



## Ways to Improve Special Education Data Quality in MSDS

Michigan Department of Education Office of Special Education

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The following document represents recommendations of the Michigan Department of Education (MDE) Office of Special Education (OSE). These recommendations are provided to help both intermediate school districts (ISDs) and their member districts improve data submission practices related to the Michigan Student Data System (MSDS).

### Count Submissions

Each student count must be submitted by the certification deadline. If it is necessary to reopen a count to make corrections, reopening the submission will negatively impact the district and the ISD when the MDE OSE calculates Determinations. When possible, make corrections through Student Record Maintenance. ISDs should monitor the progress of their member districts during the certification window using the Collection Status Report to ensure timely submission of data.

### Demographics

At **fall** count, before certification, run and print the *Gender/Race/Ethnicity Count*. Run and print the *Primary Disability Count*. Run the same type of reports from the district's student information system. Compare the counts. If they are not exact, dig into the student level discrepancies and correct them before the certification deadline. This data is the basis for many calculations.

### Individualized Education Program (IEP) Annual Reviews

At each count, before certification, run the *District Special Education Report*. Look for a red highlight in the Plan Date column. These indicate an overdue IEP. Share this report with special education personnel so they can confirm the late IEP or provide a current IEP date. Make any needed corrections before certification of the count. This data triggers a corrective action plan.

## Discipline Data

At **each** count, before certification, run the *Discipline and Consequence Summary*. For students with an eligibility category listed in the Special ED column, review the data in the Days column. Compare that data with the district's student information system and/or administrators who make discipline decisions. Make any needed corrections before certification of the count. This data triggers monitoring activities, which may include Significant Disproportionality.

## Exiting Students

When a student with an IEP exits the district, the student does not automatically exit special education. Exiting special education is done when the student ages out, graduates, revokes consent for services, or is exited from special education through the IEP process.

For **each** count, before certification, run the *Alpha List*. Filter the Exit Cd column on code 16. (Grade level) Filter the SE Prog Code column to remove blanks. Review this list of students with special education administrators or case managers to confirm their status. Make any needed corrections before certification of the count. When a student with an IEP exits the district, the use of the Student Exit Code "Unknown" negatively impacts the district Drop Out calculation.