Best practices

2016-2017 Michigan Student Data System (MSDS)

Reporting Guide for Trouble-free Accountability Data

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Michigan's accountability system is currently in the process of being redeveloped to be in compliance with the Every Student Succeeds Act (ESSA) and support efforts to make Michigan a top 10 education state in ten years. Data elements included in accountability reporting are subject to change as a result of the redevelopment process.

Michigan Student Database System (MSDS) Reporting for Trouble-free Accountability Data

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Steps
to
SUCCESS

Fall General Collection through Students Not Tested

Submitting accurate data in the Michigan Student Data System (MSDS) is critical for clean assessment and accountability reporting. Below are important steps to ensure data quality before, during, and after state tests.

STEP 1 – SUBMIT ACCURATE DATA IN MSDS GENERAL COLLECTIONS

In addition to driving funding, data submitted in the Fall, Spring, and End-Of-Year MSDS General Collections are also used for accountability. Fall and Spring MSDS collections determine which school and district are accountable for students' participation and performance on state tests and which subgroup(s) students belong to for accountability. Student data submitted in Fall/Spring MSDS General Collections should reflect the most recent student demographics and program eligibility/participation. Enrollment and demographic data can be updated between general collections by submitting Student Record Maintenance (Step 5). The End-Of-Year collection is used to determine attendance and graduation rates.

STEP 2 – PRE-IDENTIFY STUDENTS FOR STATE ASSESSMENTS

Pre-identification allows student assessment records to be linked to MSDS enrollment and demographic records. The Michigan Department of Education (MDE) pre-identifies students using the most recent certified MSDS data. This occurs in December for WIDA and January for M-STEP and MI-Access. All grades 3-8, grade 11, and eligible grade 12 students are Pre-IDed for M-STEP.

All English Learner (EL) students are Pre-IDed for WIDA ACCESS for ELLs 2.0. If the alternate assessment (MI-Access or WIDA Alternate ACCESS) is appropriate, student(s) should be re-assigned to that test cycle in the Secure Site.

For students changing schools/districts after the MDE pre-identifies students, the district assessment coordinator at the new district is responsible for finding and claiming the student's existing Pre-ID record in the Secure Site.

If a new student does not have an existing Pre-ID record (this will only occur for students new to the state, previously attending private school, or previously homeschooled) then the district assessment coordinator should create a Pre-ID record for the student in the Secure Site. However, when creating a Pre-ID record the district assessment coordinator should work with their district's authorized MSDS user(s) to ensure the UIC, first name, last name, date of birth, and gender used for Pre-ID **exactly** match the information submitted to MSDS for each student.

STEP 3 – REVIEW VERIFICATION OF ENROLLMENT AND STUDENT DEMOGRAPHICS REPORTS

Accountability participation rates and subgroup membership are determined by rosters shown in the Verification of Enrollment and Student Demographics reports available under the Accountable Students & Test Verification Function. Verifying these reports is vital to ensuring accurate data are used to calculate accountability results.

- ☐ Check for new/exited students
- ☐ Verify expelled students have been properly exited
- ☐ Check for missing UICs
- ☐ Check for students with an Enrolled UIC/Tested UIC conflict
- ☐ Verify student demographics
- ☐ Verify students' grade level
- ☐ Verify students taking the MI-Access are flagged as Special Education students

Demographic and enrollment changes are only taken from MSDS – un-assigning a student in the Secure Site does not remove accountability for that student – a MSDS SRM record must be submitted to make these changes.

STEP 4 – VERIFICATION OF ANSWER DOCUMENTS REPORTS

This report allows schools and districts to see all online test sessions and all paper-pencil answer documents received by testing contractor for their school or district. Verifying this report is critical to ensure the correct data are used to calculate accountability results.

- ☐ Verify all test sessions/answer documents are listed. **Missing answer documents (or missing students) must be reported at this time.**
- ☐ Verify prohibited behavior (PB) and non-standard accommodation (NS) flags are accurate. PB and NS flags will invalidate test scores.
- ☐ Verify "Out of Level" flags are accurate. This flags a student who took a different grade-level test than the grade reported in MSDS and invalidates the test score.
- ☐ Submit "Combine" requests for students displaying on multiple rows.
- ☐ Submit "Move" requests for students listed as tested but whom your school did not test.

STEP 5 – SUBMIT NEEDED STUDENT RECORD MAINTENANCE IN MSDS

Submit Student Record Maintenance (SRM) to report changes to student demographics or enrollment that happened after the Fall/Spring student count day. SRM uploads must have "AS OF" and certification dates within specific date ranges to be used in accountability.

- ☐ For WIDA ACCESS for ELLs 2.0 and WIDA Alternate ACCESS: "AS OF" date is 3/24/2017; SRM deadline is 5/24/2017
- ☐ For M-STEP & MI-Access: "AS OF" date is 5/26/2017; SRM deadline is 6/21/2017

Please watch for further communication from the MDE on these dates. It is important to note, the End-of-Year MSDS Collection is only used in accountability for graduation and attendance calculations.

STEP 6 – VERIFICATION OF STUDENTS NOT TESTED REPORTS

The Verification of Students Not Tested window is the time for schools and districts to submit reasons why a student did not test. It occurs immediately after/during Verification of Answer Documents. "Not Tested" reasons are reviewed for possible accountability exceptions and are required for federal reporting.

- ☐ Submit a "not tested" reason for all students indicated as not tested on the Verification of Students Not Tested report.
- ☐ A "not tested" reason of "Missing Test" is only accepted for records flagged as missing during Verification of Answer Documents. This ensures the testing contractor has opportunity to search and find missing answer documents.
- ☐ Records with no reason submitted during the Not Tested window are assigned a reason of "Absent" and will not be approved for accountability exceptions.
- ☐ Student demographics/rosters cannot be changed after the Verification of Enrollment window has closed.
- ☐ Students with Disabilities that would otherwise be assessed using MI-Access Participation or Supported Independence (P/SI) in social studies MUST take a local alternate social studies test and have information about the local alternate reported as a "Local Alternate Social Studies" issue. Reporting the local alternate issue identifies that P/SI level students met the social studies participation requirement.

Reference:

Secure Site User Manual, pages 47-84, 124-185

Best Practices:
Michigan Student Database System (MSDS) Reporting for Trouble-free Accountability Data

Overview

The purpose of this document is to help districts understand how data submitted in the Michigan Student Data System (MSDS) impacts accountability calculations and provide some specific student examples. For accountability, the focus should be placed on accurate MSDS reporting of:

- ☐ Student demographics (including grade level)
- ☐ Enrollment/exit dates
- ☐ Instructional entity/program

For the 2016-17 scorecard, the MDE will use student demographic, enrollment/exit data, and entity/program data from:

- ☐ the Fall 2016 MSDS General Collection
- ☐ the Spring 2017 MSDS General Collection
- ☐ Student record maintenance (SRM) uploads with an "AS OF" date within a specific date range and certified before the published deadline.
- ☐ The End-Of-Year (EOY) 2015-16 MSDS General Collection for attendance and graduation rate purposes. (EOY 2016-17 MSDS General Collection will be used for 2017-18 attendance and graduation data.)

Please see the "AS OF" Date and Certification Date sections for the 2016-17 dates and deadlines.

This guide outlines the data variables used in accountability calculations and explains how "AS OF" dates, certification dates, unique identification codes (UICs), and the assignment of the Primary Education Providing Entity (PEPE) can impact accountability designations.

Unique Identification Code (UIC)

Why it matters: UICs uniquely identify students and enable the linking of their assessment, enrollment, demographic, and program participation data. This allows student results to be assigned to the correct district, school, and subgroup(s) for accountability calculations.

All public school students must have a UIC in MSDS. The lack of a UIC, or an incorrect UIC, has numerous negative impacts on accountability.

- ☐ Students cannot be pre-identified on the Secure Site without a UIC.
- ☐ It will prevent the student from being linked to the correct district/school.
- ☐ It will prevent the updating of student demographics and may result in the student being assigned to the wrong subgroup(s).
- ☐ It will prevent the verification of the student's grade level which will cause the student's tests to be marked out-of-level and therefore be invalidated.

To help identify UIC issues, the MDE provides Verification of Enrollment and Verification of Demographic reports. For detailed instructions on how to use these reports to identify UIC issues, please visit the link to the Secure Site manual included in the reference section below.

Reference:

2016-17 MSDS Collection Details Manual, p. 26-27

Secure Site User Manual, p. 124-147

Student Record Maintenance (SRM) Uploads

Why it matters: SRM uploads ensure the most up-to-date student enrollment and demographic data are used for accountability calculations.

For accountability calculations, the MDE will pull MSDS data from the fall and spring general collections as a base file for student enrollment and demographics. The base file will then be updated by any eligible SRM (those with an "AS OF" date and a certification date prior to the respective deadlines). Certification Dates and "AS OF" dates are described below.

Reference::

[2016-17 MSDS Collection Details Manual,](#) p. 42-46, 491-494

"AS OF" Date

Why it matters: To be applied to accountability, SRM uploads must have an "AS OF" date on or prior to the related "AS OF" deadline (and a certification date on or prior to the certification deadline).

The "AS OF" date is the date the record being reported became effective. It is submitted with each Student Record Maintenance (SRM) collection.

Tentative SRM "AS OF" deadlines:

- 3/24/2017 WIDA ACCESS for ELLs 2.0 and WIDA Alternate ACCESS
- 5/26/2017 SAT, WorkKeys, M-STEP, and MI-Access (tentative)
- 8/31/2017 Graduation Appeals (for 2017-18 accountability grad rates)

Please watch for further communication from the MDE regarding "AS OF" dates to be used for accountability.

Reference:

[2016-17 MSDS Collection Details Manual](#) p. 493-494

Certification Date

Why it matters: To be applied to accountability, MSDS records must be certified (i.e., have a certification date) on or prior to the applicable certification deadline. SRM Records with certification dates after the certification deadline will not be considered in accountability calculations.

MSDS general collections receive a certification date when the authorized MSDS user approves the data submitted. SRMs receive a certification date automatically upon submission.

General collection certification deadlines:

- 11/9/2016 Fall 2016 General Collection
- 3/22/2017 Spring 2017 General Collection
- 6/30/2017 End-of-Year (EOY) 2016-17 General Collection (for 2017-18 scorecard)

Tentative SRM certification deadlines:

- 5/24/2017 WIDA ACCESS for ELLs 2.0 and WIDA Alternate Access
- 6/21/2017 SAT, WorkKeys, M-STEP, and MI-Access
- Mid-September 2017 Cohort Change Requests for Graduation Appeals (for 2017-18 scorecard)

Please watch for communications from the MDE for updates regarding SRM certification deadlines.

Reference:

[2016-17 MSDS Collection Details Manual,](#) p. 12-14, 23-24

Primary Education Providing Entity (PEPE)

Why it matters: PEPE is used in determining which district and school are accountable for a student's participation and performance on state assessments. Additionally only a student's PEPE is able to update their MSDS core data such as UIC, Name, Date of Birth, and Gender.

The PEPE is the entity bearing primary responsibility for a student's educational outcomes. The PEPE is responsible for students' graduation status, which is also used for accountability purposes. The Center for Educational Performance and Information (CEPI) calculates a PEPE district and PEPE building for every public school student submitted in MSDS. For more information about PEPE, or requesting a PEPE change, please select the link in the reference section below.

Note on Homeschooled/Nonpublic Students: PEPE is not assigned for homeschooled and nonpublic school students. Therefore, a public school in which a nonpublic or homeschooled students attends part-time **must submit the correct Student Residency codes** in MSDS for these students or that school will become the student's PEPE by default.

Reference:

MSDS District User Training Manual, p. 51-56

Enrollment & Exit Records

Why it matters: Reporting student enrollment and exit records accurately ensures the appropriate school and district are held accountable for the student's participation in and performance on state assessments. Additionally, enrollment and exit dates are used when determining graduation and attendance rates. (Graduation and attendance are discussed more thoroughly in their respective sections later in this document.)

Accountability participation is based on where a student is enrolled on the "AS OF" deadline related to an assessment. For most students their enrollment location will be determined using the most recent general collection. For students that have enrolled or exited since the last general collection, an SRM record should be uploaded to MSDS to update their enrollment/exit dates. Only SRM uploads with an "AS OF" date on or before the "AS OF" deadline and a certification date on or before the certification deadline will be used for accountability participation calculations.

Students enrolling after a general collection should be reported using an SRM record with an "AS OF" date equal to the student's enrollment date. Likewise, students exiting after a general collection should be reported using an SRM record with an "AS OF" date equal to the student's exit date and must have a District Exit Status other than code 19 (expected to continue in the same school district).

However, if the enrollment/exit date was prior to the last general collection but was not reported in that general collection, the district must wait to report the accurate enrollment/exit date until the next general collection. This is because SRM uploads must have "AS OF" dates after the most recent general collection.

> ## Helpful Hint:
>
> If a student is changing schools within the same district, a District Exit Reason and District Exit Date are not required; however, the school receiving the student may wish to submit an SRM enrollment record in MSDS to report the new student. Doing so will ensure the student is attributed to the correct building for accountability.

Students who are expelled from the district without receiving further services must be coded as such in MSDS (District Exit Status of 10) and have a

valid District Exit Date on or before the affected assessment's "AS OF" date deadline.

Performance results for Title I Accountability (Top-to-Bottom School Rankings and Scorecards) only include students that been at a school or district for a Full Academic Year (FAY). FAY is determined by examining the Fall MSDS General Collection, the Spring MSDS General Collection, and student answer documents for the school and district which assessed the student. Students are considered FAY when their Fall PEPE entity code, Spring PEPE entity code, assessment PEPE entity code, and the entity code of the school where the student tested are all the same.

For more information about FAY please use the FAY Business Rules link in the references section below.

Enrollment/Exit Example:

Mary Johnson is a grade 4 student needing to take M-STEP. District A submits a SRM record for Mary with a District Exit Reason of 08 (enrolled in another public school district in Michigan) and has a District Exit Date, "AS OF" Date, and Certification Date all equal to 4/18/2017. District B submits a SRM record for Mary with an Enrollment Date, "AS OF" Date, and Certification Date all equal to 4/22/2017.

Mary would count in District B's participation because she exited District A and enrolled in District B prior to the "AS OF" date for the grade 4 M-STEP. Mary's results would not be used accountability performance calculations for either district because she was not FAY for either district.

Reference:

2016-17 MSDS Collection Details Manual, p. 219-239, 491-499

2016 FAY Business Rules

Student Demographics

Why it matters: Reporting student demographics accurately in MSDS ensures students are assigned to the correct accountability subgroup(s). This in turn ensures the correct subgroups are reported for schools and districts in accountability calculations.

For accountability calculations, the MDE will pull MSDS data from the fall and spring general collections as a base file for student enrollment and demographics.

If any of the demographic fields listed in the table in this section change between the general collection and the end of the testing window then districts should submit an SRM to update the student's demographic data in MSDS. The base file will be updated by SRMs with an "AS OF" date on or prior to the "AS OF" deadline and a certification date on or prior to the certification deadline. (Please refer to the sections "AS OF" Dates and Certification Dates for the applicable "AS OF" and certification deadlines).

For certain fields, the demographic data will come from only the Primary Education Providing Entity (PEPE). For other fields, the MDE will update the demographics based on a submission from any enrolling entity (not just the PEPE). Please see the table in this section. This means if a student is identified as a Student With a Disability (SWD), Limited English Proficient (LEP), Economically Disadvantaged (ED), homeless, or migrant by ANY district enrolling the student, the MDE will apply these flags to the student's record even if the PEPE does not identify him/her with that characteristic. This is intended to procure more accurate data for accountability, especially in reference to SWDs, so test scores for students who took an alternate assessment are not invalidated simply because the PEPE entity did not submit the special education component, but another entity did.

Updates Taken From PEPE ONLY	Updates Taken From Any Enrolling Entity
Grade Level	English Learner (EL)
Gender	Migrant Status
Race/Ethnicity	Students With Disabilities (SWD)
	Economically Disadvantaged (ED)
	Homeless

Student demographics will be uploaded to the Secure Site just prior to the Verification of Enrollment and Demographics review period and will be updateable during this period only through an SRM upload to MSDS.

RACE/ETHNICITY

Why it matters: MSDS race/ethnicity is used to determine a student's appropriate racial/ethnic subgroup for accountability. This in turn determines which racial/ethnic subgroups are present in the school or district for accountability.

The racial/ethnic subgroups for accountability are:

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Multiracial
☐ Native Hawaiian or Pacific Islander
☐ White

For accountability, all students will be assigned to one, and only one, racial/ethnic subgroup listed above. Students reported in MSDS as more than one race and as non-Hispanic will be included in the Multiracial subgroup. Students reported in MSDS as having more than one race and as Hispanic or Latino will be included in the Hispanic or Latino subgroup only. The examples below show actual MSDS coding that would be used for various racial/ethnic reporting scenarios.

For further detail of how the categories reported in MSDS correspond to the federal race/ethnicity categories, please visit the "interpretation" document provided in reference section below.

Race/Ethnicity Examples:

John Smith is reported in MSDS as Black or African American (001000). He will be placed in the Black or African American subgroup for accountability calculations.

Sally Jones is reported in MSDS as Asian and White (010010). She will be placed in the Multiracial accountability subgroup.

Ralph Wiggum is reported in the MSDS as White and Hispanic/Latino (000011). He will be placed in the Hispanic or Latino subgroup for accountability calculations.

Reference:

2016-17 MSDS Collection Details Manual, p. 360-378, 389-390

Interpretation of Race and Ethnicity Data from School Districts

ECONOMICALLY DISADVANTAGED (ED)

Why it matters: Accurately reporting Economically Disadvantaged (ED) ensures the correct students are included in the ED subgroup for accountability.

Students are identified as Economically Disadvantaged (ED) in three ways:

1. Supplemental Nutrition Eligibility (SNE)
2. Direct Certification
3. Categorical Eligibility
   a. Migrant
   b. Homeless

Once a student has been identified as Economically Disadvantaged, they remain as such through the rest of the school year.

Reference:

[2016-17 MSDS Collection Details Manual,](#)
- SNE, p. 33, 476-482, 458-465
- Homeless, p. 240-245
- Migrant, p. 270-289
- Direct Certification, p. 29-30

[MSDS Direct Certification Page](#)

ENGLISH LEARNER (EL)

Why it matters: Accurately reporting English Learner (LP) ensures the correct students are included in the EL subgroup for Title I accountability and that test scores are not invalidated for students taking WIDA ACCESS for ELLs 2.0 or WIDA Alternate ACCESS (Michigan's assessment measuring EL students' acquisition of the English language.

Students are identified as EL Eligible when a EL Component with a valid LEP Instructional Program code is submitted in MSDS. For accountability, once students are identified as EL they are considered EL for the entire school year in which they were reported. Additionally, the students will continue to be considered EL in future years until they are exited from EL services using a LEP Exit Reason code of "50" (met approved exit protocol) and a LEP Exit Date.

Students not exited from EL services using LEP Exit Reason code 50 (met approved exit protocol) must be re-reported as EL in future MSDS submissions. Failure to re-report students will not remove the student from accountability calculations but will negatively impact the district's funding allocations (the rules for determining allocations and other funding sources are not contained in this guide).

All students identified as EL must be assessed with WIDA ACCESS for ELLs 2.0 or WIDA Alternate ACCESS unless they have a pre-approved exception. Exceptions are only approved for very limited and specific criteria. Districts must submit Not Tested Reasons in the Secure Site during the Verification of Not Tested window following the Spring 2017 WIDA administration for any EL student who is not assessed with WIDA ACCESS for ELLs 2.0 or WIDA Alternate ACCESS.

Please note that any student assessed with WIDA ACCESS for ELLs 2.0 or WIDA Alternate ACCESS must be identified as EL in the MSDS or the test will be invalidated and will not contribute as having participated for the Spring 2017 WIDA test period.

> **LEP Example:**
>
> Yuri Gagarin is reported in the MSDS EL component with a LEP Instructional Program code 15 (Refused Services). Yuri would be identified as EL because he does not have a LEP Exit Reason code of 50 (met approved exit protocol). Yuri would be in the EL subgroup for accountability and would be expected to take the WIDA ACCESS for ELLs 2.0 or WIDA Alternate ACCESS in addition to the M-STEP or MI-Access.

Reference:

[2015-16 MSDS Collection Details Manual,](#) p. 270-289

[EL Entrance and Exit Protocol](#)

STUDENT WITH DISABILITIES (SWD)

Why it matters: Reporting Students With Disabilities (SWD) accurately ensures student test scores are not invalidated when a student takes an alternate assessment and that the correct students are included in the SWD subgroup for accountability. Additionally, reporting local alternate assessments for SWD students ensures their participation in an alternate Social Studies assessment is credited to the district.

Students taking alternate assessments (MI-Access or WIDA Alternate ACCESS) must be identified as SWD

for accountability or those tests will not be scored. Students are included in the SWD subgroup for accountability when they have:

1. A Primary Disability reported in the MDS Special Education Component
2. A District Exit Status code 19 (expected to continue in the same district)
3. Special Education Exit Date is empty or after the "AS OF" deadline for the assessment

A primary disability is required for all students with an Individualized Educational Program (IEP). Section 52 or Section 53 Full-Time Equivalent (FTE) values are not used in determining SWD status. This means a student reported with a primary disability code "10" (Speech and Language Impairment) with a full 1.0 general education FTE would still be considered part of the Students with Disabilities subgroup.

To be exited from the SWD accountability subgroup the student's record in MSDS must contain a Special Education Exit Reason, have a Special Education Exit Date on or before the "AS OF" deadline, and must be certified on or before the certification deadline related to the assessment.

Additionally, please note that Students with Disabilities that would otherwise be assessed using MI-Access Participation or Supported Independence (P/SI), MUST take a local alternate social studies test and have information about the local alternate reported in a Not Tested issue during the Verification of Students Not Tested window.

SWD Examples:

Jessica Brown is reported with a Primary Disability of Speech and Language Impairment (code 10) in the MSDS Special Education Component. She is reported with a District Exit Status code 19 (expected to continue in the same district) and no Special Education Exit Date. The school assigned all of Jessica's FTE to general education and her MSDS record shows no Section 52 or 53 FTE. She is placed into the SWD accountability subgroup because she has a reported primary disability, is continuing with the district, and has not exited special education services.

Paul Tate is reported with a Primary Disability in the MSDS Special Education Component but also has a Special Education Exit Date of 10/7/2016. Because he exited Special Education before testing, he will not be placed in the SWD accountability subgro6p and if he was given MI-Access, the test will be invalided.

Reference:

[2016-17 MSDS Collection Details Manual,](#) p. 414-457

GRADE LEVEL

Why it matters: Accurately reporting student grades ensures students are administered the appropriate grade level tests and that students' scores are not invalidated due to a conflict between their tested-grade and enrolled-grade.

A student's enrolled grade in the MSDS is used to identify the appropriate and scoreable grade level state test materials that must be used to assess each student. If a student is given a state assessment for a grade level different from their grade reported in MSDS (i.e., tested grade level and enrolled grade do not match) the assessment will be flagged as "Out of Level" and will not be scored.

The Grade or Setting characteristic is required for each record in all MSDS collections except for Early Childhood and Request for UIC. MSDS allows for the reporting of the following Grade or Settings:

- Kindergarten – Grade 12 (codes 00-12)
- Special Education Transition (code 14)
- Adult Education (code 20)
- Early Childhood (code 30).

Please note MSDS does not have a Grade or Setting code for "ungraded." If a student with an IEP is only educated 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 table is a guideline districts should follow when assigning a grade based on the student's age as of December 1.

Age as of December 1	Computed Grade
Under 5 – Early Childhood	Early Childhood (30)
5 or 6 Years	Kindergarten (00)
7 Years	First Grade (01)
8 Years	Second Grade (02)
9 Years	Third Grade (03)
10 Years	Fourth Grade (04)
11 Years	Fifth Grade (05)
12 Years	Sixth Grade (06)
13 Years	Seventh Grade (07)
14 Years	Eighth Grade (08)
15 Years	Ninth Grade (09)
16 Years	Tenth Grade (10)
17 Years	Eleventh Grade (11)
18 Years*	Dependent on conditions may be Twelfth Grade (12) or Special Education Transition (14)

Students are not included in accountability calculations in any of the following grades because there currently are no state assessments for those grades.

- Kindergarten – Grade 2 (codes 00-02)
- Grades 9-10 (codes 09-10)
- Special Education Transition (code 14)
- Adult Education (code 20)
- Early Childhood (code 30)

For grades 9 and 10, the PSAT 8/9 and PSAT 10 will be administered (respectively) through the state assessment program in the spring of 2017. While the PSAT 8/9 and PSAT 10 are the state required exams for grades 9 and 10, they will not be included in accountability results for the 2016-17 school year. This means that the 2016-17 accountability reports will not include the PSAT 8/9 or PSAT 10.

Grade Level Example:

Jennifer Hughes is enrolled at Adams High School as a sophomore. By January, she has earned enough credits to be considered a junior and takes the MME. In the Spring General Collection, she is still reported as grade 10. She would be flagged as "out-of- level" during the Verification of Demographics. To correct this error the district would need to submit an SRM record with an "AS OF" date on or before 5/27/2017 prior to the SRM deadline 6/10/2017) to update her enrolled grade to grade 11. If a SRM is not submitted, her grade 11 MME scores will be invalidated as "out-of-level".

Reference:

[2016-17 MSDS Collection Details Manual,](#) p. 398-402

Student Residency Codes

Why it matters: Accurately reporting student residency codes ensures homeschooled and nonpublic school students attending public school for non-essential curriculum or advanced placement (AP) courses are not included in the public school's/district's accountability calculations.

The vast majority of students enrolled in public schools and districts are reported with residency codes that hold the public school and district accountable for student assessment participation and achievement.

There are two types of students who may attend a public school and take non-essential curriculum or advanced placement courses, and who, if reported correctly, will be excluded from accountability calculations. These two student types are home-schooled students and nonpublic students.

If your school has home-schooled or nonpublic students enrolled, it is essential their MSDS record is reported with a residency code of:

- ☐ "04" (Non-Resident Nonpublic Student)
- ☐ "07" (Non-Resident Home-Schooled)
- ☐ "08" (Resident Nonpublic Student) or
- ☐ "15" (Resident Home-Schooled)

Failure to report homeschooled or nonpublic school students with the correct residency code will result in the students' inclusion in district and school accountability, regardless of FTE. In the past, FTE had to be used to determine which entity was accountable; however, now that PEPE has been fully implemented, the PEPE is the "accountable entity," regardless of FTE. Since PEPE is supposed to be assigned only to public school students, it is imperative the residency codes are accurately reported to exclude homeschooled and nonpublic school students from accountability calculations

Student Residency Code Example:

Melinda Jones is reported in the fall and spring MSDS general collections by District ABC with a resident code of "14" (All other resident students). The school she is enrolled in does not administer the M-STEP test to her because she is a home-schooled student who attends the public school only for music and computer classes. Melinda would be included in accountability calculations because the district reported her with a code of 14 (All Other Resident Students) instead of code 15 (Home-Schooled Resident).

Reference:

2016-17 MSDS Collection Details Manual, p. 295-299

Attendance

Why it matters: Inaccurate attendance data could cause a school or district to be limited to having an overall scorecard color of yellow.

Attendance data are used as part of accountability scorecard determinations for schools who do not graduate students. The Attendance component must be reported in MSDS for all non-exempt student exited during any collection and for all non-exempt students reported in the End-of-Year (EOY) collection. Please refer to the link in the resources section for more information on the MSDS Attendance component and which students are exempt.

Please note that because the End-Of-Year (EOY) collection has a certification deadline that is late enough in the academic calendar (June 30) that attendance data are used in the following academic year's accountability calculations. That is, 2016-17 accountability will use 2015-16 attendance data and 2016-17 attendance data will be used in 2017-18 accountability.

Reference:

2016-17 MSDS Collection Details Manual, p. 104-112

Graduation Rates

Why it matters: Inaccurate graduation data could cause a school or district to be limited to having an overall scorecard color of yellow.

Accountability scorecards use graduation rates determined by CEPI for schools and districts that graduate students. CEPI first assigns each student to a graduation cohort based upon when the student was first reported in MSDS with a Grade or Setting of 09. CEPI then uses the District Exit Date and District Exit Status to determine which students have graduated in the given year. To ensure that Early Middle College (EMC) students are handled appropriately in the calculation of graduation rates, students must be reported with a Program Participation code of 3500 (Early Middle College).

Districts are allowed to review CEPI's graduation rates prior to the data being used in accountability. Districts may make any necessary corrections by submitting an SRM to MSDS during the Graduation Rate Appeals (GAD) window. This window generally opens in mid-July and closes in mid-September, however, these are subject to change so please always review that year's MSDS Collections Detail Manual and all communications from CEPI.

Please note that because graduation data cannot be finalized until after the start of the next academic year, graduation data are used in the following academic year's accountability calculations. That is, 2016-17 accountability results will use 2015-16 graduation data and 2017-18 accountability results will use 2016-17 graduation data. For further information about graduation rates please review the resources below.

Reference:

2016-17 MSDS Collection Details Manual,
• Grade or setting p. 398-402
• Exit status p. 225-231
• Exit date p. 232-233

MSDS/Graduation and Dropout Information Webpage

Understanding Michigan's Cohort Graduation and Dropout Rates 2015

Compliance Factors (Required Accountability & Accreditation Reporting)

Why it matters: Failure to comply with the requirement to submit a School Improvement Plan (SIP) and EdYes! (School Systems Review, ASSIST SA, Interim SA) will cause a school or district to be limited to having an overall scorecard status color of yellow.

While these reports are completed in AdvancED, the determination on which schools are required to submit these reports is driven by data submitted in MSDS. By state law, schools identified as the PEPE for even one student reported in MSDS with a Student Residency code other than 04, 07, 08, 15 (i.e., is a public school student) and a Grade or Setting code 00-12 (Kindergarten through grade 12) are required to fulfill state accreditation system requirements. Therefore it is again important to verify that the correct Student Residency and Grade or Setting codes are reported for each student.

Like attendance and graduation rate data, SIP and EdYes! reporting occur late in the school year and so prior academic year SIP and EdYes! data are used for scorecards. This means 2016-17 scorecard will use 2015-16 SIP and EdYes! data and 2017-18 scorecard will use 2016-17 SIP and EdYes! data.

SIP/EdYes! Reporting Deadlines:

☐ 9/1/2016 for 2016-17 SIPs
☐ 3/18/2017, or 4 weeks prior to AdvancED External Review for 2016-17 EdYes!
☐ 9/1/2017 for 2017-18 SIPs

Reference:

2016-17 MSDS Collection Details Manual, p. 295-299, 398-402

Key Dates from AdvancED

Shared Educational Entities/ Specialized Shared Educational Entities (SEEs/S2E2s)

Why it matters: SEEs/S2E2s allow student results from multi-district programs to be sent back to the sending districts for accountability rather than having the results be attributed to the district hosting the program.

SEEs are schools that enroll specific groups of students from more than one district. A SEE provides educational services in a single location. Students enrolled in a SEE need to be reported in MSDS in the school where they are enrolled and receiving services.

S2E2s are non-instructional ancillary facilities that provide educational services in multiple classrooms inside of existing schools under a cooperative agreement between two or more districts. Students participating in S2E2 classroom programs need to be reported in the school where they receive instruction, not at the S2E2, since the S2E2 is a program not a school. Additionally, these students need to have the S2E2 code reported in the "S2E2 Code" characteristic in MSDS. The S2E2 Code is used to identify S2E2 program participants. Please see the S2E2 reporting document in reference section below for more information.

It is critical that SEE schools and schools housing S2E2 classroom programs review the Accountable Students and Test Verification windows in the Secure Site following the administration of spring assessments. SEE schools and schools housing S2E2 classroom programs need to review these verification windows on behalf the students from other districts enrolled in their school/program. This is the last chance for SEE/S2E2 student enrollment, demographics, answer documents, and not tested students to be reviewed and managed. During the Verification of Not Tested window, it is very important in particular that SEE/S2E2s submit "Local Alternate Social Studies" issues for P/SI level students in grade levels required to take social studies.

For more information about SEEs or S2E2s, please see the link in the reference section in the next column.

SEE2E2 Example A:

Sally Smith is a student in the Awesome Alternative Education School, building code 12345. Awesome Alternative Education School serves students from five districts, and all five districts agree to establish Awesome Alternative Education as a SEE. The SEE building code remains 12345.E

E/S2E2 Example B:

Disney District offers Special Education services to all districts within the Magic Kingdom ISD. The districts sending students to the Disney District Special Education Program decide to participate in the Sending Scores Back program. Therefore, they work with the districts within the Magic Kingdom ISD to establish the Disney District Special Education Program as a Specialized Shared Educational Entity, and are assigned a code of 98765 for this S2E2.

Tommy Thompson is a resident of Epcot District, but requires special education services and attends school in a classroom in Cheerful Elementary (building code 55555) within the Disney District. Disney District continues to report Tommy Thompson in Cheerful Elementary; however they also report Tommy with the S2E2 code in the S2E2 characteristic indicating this student's scores will be sent back to the resident district (in Tommy's case, this would be Epcot District).

Reference:

[2016-17 MSDS Collection Details Manual,](#) p. 389-390, 395-396, 403-404

[SEE/S2E2 Webpage](#)

Further Information for SEE/S2Es Examples

SEE/S2E2 Example	Last Name	First Name	School Facility Number	Operating District Code	Resident District Code	Specialized SEE Code (S2E2)
A	Smith	Sally	12345	00001	00003	This MSDS field will remain empty (the building code is designated as a SEE)
B	Thompson	Tommy	55555	00224	00333	98765

Section 31a At-Risk Students

Why it matters: Accurately reporting students meeting 31a "at-risk" criteria ensures accurate accountability calculations for students identified as at-risk students, qualifying for Section 31a funding. New for the 2016-17 school year will be accountability measures to provide program evaluation for this new funding program. High stakes accountability for 31a will begin in the 2018-19 school year and will be derived from 3rd grade ELA proficiency and 11th grade ELA, mathematics, and science improvement calculations.

New accountability measures for the Section 31a At-Risk funding program will be derived from the overall district headcount enrollment in the Fall, Spring, and EOY MSDS collections. Only students counted as enrolled in the same district for at least two of the three collections and identified as "at-risk" using the Section 31a program participation code in at least one of those counts will be included for 31a accountability. The MSDS program participation code to be submitted for students meeting Section 31a eligibility criteria is 3060 and can be found in the MSDS Collection Details Manual pages linked below. Additionally, there are identification worksheets available on the Section 31a At-Risk web page to provide assistance in correctly identifying those students meeting the 31a eligibility criteria. Note that all students in Priority or Priority Successor schools are to be considered at-risk students.

31a At-Risk Example:

Melinda Jones is reported in the Spring and End-Of-Year MSDS General Collections by District ABC and meets the "at-risk" criteria under the Section 31a funding program. The district fails to report the student using the at-risk program participation component in the MSDS in both the Spring and End-Of-Year collections. Melinda would not be included in Section 31a accountability calculations and district ABC would not receive Section 31a funding for this student.

Reference:

2016-17 MSDS Collection Details Manual, p. 379-388

Section 31a At-Risk web page

NOTES