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MEMORANDUM

OSE 12-01

To: Intermediate School District Directors of Special Education
Local Educational Agency Special Education Contacts
Public School Academy Administrators

From: Eleanor E. White, Ph.D., Director
Office of Special Education

Subject: Five Key Changes to Data Collection and Reporting

The purpose of this memorandum is to help districts (a) report accurate and complete data in the **October 3, 2012** Michigan Student Data System (MSDS) collection and (b) access district-level reports which change as of **September 30, 2012**. There are five key changes made to data collection requirements and data reporting systems.

1. Decommissioning of the Michigan Compliance Information System (MI-CIS)

As of October 1, 2012, the MI-CIS will no longer be available. Districts that have been using the MI-CIS to submit to the MSDS, to manage daily special education data and/or to develop IEPs should have requested a data export from the MI-CIS. Also, please save any Data Portraits that you wish to maintain by September 30. This month the Annual Performance Report district level public reporting transfers from MI-CIS to the MI School Data Portal. MI School Data will host the special education composite Excel spreadsheet plus a summary document that explains each Indicator as well as the state's target and performance for that Indicator. If you wish to maintain traditional district reports per Indicator, please save them from the MI-CIS site by September 30. New, customized Indicator-specific reports will be available on MI School Data by June 1, 2013.

In January 2013, MI School Data will have special education data inquiries available for students with an IEP. It will contain demographic data from the 2012 MSDS special education child count so that districts can produce customized, user-friendly reports vs. the traditional five page Data Portraits.

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2. Student Grade or Setting

Beginning with the Fall 2012 MSDS combined count, only report Grade 14 (Special Education Transition) for students with an IEP who:

- Are 18 years of age or older as of **December 1** of the current school year
- Have completed a high school state assessment
- Attend a transition program

For students in a graded classroom (either special or general education), report that grade. This includes shared time students who attend graded classrooms in other districts.

For students educated only in an ungraded setting, report the most appropriate grade based on the student's age as of December 1 of the current school year. The following is a guideline for assigning a grade based on student age as of **December 1**.

Age as of Dec. 1	Grade	Age as of Dec. 1	Grade
<5 – Early Childhood	Code (30)	12 Years Old	6 th (06)
5 or 6 Years Old	K (00)	13 Years Old	7 th (07)
7 Years Old	1 st (01)	14 Years Old	8 th (08)
8 Years Old	2 nd (02)	15 Years Old	9 th (09)
9 Years Old	3 rd (03)	16 Years Old	10 th (10)
10 Years Old	4 th (04)	17 Years Old	11 th (11)
11 Years Old	5 th (05)	18 Years Old	12 th (12)

3. Initial IEP Component: New Part C Transition Timeliness Characteristic

The Individuals with Disabilities Education Act (IDEA) requires that children birth to three who currently receive Part C services and are potentially eligible for special education services under Part B have an initial IEP completed prior to their third birthday. Per the Office of Great Start proposed guidelines, this new characteristic is to be reported only for children 2 years 6 months - 3 years of age who currently receive special education services under an Individualized Family Service Plan.

Please also keep in mind that, for these children, the 30 school day time line also applies for completing an Initial IEP.

4. Primary Educational Setting

Per the State School Aid Act, Sec. 6, "a 'Center Program' means a program operated by a district or intermediate district for special education pupils from several districts in programs for pupils with autism spectrum disorder ...cognitive impairment, ...severe multiple impairments,...hearing impairment,...visual impairment, and...physical impairment or other health impairment. Programs for pupils with emotional impairment housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either shall serve all constituent districts within an intermediate district or shall serve several districts with less than 50 percent of the pupils residing in the operating district."

Some districts report all students with an IEP who attend center programs using Code (02) special education school buildings. While some centers are separate special education school buildings, for the purposes of MSDS reporting, if your center program is housed within a general education building, then select among the following for primary educational setting codes for your students:

- (11) inside the general education classroom 80% or more of the school day,
- (12) inside the general education classroom 40-79% of the school day,
- (13) inside the general education classroom less than 40% of the school day.

When reporting the primary educational setting of students with an IEP ages 6 to 26 years who were expelled and are served at home or in a community setting, use Code (07) Parentally Placed in Private School or Home School at Private/Parent Expense.

5. Discipline Component

For MSDS reporting purposes, report all unilateral removals to an interim alternative educational setting for weapons, drugs or serious bodily injuries using Code (04). Do **not** report unilateral removals for any other offense. Unilateral removals do not include decisions by the IEP team to change a student's placement.

When reporting the Follow-Up Characteristic for students with an IEP who have been suspended cumulatively for more than 10 days/expelled during a school year and are receiving special education programs and/or services in school after normal school hours, use Code (20) – Placed in an Alternative School.

If you have any questions, please contact Darren Warner at (517) 241-0786, or e-mail him at warnerd@michigan.gov. Thank you for your commitment to providing accurate and complete data regarding students with an IEP.

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