs for Moderate Cognitive Impairment
 130-Programs for Severe Cognitive Impairment
 140-Programs for Emotional Impairment

Primary Educational Setting:

Placed By Another Dist IEP:

Spec Ed Exit Reason:

Spec Ed Exit Date:

Section 52 FTE:

Section 53 FTE:

Errors:
Warnings:



Scenario #4

Redetermination of Eligibility

Redetermination of Eligibility

Required Minimally Every Three years for:

- A pupil who is currently eligible for special education for whom ongoing eligibility, a change in eligibility or ineligibility must be determined.



Redetermination of Eligibility

When Might This Happen?

- At a minimum once every three years all pupils who are eligible for special education must have their eligibility reviewed and updated.

What Must be Done?

- A review of existing data to determine re-evaluation needs.
- Completion of any updated evaluation and recommendation of eligibility.
- An IEP is developed reflecting updated eligibility and supports (for pupils with continued eligibility)
- Provide Prior Written Notice
- Provide district's offer of a free and appropriate public education (FAPE) (for pupils with continued eligibility)
- Provide Procedural Safeguards

Redetermination of Eligibility

What Must be Reported?

- Special Education Component with updated IEP and Eligibility Information

School Demographics | Personal Demographics | Contacts | Contacts - 2 | Enrollment | Membership | GeneralEdFTE

Program Participation | TitleITAS | Initial IEP | Special Education | EC Special Ed Assessment | SNE

Primary Disability: 15-Autism Spectrum Disorder

Secondary Disability: 22-Legally Blind
 24-Deaf

Plan Date: 07/31/2024

Type of Plan: 02-IEP

Additional Plan Date:

Support Services: 200-Teacher Consultant (T.C.) Autism Spectrum Disorder
 210-T.C. Mentally Impaired
 220-T.C. Emotionally Impaired
 230-T.C. Learning Disabled

Program Service Code: 110-Programs for Mild Cognitive Impairment
 120-Programs for Moderate Cognitive Impairment
 130-Programs for Severe Cognitive Impairment
 140-Programs for Emotional Impairment

Primary Educational Setting: 46-Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)

Placed By Another Dist IEP: Select Yes/No

Spec Ed Exit Reason: Please Select

Spec Ed Exit Date:

Section 52 FTE: 0.00

Section 53 FTE: 0.00

Errors:

Warnings:

Scenario #5

Transfer of a Pupil with and IEP



Transfer of Pupil with an IEP

Required Upon Enrollment for:

- A pupil has moved into a new school district and who was determined eligible for and receiving special education in another district within or outside of Michigan.



Transfer of Pupil with an IEP: *In-State*

When Might This Happen?

- When a pupil with an IEP that was in effect in another district within Michigan and transfers to a new district within the state.

What Must be Done?

- In consultation with parent/guardian new district provides services comparable to what is in the pupil's IEP and either (1) adopts pupil's IEP in full or (2) develops a new IEP within 30 school days.
- Provide Prior Written Notice and district's offer of a free and appropriate public education (FAPE)
- Provide Procedural Safeguards

Transfer of a Pupil with an IEP In-State

What Must be Reported?

- Special Education Component with IEP and Eligibility Information

School Demographics | Personal Demographics | Contacts | Contacts - 2 | Enrollment | Membership | GeneralEdFTE

Program Participation | TitleITAS | Initial IEP | **Special Education** | EC Special Ed Assessment | SNE

Primary Disability: 15-Autism Spectrum Disorder

Secondary Disability: 22-Legally Blind
 24-Deaf

Plan Date: 07/31/2024

Type of Plan: 02-IEP

Additional Plan Date:

Support Services: 200-Teacher Consultant (T.C.) Autism Spectrum Disorder
 210-T.C. Mentally Impaired
 220-T.C. Emotionally Impaired
 230-T.C. Learning Disabled

Program Service Code: 110-Programs for Mild Cognitive Impairment
 120-Programs for Moderate Cognitive Impairment
 130-Programs for Severe Cognitive Impairment
 140-Programs for Emotional Impairment

Primary Educational Setting: 46-Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)

Placed By Another Dist IEP: Select Yes/No

Spec Ed Exit Reason: Please Select

Spec Ed Exit Date:

Section 52 FTE: 0.00

Section 53 FTE: 0.00

Errors:

Warnings:

Transfer of Pupil with an IEP: *Out-of-State*

When Might This Happen?

- When a pupil with an IEP that was in effect in another state transfers to a district within Michigan.

What Must be Done?

- Consult with parent/guardian to immediately provide FAPE with services comparable to those described in the pupil's IEP.
- New district evaluates and develops a new IEP within 30 school days.
- Provide Prior Written Notice/offer of a free and appropriate public education (FAPE)
- Provide Procedural Safeguards

Transfer of Pupil with an IEP: *Out-of-State* What Must be Reported?

- The Initial IEP Component

The screenshot shows a web application interface with a navigation bar at the top containing tabs: School Demographics, Personal Demographics, Contacts, Contacts - 2, Enrollment, Membership, GeneralEdFTE, Program Participation, TitleITAS, Initial IEP (highlighted), and SNE. Below the tabs is a form with the following fields:

- Date of Parental Consent: 07/02/2024
- Initial IEP Completion Date: 07/31/2024
- Timeliness Of Initial IEP: 11-IEP completed within 30 school days
- Result of Initial IEP: Please Select
- Days Beyond Timeline: Please Select
- PartCTransitionTimeliness: 1-Student was found eligible, 2-Student was found not eligible, 3-Student found eligible, services refused

At the bottom of the form, there are sections for "Errors:" and "Warnings:".

Transfer of a Pupil with an IEP: Out of State

What Must be Reported?

- Special Education Component with IEP and Eligibility Information

School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	SpecialEducation	EC Special Ed Assessment	SNE	

Primary Disability:	<input type="text" value="15-Autism Spectrum Disorder"/>
Secondary Disability:	<input type="checkbox"/> 22-Legally Blind <input type="checkbox"/> 24-Deaf
Plan Date:	<input type="text" value="07/31/2024"/>
Type of Plan:	<input type="text" value="02-IEP"/>
AdditionalPlanDate:	<input type="text"/> <input type="text"/> <input type="text"/>
SupportServices:	<input checked="" type="checkbox"/> 200-Teacher Consultant (T.C.) Autism Spectrum Disorder <input type="checkbox"/> 210-T.C. Mentally Impaired <input type="checkbox"/> 220-T.C. Emotionally Impaired <input type="checkbox"/> 230-T.C. Learning Disabled
Program Service Code:	<input type="checkbox"/> 110-Programs for Mild Cognitive Impairment <input type="checkbox"/> 120-Programs for Moderate Cognitive Impairment <input type="checkbox"/> 130-Programs for Severe Cognitive Impairment <input type="checkbox"/> 140-Programs for Emotional Impairment
PrimaryEducationalSetting:	<input type="text" value="46-Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)"/>
Placed By Another Dist IEP:	<input type="text" value="Select Yes/No"/>
Spec Ed Exit Reason:	<input type="text" value="Please Select"/>
Spec Ed Exit Date:	<input type="text"/>
Section 52 FTE:	<input type="text" value="0.00"/>
Section 53 FTE:	<input type="text" value="0.00"/>

Errors:
Warnings:

Transfer of Pupil with an IEP: *Out-of-State*

Count Day

- If a student moves in from out of state, reporting in MSDS can be a little tricky depending on if can complete the MI initial IEP prior to count day.

Out of State transfer - District can not complete MI Initial IEP before count day



School Demographics	Personal Demographics	Contacts	Contacts - 2	Enrollment	Membership	GeneralEdFTE
Program Participation	TitleITAS	Initial IEP	Special Education	SNE		
Primary Disability:	15-Autism Spectrum Disorder					
Secondary Disability:	<input type="checkbox"/> 22-Legally Blind <input type="checkbox"/> 24-Deaf					
Plan Date:	Out of State IEP Date					
Type of Plan:	02-IEP					
Additional Plan Date:	<input type="text"/> <input type="text"/>					
Support Services:	<input checked="" type="checkbox"/> 200-Teacher Consultant (T.C.) Autism Spectrum Disorder <input type="checkbox"/> 210-T.C. Mentally Impaired <input type="checkbox"/> 220-T.C. Emotionally Impaired <input type="checkbox"/> 230-T.C. Learning Disabled <input type="checkbox"/> 110-Programs for Mild Cognitive Impairment <input type="checkbox"/> 120-Programs for Moderate Cognitive Impairment <input type="checkbox"/> 130-Programs for Severe Cognitive Impairment <input type="checkbox"/> 140-Programs for Emotional Impairment					
Program Service Code:	<input type="checkbox"/> 110-Programs for Mild Cognitive Impairment <input type="checkbox"/> 120-Programs for Moderate Cognitive Impairment <input type="checkbox"/> 130-Programs for Severe Cognitive Impairment <input type="checkbox"/> 140-Programs for Emotional Impairment					
Primary Educational Setting:	46-Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)					
Placed By Another Dist IEP:	Select Yes/No					
Spec Ed Exit Reason:	Please Select					
Spec Ed Exit Date:	<input type="text"/>					
Section 52 FTE:	0.00					
Section 53 FTE:	0.00					

Data Validation



Validating via own Reports

Local Student Information System Reports

Data Hub Cockpit reports

- Can run BR validations
- Can run MSDS Reports
- Can run against some DQs that CEPI sends

Reports from MSDS

MSDS Reports

Once on the MSDS page scroll down to the Help and Training library.

Click MSDS Reports List

⊕ Manuals

⊗ Help and Training

- [31a Resources and Information](#)
- [EL Auto Exit FAQ](#)
- [English Learner Auto Exiting Webinar](#)
- [English Learner Exit Reporting Guidelines](#)
- [Helpful Hints for Early Middle College Reporting](#)
- [MSDS Best Practices Reporting Guide for Trouble](#)
- [MSDS District User Guide](#)
- [MSDS FAQs](#)
- [MSDS Report List](#)
- [Race and Ethnicity Reporting](#)

MSDS Reports List

MSDS Report List

Version 2.0 Revised 9/7/2023



Report Name	Report Location						Collection					Third Grade
	Audit	Certified	General Reports	Oral Cohort	Seat 2	Staging	Early Reader S.N.I.S.R.	EC	General	EMM	T.SOL	
Alpha List (Paper Members) with PTE + D		X				X			X	X		
UPCATED Alpha List for District		X				X	X		X	X		X
Cohort Student List				X								
UPCATED Missing Student Report		X				X			X			
Nearly Enrolled Students		X							X			
Student Roster Report		X							X	X		
Aug 2024			X						X			
CPAET		X							X			
UPCATED PTE Comparison Report		X							X			
PTE Conflict Tests by Grade		X	X						X			
PTE Summary		X	X			X			X			
Section 23a Summary		X								X		
Section 25 Summary Report				X						X		
Student Count by PTE Status		X				X			X	X		
UPCATED Teacher Report & Violation Report		X							X			
Early Childhood Connections Status Report			X						X			
Early Childhood Count by Fiscal Entry and Program		X				X			X			
Early Childhood Gender/Race/Ethnicity		X				X			X			
UPCATED Early Childhood Missing Child Report		X				X			X			
Early Childhood Gender/Race/Ethnicity		X				X			X	X		
UPCATED Early Childhood Special Ed Program Designation		X				X			X			
UPCATED Early Childhood Student List		X				X			X			
UPCATED Early Childhood Assessment Roster		X				X			X			
Early On Student Roster		X				X			X			
ESBP Counts by Fiscal Entry and Program		X							X			
ESBP Reporting Period Summary		X				X			X			
UPCATED Intra ISBP Report		X				X			X			
Direct Certification Overview Status			X									
Direct Certification Student Status			X									
UPCATED Economically Disadvantaged Students		X							X	X	X	
List of Urban, Rural, Frontier			X									
Urban Entry Parameters			X									
Demographics and Consensus Summary		X				X			X			
UPCATED District Special Education Report		X				X			X	X		
UPCATED District Special Education Report for District		X				X			X	X		
Early Middle Grades Foster Report		X				X			X	X		
EMG Status Count		X				X			X	X		
Gender/Race/Ethnicity Count		X				X			X			
Grade or Sibling with Age Data		X				X			X	X		
Homeless Student Summary		X				X			X	X		
UPCATED Intra ISBP Report		X				X			X	X		
UPCATED Missing ISBP and Special Education Data		X				X			X			
Primary Disability Count		X				X			X			
Program Participation Count		X				X			X	X		
Residency Status Count		X				X			X	X		
Special Education Child Count PEP Report		X				X			X			
Student Count by Grade or Sibling		X				X			X	X		
UPCATED Student Count by Primary or Sibling		X				X			X	X		
UPCATED Third Grade Retention Missing Student Report												X
UPCATED General T.SOL Missing Student Report		X				X					X	
Migrant Student List		X				X					X	
T.SOL Student Roster			X								X	
T.SOL Students Not Previously Reported		X				X					X	
Duplicate UIC Report						X			X			
List of Changed UICs						X	X	X	X	X	X	
List of New UICs Created						X	X	X	X	X	X	
List of Possible Matches						X	X	X	X	X	X	
List of Resolved UICs						X	X	X	X	X	X	
List of Unresolved Possible Matches						X	X	X	X	X	X	
UIC Resolution Data						X	X	X	X	X	X	
UIC Resolution Summary						X	X	X	X	X	X	
UIC Roster List			X			X	X	X	X	X	X	
UPCATED Status Report			X						X	X	X	
Strong Summary						X	X		X	X	X	
Violation Data						X	X	X	X	X	X	
Violation Summary						X	X	X	X	X	X	

MSDS Reports List – Page 2

MSDS Reports

Page 2 is a list of

- Report title
- Description
- Any filters
- Fields included

Report Name	Report Description	Students Included	Recommendations/Suggested Uses	Additional Information	Target Audience	Fields
Alpha List (Full Membership)	An alphabetical listing of students submitted in this collection, grouped by building and grade.	All	Review this report to verify that the list of your General and Special Ed students, including PTE, are correct. Compare this report against reports from your student information system.		District Users, Auditors	Student Name, Address, City, Postal Code, UIC, Student ID, Date of Birth, DOB, Grade, Enrollment Date, LEA number, Residency Code, Exit Status, Exit Date, Special Education Program Code, General Ed FTE, Special Ed 52 FTE, Special Ed 53 FTE, Total FTE
Alpha List (Full Membership with PTE > 0)	An alphabetical listing of students submitted in this collection with greater than 0 PTE, grouped by building and grade, include addresses.	>0 PTE	Note: SED Auditors require this report to be submitted to them.	The student counts may not match the other MSDS Reports. This is because it is exported as the report is not intended to be used as a placement report.	District Users, Auditors	Student Name, Address, City, Postal Code, UIC, Student ID, Date of Birth, DOB, Grade, Enrollment Date, LEA number, Residency Code, Exit Status, Exit Date, Special Education Program Code, General Ed FTE, Special Ed 52 FTE, Special Ed 53 FTE, Total FTE
Alpha List for Download	An alphabetical listing of students submitted in this collection, formatted for use in Excel or CSV formats. The report is initially sorted by building and student last name, but is capable of being sorted on any header. Includes addresses.	All	This report is intended to be downloaded as an Excel or CSV file. Following PDF will cause unexpected results. Once downloaded, you will have the ability to sort and filter on any field. This will answer questions such as "Which students have an FTE between 0.00 and 1.00?" and "How many Buildings is 11 for each Resident/LEA code?"		District Users, Auditors	Student Name, Building Name, Address, City, Postal Code, UIC, Student ID, Date of Birth, DOB, Gender, Grade, Enrollment Date, LEA number, Residency Code, Exit Status, Exit Date, Special Education Program Code, General Ed FTE, Special Ed 52 FTE, Special Ed 53 FTE, Total FTE, Date Reported, Total Pseudo-Assignments, Section, Race/ETH, Building Would Otherwise Attend
Audit Status	This report is sorted by district code and displays a district's audited status. The Audit Status will display Unaudited (005 F) or Audited (4 05). The Narrative Status will display Open, Send or Submitted.	NA	This report is mainly for CERPMDE use, but could be run by the districts to determine whether or not a district has been audited.		State Administrators	District Number, District Name, Audit Status, Narrative Status
Current Student List	A listing of students for a specified school year. The report will display the current status, expected graduation year, district exit information (if applicable), and if and when leaving.	All	Review this report to verify that student's current statuses are correct. The report will initially run in the screen. Click the Report button at the bottom of the page to export to PDF or Excel.		District Users	UIC, Last Name, First Name, Current Status, Exit Year, Exit Code, Exit Date, Building, District Name & Number
Collection Status Report	Displays each district's current collection status. The report will indicate if a district has certified, is in progress (waiting), or has not started the staging step.	NA	This report is mainly for CERPMDE use, but could also be run by SEDs to determine status of their constituent districts.		State Administrators, Auditors	SED Name & Number, District Name, District Code, Certified Date, Status, Prior Collection Count, Submitted Count, Error Count, Unsubmitted Count, Certified Count, Date Updated, Charging Agency, Education Management Organization, Education Service Provider
District Certification Download Status	Contains a list of districts that have downloaded or not downloaded the District Certification Student Status report (user searched for a selected school year).	NA	This report is mainly for CERPMDE use, but could also be run by SEDs to determine whether or not their constituent districts have downloaded the report.		State Administrators, Auditors	SED Name, District Name & Number, Download Date
District Certification Student Status	Report of students identified as Directly Certified. This report is refreshed bi-weekly in August/September and monthly thereafter.	All	This report can be downloaded and loaded to district student information systems under food service systems. It is recommended that districts download the report after every refresh.		District Users	UIC, Eligibility Category, Last Name, First Name, Middle Initial, Date of Birth, DOB, Gender, Student Number, Exit Date, Eligibility Date
Discipline and Consequence Summary	Count of students by incident type and disciplinary action type, including student's ever total.	All	Review this report to verify that all expulsions and suspensions for Special Ed students have been submitted.		District Users	Initial, Consequence, Incident Type, Action Type, Incident Total
Grand Special Education Report	This report is similar to the "Alpha" reports, but only special students reported with a primary disability code. It shows the UIC, First & Last Name, Local student ID, SEP Date, Primary Disability code, Primary Program code, Primary ID, address, Placement Number, District, Sex, 52 FTE, Sex, 53 FTE and if the report includes an initial SEP enrollment. The report is refreshed by the district.	Continuing	Review this report to verify that your list of Special Ed students is correct.	Only students that are active special education participants as of the countdate will be included in this report. Therefore if a student's submission is after	District Users	UIC, FirstName, LastName, Student ID, Ethnicity, Plan Date, Plan Date Over 1 Year, Type of Plan, Primary Disability, Primary Program Code, Primary SEP Setting, Placement Other District, Section 52 FTE, Section 53 FTE, is it a SEP

District Special Education Report For Download

Center for Educational Performance and Information - MSDS STAGING

District Special Education Report for Download

Uncertified Data

Entity: Haslett Public Schools (33060)

Collection: Fall 2024 General Collection 2024-2025

Building Name	Grade	UIC	First Name	Last Name	Local Student ID	Ethnicity	Plan Date	Plan Date Over 1 Year	Type of Plan	Primary Disability	Primary Program Code	Primary Service Code	Primary Ed Setting	Placed By Other District	Section 52 FTE	Section 53 FTE	Is Initial IEP
Haslett High School (06207)	Grade 09				322025	000010	04/25/2023	Yes	IEP	06	110	310	12	false	.47		No
Haslett High School (06207)	Grade 09				614135	000010	05/08/2023	Yes	IEP	13	194	310	11	false	.16		No
Haslett High School (06207)	Grade 09				322023	001000	02/08/2023	Yes	IEP	20		262	11	false	0		No
Vera Ralya Elementary School (04288)	Grade 05				618199	000010	12/07/2022	Yes	IEP	13	194		11	false	.12		No
Vera Ralya Elementary School (04288)	Grade 05				619168	010000	10/1/2023	No	IEP	13	194	290	11	false	.03		Yes
Wilkshire School (04529)	Grade 00				623074	000010	03/01/2023	Yes	IEP	10		290	11	false	0		No
Wilkshire School (04529)	Grade 00				624174	001000	02/01/2023	Yes	IEP	10		290	11	false	0		No
Wilkshire School (04529)	Grade 00				623220	000010	03/16/2023	Yes	IEP	10		290	11	false	0	0.00	No

Initial IEP Report

Center for Educational Performance and Information - MSDS STAGING

Initial IEP Report

Uncertified Data

Collection: Fall 2024 General Collection 2024-2025

Submitting Entity: Haslett Public Schools (33060)

Description: Summary and student-level information about students reported with the Initial IEP Component.

Summary Information

Building	Special Ed Participants	Students with Initial IEP	Percentage of Initial IEP to Special Ed Students	Students Found Eligible	Students Found Ineligible	Eligible Students Declining Services	Number of Late Initial IEPs	Number of On Time IEPs	Number of IEPs Not Completed
01604	79	1	1.27%	1	0	0	0	1	0
04288	57	1	1.75%	1	0	0	0	1	0
04529	61	1	1.64%	1	0	0	0	1	0
Totals	197	3	1.52%	3	0	0	0	3	0

ECSE Assessment Dates Report

Center for Educational Performance and Information - MSDS STAGING

Early Childhood Special Ed Assessment Dates

Collection: Fall 2024 General Collection 2024-2025

Submitting Entity: Haslett Public Schools (33060)

Description: Active Early Childhood Special Ed students with assessment information. Also looks at previous collections to see if an entry/exit assessment was completed by any school district.

UIC	Last Name	First Name	DOB	District	Collection Reported	Certified Date	Entry Assessment Date	Exit Assessment Date	Age at Time Of Assessment	Positive Social Emotional Skills ¹	New Skills or Behaviors	Acquiring & Using Knowledge and Skills ¹	New Skills or Behaviors	Taking Action to Meet Needs ¹	New Skills or Behaviors
				33060	Fall 2022 General Collection	11/16/2022	9/16/2022		4.58	3		3		2	
				33060	Fall 2022 General Collection	11/16/2022	9/16/2022		3	2		2		3	
				33060	Fall 2022 General Collection	11/16/2022	9/16/2022		3.25	2		2		3	
				33060	Spring 2024 General Collection	3/19/2024	11/8/2023		3.25	2		2		2	
				33060	Fall 2022 General Collection	11/16/2022	9/16/2022		3.08	1		2		1	
				33060	Fall 2022 General Collection	11/16/2022	9/16/2022		3.75	3		3		4	
				33060	Spring 2024 General Collection	3/19/2024		11/8/2023	4.92	7	Y	7	Y	7	Y
				19000	EOY 2022 General Collection	6/30/2022	11/1/2021		3.33	7		4		7	
				19000	EOY 2023 General Collection	7/14/2023		5/19/2023	4.83	7	Y	5	Y	7	Y
				19000	EOY 2022 General Collection	6/30/2022		1/12/2022	5.25	7	Y	7	Y	7	Y

MSDS Special Education Reports

Alpha List for Download	Student Name, Building Name, Address, City, Postal Code, UIC, Student ID, Date of Birth DOB, Gender, Grade, Enrollment Date, LEA number, Residency Code, Exit Status, Exit Date, Special Education Program Code, General Ed FTE, Special Ed 52 FTE, Special Ed 53 FTE, Total FTE, Days Attended, Total Possible Attendance, Seclusion, Restraint, Building Would Otherwise Attend
District Special Education Report	UIC, First Name, Last Name, Student ID, Ethnicity, Plan Date, Plan Date Over 1 Year, Type of Plan, Primary Disability, Primary Program Code, Primary Ed Setting, Placed by Other District, Section 52 FTE, Section 53 FTE, Is Initial IEP
District Special Education Report for Download	Building Name, Grade, UIC, First Name, Last Name, Student ID, Ethnicity, Plan Date, Type of Plan, Plan Date Over 1 Year, Primary Disability, Primary Program Code, Primary Service Code, Primary Ed Setting, Placed by Other District, Section 52 FTE, Section 53 FTE, Is Initial IEP
Early Childhood Special Ed Assessment Dates	UIC, Last Name, First Name, Date of Birth DOB, District, Collection Reported, Certified Date, Entry Assessment Date, Exit Assessment Date, Age at Time of Assessment, Positive Social Emotional Skills, New Skills or Behaviors, Acquiring & Using Knowledge and Skills, New Skills or Behaviors, Taking Action to Meet Needs, New Skills or
Early Childhood Special Ed Assessment List	UIC, Last Name, First Name, Gender, Race Ethnicity, Date of Birth DOB, Age in Months, School Facility Code, Assessment Tool, Entry Assessment Date, Exit Assessment Date, Positive Social Emotional Skills, New Skills or Behaviors, Acquiring & Using Knowledge and Skills, Taking Action to Meet Needs
Early Childhood Special Ed Program	School Facility, Last Name, First Name, UIC, Student ID, Date of Birth DOB, Age in Months, IFSP Date Program Designation
Initial IEP report	Building, Special Ed Participants Count, Students with Initial IEP Count, Percentage of Initial IEP to Special Ed Students, Students Found Eligible, Students Found Ineligible, Eligible Students Declining Services, Number of Late Initial IEPs, Number of On Time IEPs, Number of IEPs Not Completed, UIC, Last Name, First Name, DOB Date of Birth, Grade, Building, Date of Parental Consent, Initial IEP Completion Date, Timeliness of Initial IEP, Result of Initial IEP, Part C Transition Timeliness, Calendar Days Beyond Timeline
Missing LEP and Special Education Data	Building Name, Grade, Last Name, First Name, UIC, Local Student ID, Collection Last Reported, District Last Reporting, Special Education (yes/no), LEP (yes/no)
Newly Enrolled Students	Last Name, First Name, UIC, Student ID, Enrollment Date, Previous District, Previous Exit Reason, Previous Special Ed, Previous English Learner Eligibility, Previous Homeless, Previous Migrant Eligible, Previous Immigrant, Previous Section 504, Grade, Count, Building
Primary Disability Count	Entity, Grade, Primary Disability, Count
Program Participation Count	Program, Grade, Count, 31a
Special Education Child Count PEPE Report	UIC, Student ID, Last Name, First Name, Date of Birth DOB, School/Facility, Grade, Also Report by District, Also Reported by Building, PEPE District
Student Count by Primary Ed Setting	Educational Setting, Count

Data Quality (DQ) Checks by CEPI

DQMS1013C	Special Education Student Count Comparison	<p>PROBLEM: Your district's number of students reported as participating in special education has a higher than expected difference, comparing data from the current general collection to data from the previous general collection. This report only includes students reported as continuing (District Exit Status "19"); students with residency codes of home-schooled or nonpublic school are excluded.</p>	<p>IMPACT: Categorical funding and reporting are based on the number of students served by your district in the corresponding program. Special Education (Students with Disabilities) is included as a subgroup in the majority of reports within MI School Data. Under or overreporting of students may significantly impact the funding available to your district.</p>	<p>RESOLUTION: Please review the District Special Education Report in the MSDS and compare it against data in your local student information system. After review, please follow one of the action items at the beginning of this email.</p>
DQMS1091	Report of Initial IEPs (EOY ONLY)	<p>PROBLEM: Your district reported Initial Individualized Education Program (IEP) data for either less than 1 percent or greater than 25 percent of the total number of students you reported with an IEP. The MDE Office of Special Education (OSE) asks that you take this opportunity, to verify the MSDS data that has been submitted or will be submitted for your district, to assure that your initial IEP data are complete and correct for the current End-of-Year (EOY) General Collection. These data are not intended to match the Initial IEP MSDS Report found on CEPI's website. To align with OSEP reporting requirements for Indicator B11 (Child Find), only records with a Date Of Parental Consent between May 1, of last year and June 30 of this year are being considered; and records with Timeliness Of Initial IEP codes of 13, 14, 18, 19, 20, and 21 are being excluded.</p>	<p>IMPACT: The Office of Special Education uses these data for: Required submissions to the United States Department of Education Office of Special Education Programs; Catamaran workbooks; Subsequent ISD and district level public reporting; ISD determinations (special education annual report cards).</p>	<p>RESOLUTION: The Initial IEP Component must be submitted for students who are not currently participating in Part B special education programs or receiving services and are referred for evaluation to determine special education eligibility to comply with IDEA requirements. In addition to the Initial IEP Component, if a student is found eligible, the Special Education Component needs to be submitted. If your data are correct, no action is required.</p>
DQMS1092	Report of Timely IEP Data (EOY Only)	<p>PROBLEM: The Special Education Component is used to report the submission of accurate information regarding students with an IEP including whether IEP meetings are held at least annually. During the school year, students with an IEP may have more than one IEP held. These IEP dates should be reported in the collection period they occur. A review of the data indicate at least one of your annual review of IEPs occurred or was reported late. More specifically, at least one of your IEPs reported (Plan Date Characteristic) are older than one year.</p>	<p>IMPACT: To ensure accurate reporting of IEP data and prevent an IEP from being found out of IDEA compliance. OSE use these data to: calculate ISD determinations (special education annual report cards); ensure that all eligible students are receiving a free appropriate public education; and identify eligible students for analysis of discipline and other data.</p>	<p>RESOLUTION: Please run the staging or certified District Special Education Report in the MSDS and verify that the most recent IEP Date has been submitted for each student. If you discover inaccurate data, please make the necessary corrections prior to certification.</p>
DQMS1095	Initial IEP: High Percentage Reported	<p>PROBLEM: Your district reported more than 25 percent of special education students with Initial Individualized Education Programs (IEPs) in the current general collection.</p>	<p>IMPACT: An Initial IEP is completed when a student who is not currently receiving special education programs and/or services is evaluated and determined eligible for special education programs and/or services. The annual review of a current, existing IEP is not to be reported as an Initial IEP. The Michigan Department of Education (MDE) and the United States Department of Education use these data to determine compliance with the Individuals with Disabilities Education Act (IDEA) requirements. Additionally, this subgroup of data is used in a majority of reports in MI School Data.</p>	<p>RESOLUTION: Please run the staging or certified Initial IEP Report in the MSDS and confirm that the students listed met the criteria described. After review, please follow one of the action items at the beginning of this email.</p>

MORE Data Quality (DQ) Checks by CEPI

DQMS1096	Initial IEP: Count of Zero Reported	PROBLEM: Your district did not report any students with the Initial IEP Component in the current General Collection.	IMPACT: An Initial IEP is completed when a student who is not currently receiving special education programs and/or services is evaluated to determine special education eligibility. The annual or review of a current existing IEP is not to be reported as an Initial IEP. The Michigan Department of Education (MDE) and the United States Department of Education use these data to determine compliance with the IDEA requirements. Additionally, this subgroup of data is used in a majority of reports in MI School Data.	RESOLUTION: Please run the staging or certified District Special Education Report in the MSDS and verify that none of these students completed an initial IEP. After review, please follow one of the action items at the beginning of this email.
DQMS1818	Missing Initial IEP Completion Date			
DQMS2401	Entry Assessment Date Missing	PROBLEM: The UICs listed below are for grade 30 children found eligible for special education and reported with an Initial IEP Completion Date. However, these UICs have not been reported with an Entry Assessment Date in the Early Childhood Special Education Assessment Component.	IMPACT: These data are used in state and federal reporting. Reporting inaccurate data could result in compliance findings.	RESOLUTION: The ECSE entry assessment date must be submitted for all grade 30 children who have an initial IEP and were found eligible. Please check your local records and the Early Childhood Special Ed Assessment Dates report. If an ECSE entry assessment was completed, please report these data. After review, please follow one of the action items at the beginning of this email.
DQMS2402	Exit Assessment Date Missing	PROBLEM: The UICs listed below are for grade 30 ECSE children who are greater than 6 years of age prior to count day but have not been reported with an ECSE Assessment Exit Assessment Date.	IMPACT: These data are used in state and federal reporting. Reporting inaccurate data could result in compliance findings.	RESOLUTION: Please review the Early Childhood Special Ed Assessment Dates report and report the ECSE Assessment Exit Assessment Date for those children who are 6 or older. After review, please follow one of the action items at the beginning of this email.
DQMS2403	Exiting ECSE Without an Assessment Exit Date	PROBLEM: The UICs listed below are for grade 30 children who are less than 6 years old as of count day and were reported with a special education exit date but not an ECSE Exit Assessment Date.	IMPACT: These data are used in state and federal reporting. Reporting inaccurate data could result in compliance findings.	RESOLUTION: Please review the Early Childhood Special Ed Assessment Dates report and report the ECSE Assessment Exit Assessment Date for those children being exited from Special Education. After review, please follow one of the action items at the beginning of this email.
DQMS2404	Missing ECSE Assessment Exit Assessment for Children Now in KG	PROBLEM: The UICs listed below were previously reported with special education in grade 30, are now being reported as special education in grade 00 (kindergarten) and are missing an ECSE Assessment Exit Assessment Date.	IMPACT: These data are used in state and federal reporting. Reporting inaccurate data could result in compliance findings.	RESOLUTION: Please review the Early Childhood Special Ed Assessment Dates and report the ECSE Assessment Exit Assessment Date for those children moving from grade 30 into kindergarten. After review, please follow one of the action items at the beginning of this email.

Sample DQ Letters

Subject: CEPI Data Quality Concern: Fall 2023 MSDS General Mid-Collection*

Entity: [REDACTED]

Data Quality Snapshot:

Oct. 26, 2023, at approximately 6 a.m.

Data submitted after this date and time are not reflected in the results below.

Purpose: CEPI analysts have discovered anomalies in your Fall 2023 MSDS General Collection. Inaccurate data may adversely affect state and federal reporting, as well as reports available to the public, students, parents and policymakers. Inaccurate data may result in your entity being identified as out of compliance and could result in funding penalties.

Action: Please review the following issue(s) and check your submission for each of the concerns listed. Any changes to your current collection must be completed and certified by Nov. 8, 2023, at 11:59 p.m.

- **If your data are correct, no action is necessary.**
- **If your data are incorrect, please make changes within the application.**

DQMS1096 Initial IEP: Count of Zero Reported

Users Contacted: Local Super Users, Quality Reviewers, Certifiers, Uploaders

Your MSDS users are listed at the end of this email.

Questions: Contact CEPI customer support (cepi@michigan.gov) by replying to this email or calling 517-335-0505 x3.

Thank you,
CEPI

Sample DQ Letters

DQMS2401: Entry Assessment Date Missing

PROBLEM: The UICs listed below are for grade 30 children found eligible for special education and reported with an Initial IEP Completion Date. However, these UICs have not been reported with an Entry Assessment Date in the Early Childhood Special Education Assessment Component.

IMPACT: These data are used in state and federal reporting. Reporting inaccurate data could result in compliance findings.

RESOLUTION: The ECSE entry assessment date must be submitted for all grade 30 children who have an initial IEP and were found eligible. Please check your local records and the Early Childhood Special Ed Assessment Dates report. If an ECSE entry assessment was completed, please report these data. After review, please follow one of the action items at the beginning of this email.

A graphic icon consisting of the words "list of" stacked above "uic's" in a white, rounded, sans-serif font with a red outline, set against a light gray background.

Data Quality Details:

DQMS1096: Initial IEP: Count of Zero Reported

PROBLEM: Your district did not report any students with the Initial IEP Component in the current General Collection.

IMPACT: An Initial IEP is completed when a student who is not currently receiving special education programs and/or services is evaluated to determine special education eligibility. The annual or review of a current existing IEP is not to be reported as an Initial IEP. The Michigan Department of Education (MDE) and the United States Department of Education use these data to determine compliance with the IDEA requirements. Additionally, this subgroup of data is used in a majority of reports in MI School Data.

RESOLUTION: Please run the staging or certified District Special Education Report in the MSDS and verify that none of these students completed an initial IEP. After review, please follow one of the action items at the beginning of this email.

Sample DQ Letters

Prior to
EOY
ONLY

Subject: MSDS School Year 2022-2023 Data Quality Concern

To: MSDS local super users, quality reviewers, certifiers, uploaders, special education contacts, ISD directors

CEPI is sending this message on behalf of the Michigan Department of Education Office of Special Education to [REDACTED]. The purpose of this message is to notify you that a review of data submitted by your district through the MSDS Fall General, Spring General and SRM collections indicated anomalies. Information and data regarding the following issue(s) include:

Report of Discipline Data
Report of Initial IEPs
Report of Timely IEP Data

As you complete your submission for the EOY 2023 General Collection, please be certain that all applicable data for the 2022-2023 school year have been reported. All data for the EOY 2023 General Collection must be submitted and certified by June 30, 2023, at 11:59 p.m.

For questions specific to reporting Initial IEPs that cannot be answered by local or ISD special education personnel, or questions specific to reporting Discipline, or Timely IEP data that cannot be answered by local or ISD special education personnel, please contact one of the following at the OSE:

- **For Timeliness of IEP questions:** John Robertson at RobertsonJ@michigan.gov
- **For Initial IEP questions:** Amy Hurth at HurthA@michigan.gov
- **For Discipline questions:** Marci VanHorn at VanhornM1@michigan.gov

If you have any questions about the current EOY collection, please contact CEPI customer support at cepi@michigan.gov or by calling 517-335-0505 x3.

We appreciate your cooperation and look forward to your participation in this effort to ensure compliance with the Individuals with Disabilities Education Act of 2004 and to improve Michigan's programs and services for students with an IEP.

Jessica Brady
Michigan Department of Education
Office of Special Education

Sample DQ Letters

DQMS1092 Report of Timely IEP Data

PROBLEM: The Special Education Component is used to report the submission of accurate information regarding students with an IEP including whether IEP meetings are held at least annually. During the school year, students with an IEP may have more than one IEP held. These IEP dates should be reported in the collection period they occur. A review of the data indicate at least one of your annual review of IEPs occurred or was reported late. More specifically, at least one of your IEPs reported (Plan Date Characteristic) are older than one year.

IMPACT: To ensure accurate reporting of IEP data and prevent an IEP from being found out of IDEA compliance. OSE use these data to: calculate ISD determinations (special education annual report cards); ensure that all eligible students are receiving a free appropriate public education; and identify eligible students for analysis of discipline and other data.

RESOLUTION: Please run the staging or certified District Special Education Report in the MSDS and verify that the most recent IEP Date has been submitted for each student. If you discover inaccurate data, please make the necessary corrections prior to certification.

Number Fall IEP dates > 365 days: 0 Total active IEP: 28 Rate: 0.00%

Number Spring IEP dates > 365 days: 2 Total active IEP: 28 Rate: 7.14%

Number of overall IEP dates (Include SRM) > 365 days: 2 Total active IEP: 30
Rate: 6.67%

Questions



MiLEAP Contact Information

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Birth to Five Early Childhood Special Education Manager

MiLEAP

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Mark Kuipers

619 Coordinator

MiLEAP

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CEPI Contact Information

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Center for Educational Performance and Information

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