Go to Speaker Notes

#### MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

#### MICIP Data Set Template Training

April 14, 2021

Lynn Batchelder and Alecia Hoppa, Statewide Field Team Theresa Nugent, Michigan Department of Education







## Outcomes

- understand the user experience when using data set templates
- understand the data set template creation process
- understand the data set template submission process
- experience the process of creating a data set template





# Agenda

- Assess Needs Process Overview and Vocabulary
- Data Set Template End User Perspective
- Data Set Template Creation
- Breakout Room Data Set Template Creation Practice
- Helpful Resources and Next Steps







#### MICIP Continuous Improvement Cycle

**Process** - activated by the five components of the Continuous Improvement Cycle, all of which are focused on the **Whole Child** and contextualized within the district's vision, mission, and beliefs:

- Assess needs
- Plan
- Implement
- Monitor/Adjust
- Evaluate





#### **The Assess Needs Process**



#### **Common Vocabulary**



#### Data Set and Data Set Templates

#### Data Set:

A group of data objects used to conduct data analysis

#### **Data Set Templates:**

Why do ISD/ESAs need/want to create data set templates?

• Data set templates support districts to explore data in minute areas in which they are not familiar





# Data Set Template -End User Perspective



## **Discover Data**





## **Explore Data Set Templates**

#### Whole Child Data Discovery

District Data Sets & Stories Explore district Data Sets & Stories created by the district.

Create Custom Data Set

Data Story Name 🚭	Category 🔤	Status 🗢	Last Edited 🗢	Ву ≑	
MSD Test	Facilities Manageme	. Data Story	03/30/2021	Tom Johnson	>
Renie's Goal	Facilities Manageme.,	. Data Story	03/26/2021	Test User 2	>
test	Nutrition	Data Story	03/29/2021	Test User 2	>
test	Community Engage	Data Story	03/31/2021	Test User 2	>
tset	Physical Activity	Data Story	03/24/2021	Test User 2	>
tset	Physical Activity	In Portfolio	03/29/2021	Test User 2	>
			Page	1 of 2	>

Explore Data Templates Discover data by exploring premade data templates.

Academic

8 Templates







### **Select Focus and Sub-Focus Area**

Explore Data Templates Discover data hu verleging consold data legelated Academic 8 Templates	Systems 4 Templates	Explore Data Templates Discover	r data by exploring premade data templates.	हिंद्र Systems
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+ Family Engagement 1 Template				
+ Mental and Behavioral Health OTemplaites		+ Community Engagement <sup>0</sup> Templates		
+ Nutrition 1 Template		+ Family Engagement 1 Template		
+ Physical Activity OTemplates		+ Mental and Behavioral Health OTem	nplates	
+ Physical Environment © Templates.				
+ School Culture and Climate Stranguates				
+ Social and Emotional Health 1 Template		+ Physical Activity O Templates		
		+ Physical Environment <sup>0 Templates</sup>		
		- School Culture and Climate 5 Templat	tes	
		District attendance rates, variation by subgroups a	and on-track attendance.	
		Rates for Chronic Absenteeism? Do they vary by s	subgroup?	
		District suspension events, days and students		
		Is there an equity issue related to office discipline	referrals?	
		Student Engagement		

## **Select Data Set**

#### Explore Data Templates Discover data by exploring premade data templates. ঠ্যে Academic Non-Academic Systems 8 Templates 8 Templates 4 Templates + Community Engagement O Templates + Family Engagement 1 Template + Mental and Behavioral Health <sup>0</sup> Templates + Nutrition 1 Template + Physical Activity O Templates + Physical Environment O Templates School Culture and Climate 5 Templates District attendance rates, variation by subgroups and on-track attendance. Rates for Chronic Absenteeism? Do they vary by subgroup? District suspension events, days and students Is there an equity issue related to office discipline referrals?



Student Engagement

## Data Set

#### Data Set: Rates for Chronic Absenteeism? Do they vary by subgroup?



#### 5 fe School Climate Survey for Student Perceptions -Current Year (perception) 🥒 ar) C Upload a file to fulfill this Data Object prompt t (de Used as a secondary data source, this data can be used to determine students' perceptions and can answer: do students like school, do they feel successful, do they feel safe, have an adult they can talk to, 21 etc.? This data is from Other You can get this data by following these instructions: . Sta District Determined Poli Sup How can this data object be found? (Required) vey nt Ye tU Drag & Drop to upload data or Select Files (Upload size cannot exceed 10mb) ed to lanc Data uploaded should not include personally identifiable information (PII). It is understood that the district has responsibility to ensure PII is not present in uploaded data and documents. I Accept

**Fulfill Data Prompt** 

# Data Set Template Creation



# **Data Set Template**

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## **Data Set Template - Continued**

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Title of Data Template (full sentence)	Rates for Chronic Absenteeisr	n? Do they vary by subgroup?	Expanded Template Description for Process	What are our ra subgroup?	tes for Chronic Absenteeism? Do they vary by
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Systems Data related to District Attendance and Truancy Processes and Procedures - Current Year	District Determined -	District Determined			Depending on causations, this data may be used as a secondary data source to drill down into processes, procedures, communication etc.



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Systems Data related to District Attendance and Truancy Processes and Procedures - Current Year	District Determined -	District Determined			Depending on causations, this data may be used as a secondary data source to drill down into processes, procedures, communication etc.	Upload District Data Prompt	+ Add Data	

Continue to create a Data Story from this Data Set

Source: Othe

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#### **Data Object Source with Rationale**

District (Current Year) Chronic Absenteeism Report (demographic)



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Source: MiSchoolData

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This demographic data is used as a primary data source to determine district-wide attendance rates and by subgroups. Data can help a district determine the percentage of students with on-track attendance.



## Data Set Template - Blank

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# **Questions?**



# Data Set Template Creation Practice



## **Data Set Template Practice**

**Scenario:** You are on a District Continuous Improvement Team and are beginning to delve into an Area of Inquiry around Literacy.

The team has been asked to begin to identify data objects that would reflect factors impacting overall student achievement.

- What data would reflect academic achievement?
- What non-academic areas could impact student success in areas of Literacy?
- What systems could impact success in areas of Literacy? What other data objects would reflect data in academic, nonacademic, and systems that would give you a complete picture?

## Data Set Template Practice – Cont.

Breakout Room Task - Based on the Area of Inquiry Scenario shared on previous slide:

- Brainstorm Data Objects that would be helpful for a district to explore
- For each Data Object, determine
  - Data Object Name
  - Where object originates from
  - Necessary filters (if any)
  - Prompt to guide district's thinking . . .
     Why is this data object a part of the Data Set Template?
- Using the spreadsheet, create Data Set Template for Area of Inquiry



# Data Set Template Practice – Cont.2

**Whole Group AH-HAs** 

Use the Chat feature to share a noticing or wondering that was discovered through this process





# Data Set Process, Resources, Next Steps



## **Data Set Template Process**

#### **ISD Representatives**

- Create Data Set Template(s) for Area of Inquiry
- Share spreadsheet with MDE's Renie Araoz (<u>Araozr@michigan.gov</u>)

#### MDE

- Vette ISD-created data set template and data objects
- 2. Provide feedback to ISD representative (if needed)
- 3. Create data set template in MICIP platform



# **Helpful Resources**

- <u>MICIP Website</u>
- MICIP Process Guide
- Available after April 23 on the MICIP Website
  - Data Set Guidance
  - Data Set Template Spreadsheet & Example
  - Naming Conventions One-Pager
  - Recording of today's session 4/14/21

Questions can be sent to: <u>mde-micip@michigan.gov</u>





# **Next Steps**

- Data Set Templates will appear in the MICIP platform beginning of May
- Beginning of August integration of new data sources
- New Data Set Templates uploaded to the MICIP Platform will be communicated in the <u>MICIP</u> <u>Continuous Communication</u>





# Thank you for coming!

#### Ben Boerkoel

MICIP Professional Learning Lead Manager, Statewide System of Support Boerkoelb@Michigan.gov

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**MICIP Data Set Template Training** 





#### MICIP Continuous Improvement Cycle

**Process** - activated by the five components of the Continuous Improvement Cycle, all of which are focused on the **Whole Child** and contextualized within the district's vision, mission, and beliefs:

- Assess needs
- Plan

PROCESS

- Implement
- Monitor/Adjust
- Evaluate

Vision Assess NEEDs Assess NEED

**Process** is represented by the Continuous Improvement Cycle, which is depicted in the graphic you see here.

It's important to recognize that the continuous improvement cycle occurs within the vision, mission, and beliefs of the district.

And, it captures the cycle of assessing needs, developing plans,

implementing, and monitoring and evaluating . . . all **focused** around the **whole child** at the center.

The continuous improvement cycle **operationalizes** the MICIP Process which, at its core, addresses Needs, Plans, and Funds.



**Assess Needs -** Assessing Needs is a process that is iterative rather than linear. You will find yourself engaging in the assessing needs process on a regular basis throughout the continuous improvement cycle. Keeping questions such as these (on the puzzle pieces) in mind might be helpful during six steps of this assess needs process.

- **1. Identifying Areas of Inquiry -** What are you looking at? What will you explore? How will you explore it?
- **2. Discover Whole Child Data** What academic, non-academic, and systems data will be selected? What do you see? What does the data say?
  - As part of this process, districts can create OR tweak an existing Data
     Set Template This is the area that we will be focusing on today
- 3. Writing Your **Data Story Summary** 
  - a. Includes **initial initiative inventory** (which identifies what your district is currently doing to address this area of challenge and how well the initiatives are working
  - b. Summarize the **Gap Statement** by answering the question: What is the difference between your current reality and your desired state?
- **4. Root Cause Analysis** helps us to answer: Why is the data the way it is? What data do you have to support your theories?
- 5. Create a **Challenge Statement** helps us to answer: What is the need or

opportunity we want to address?

		Common Vocabulary
	Data Object	A single set of data
	Data Set	A group of data objects used to conduct data analysis
	Data Set Template	A pre-built data set
<	Data Story	A data set, the initial data analysis summary, the initial initiative inventory, and the gap statement
<	Focus Areas	Academic, Non-Academic, Systems
<	Sub Area	Each Focus Area broken down into sub areas such as Academic (ELA, math, science, career and college achievement, etc)
<	Primary Data Object	Primary source of data when determining causation
<	Secondary Data Object	Possible secondary source of data when proving/disproving causation

Some vocabulary terms that you will want to be familiar with as we learn together today



- Why do ISD/ESAs need/want to create data set templates?
  - Data set templates support districts to explore data in areas in which they are not familiar
- Look at the three sources for a complete data picture academic, non-academic, systems.



Discover Data	
MICIP OWNELLING PLAN AMPLEMENT REPORT PLAN AND LINEAR PLAN	
MICIP Dashboard Att Buildings	
MY DASHBOARD	
DISCOVER         PLAN         IMPLEMENT         REPORT           MICIP Data         Explore and group data learner outcome and systems data for your district.         Explore and group data learner outcome         Explore and group data learner outcome	H, Test
MY DASHBOARD Analyze Data Analyze data to discover the root cause of issues you are currently presented with. My Portfolio	

- Appears on slide
  - Within the MICIP platform, as a part of the Assess Needs Process, Districts Identify Areas of Inquiry
  - Part of this process is to DISCOVER WHOLE CHILD DATA
  - To explore existing data set templates,
- First Click
  - You can see when you hover over DISCOVER, you have the option to click on DISCOVER DATA

District Data Sets & Stories Explore of	listrict Data Sets & Stories created by the	district	(0	reate Custom Data S	Set )
Data Story Name.	Category G	Status.	Loss Editors D	ay 6	
MSQ.Tetr	Facilities Manageme	Data Story	03/30/2021	Tom Johnson	5
Barreta Goal	Facilities Manageme	Data Story	03/26/2021	Test User 2	×
test	Nutrition	Data Story	03/29/2021	Test User 2	>
test	Community Engage	Data Story	03/31/2021	Test User 2	8
Bed	Physical Activity	Data Story	03/24/2021	Test User 2	3
test m	Physical Activity	in Portfolio	03/29/2021	Test User 2	ł
			Page	1 of 2	5.5

- Appear on screen
  - This screen is showing the DISTRICT DATA SETS and DATA STORIES already created
- First click
  - As we EXPLORE DATA TEMPLATES, you can see that there are 3 focus areas; Academic, Non-Academic, and Systems-level data that should be used as the district is exploring their area of inquiry

-		-	Explore Data Templates oncome da	a by work over second to date the state		
	Non-Academia 11	Sectors	Academic	Non-Academic	Systems	
Community Engagement						
Family Engagement 1 (mmm			- Community Engangement - Low			
Nertal and Dehavioral Health *			in Frank Frankrik 1 State			
Physical Activity			+ Pamily Engagement			
Physical Environment + Imme			+ Mental and Behavioral Health			
			+ Nutrition (Imper-			
Social and Emotional Health 11			+ Physical Activity			
			+ Physical Environment Of Template			_
			- School Culture and Climate			Т.
			District attendance rates, variation by subgroups and	se-track attendance.		
			Rates for Chronic Absentenium? Do they vary by subg	roup?		
			District suspension events, days and students			
			b there is an individual of the distribution			
			an online an indexid control of region of specific and			
			Station Coppension			100

- Appears on screen:
  - As we mentioned, Dataset Templates, have pre-populated data objects for districts to begin analyzing. As an ISD, you have the ability to create dataset templates for the districts across our state to take advantage.
     Some (14) will be pre-populated into the MICIP Platform and will be available to districts in May.
  - Each focus area as sub areas within each. As you can see on this screen, the NON-ACADEMIC focus area has 8 sub areas: community and family engagement, mental and behavioral health, nutrition, physical activity, physical environment, school culture/climate, and social & emotional health.
- First click
  - As we continue to EXPLORE DATA TEMPLATES, you can see that sub area of school culture/climate has 5 dataset templates already created and available.

Select	Explore Data Set	
	Academic B Templates	
	+ Community Engagement © Timutess + Family Engagement © Timutess + Mental and Rehavioral Health © Timutess	
	Nutrition 1 Service     Physical Activity & Treasure     Physical Environment & Treasure     Physical Environment & Treasure	
	School Culture and Climate Timeson Destrict attendance rates, variation by subgroups and on-track attendance.  Bases for Denois Absorbance Obstavious for assumed?	
	District suspension events, days and students	MICIE

- To delve deeper into an existing data set, simply click on the dataset that you wish to explore
- You may notice that the dataset template name gives a short description of thinking that exists within the dataset, for example, the highlighted dataset template, **Rates for Chronic Absenteeism. Do they vary by subgroup?** gives the district an inclination that the dataset template might contain data objects related to Chronic Absenteeism broken down by subgroups.

Data S	Set		s fo	School Climate Survey for Student Perceptions -
Data Set: Rates for Chronic A	bsenteeism? Do they vary	by subgroup?	ers) C K (che	Upload a file to fulfil this Date Object prompt
District (Current Yaar) Orvensc Absenteesom Report (Jacmographic)	Distruct (Trend) Okonic Absentanian. Report (demographic)	Systemi Data Related to Investory and Use of Student Wrap-Around Services	- 1	Used as a secondary data source, this data can be used to determine students' perceptions and can answer do students like school, do they feel successful, do they feel safe, have an adult they can talk etc.? This data is from Other
© Casyraph 2021 State of Infernant Princer Response © Easport	© Chayranth 2021 Sketn of Michigan Poticion Resources II Guagant	Uolaad Dictrict Data Promot	Tata Pool Nace	You can get this data by following these instructions: District Determined How can this data object be found? (Required)
School Climate Survey for Student &	MIPHT School Domain for MS and HS + Trend Serverstined	School Climate Survey for Family Perceptions - Consent Year	×	
Uplease Queters Data Promait	Uptional Outline's Data Vinuenal	Lipsical Dativer State Wearage		~
Sound Offer	1	Same Office	/ (0	C+D Drag & Drop to unfold data
Attendance and Truancy Processes and	+ Add Data			or San San (Upload size cannot exceed 10mb)
Uptoad District Data Prompt			(anc)	Data uploaded should not include personally identifiable information (PII). It is understood that the district has responsibility to ensure PII is not present in unloaded data and documents.

- Appears on the screen
  - When you open the Rates for Chronic Absenteeism. Do they vary by subgroup? dataset template, you can see that there are 7 data objects. These 7 data objects will help this district tell their story as it relates to chronic absenteeism.
  - The data objects are:
    - District (Current Year) Chronic Absenteeism Report (demographic) pulled from MSD
    - District (Trend) Chronic Absenteeism Report (demographic) pulled from MSD
    - Systems Data Related to Inventory and Use of Student Wrap-Around Services - Current Year - the district determines where this data is pulled from
    - School Climate Survey for Student Perceptions Current Year (perception) - the district determines where this data is pulled from
    - MIPHY School Domain for MS and HS Trend (perception) will eventually be pulled from MiDataHub
    - School Climate Survey for Family Perceptions Current Year the

district determines where this data is pulled from

- Systems Data related to District Attendance and Truancy Processes and Procedures - Current Year - the district determines where this data is pulled from
- First Click
  - Highlights that we'll be expanding the **MIPHY School Domain for MS and HS - Trend (perception)** data object
- Second Click
  - As we expand the MIPHY School Domain for MS and HS Trend (perception) data object, you can see additional information to support the district's thinking.
    - There's a prompt noting that a file should be uploaded
    - There's a description the data object and how that data object can/should be used. For example, this data object suggests that this is:
      - Used as a secondary data source, the MIPHY School Report provides information regarding general attitudes of MS/HS students about school and will help to answer: do they find school to be interesting, engaging? What are their perceptions of safety and bullying?
      - As we mentioned previously secondary data sources can be used to prove/disprove causation
    - There's information noting where the data can be pulled from
    - The "How can this data object be found?" area is for the district to complete. This allows the district to capture the steps/process used to access the data for future reference. Emphasize . . . This is critical that as team members come and go, it's important to know where the data is coming from
    - Districts will be reminded in the Drag/Drop area that student-level data is not to be uploaded and that the file should be a PDF or JPG image.



- What does this mean for you as an ISD?
  - ISDs have the opportunity to create dataset templates for districts across the state to access

. (	MICIP	Dataset Originator (choose your ISD/MDE from pulldown in Column C1:		Replace the contents of this	cell with your Las	st Name, First Name	
2	Title of Data Template (full sentence)			Guiding Question for the	1		
1	Focus Area & Sub Area			Dataset			
+	What is the name of the Data Object? Title/Type of Data/Timeframe (full sentence - 81 characters including spaces)	Where should this data object originate from? (required)	Data Object (Required - Details regarding what the data object is and where is might be found.)	Report Name (only for MI School Data or MDH)	Applied Filters (only for MI School Data)	Why is data object part of the Data Set Template? (What is the purpase of this data object? Wield, we consider it a primary or secondary source?	
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• In order to do that, ISDs are being asked to use a spreadsheet template to support your thinking. Let's walk you through the connections between this spreadsheet and where the items from the spreadsheet appear in MICIP

MICIP	Dataset Originator (choose your ISD/MDE from pulldown in Column C):	Calhoun Area ISD	Statewide Field Yeam			
Title of Data Template (fuil sentence) Focus Area & Sub Area	Rates for Chronic Absentants Non-Academic - Sc	II m? Do they vary by subgroup? Appl Climate and Culture	Expanded Template Description for Process Guide	What are our ra subgroup?	tes for Chronic Absentanism? Do they vary by	
What is the name of the Data Object? Title/Type of Data/Timeframe (full sentence + 81 characters including spaces)	Where should this data object originate from? Irequired)	How can this data object be found? (Required - You con get this dott ov following these	Report Name (only for MI School Data or MDH)	Applied Filters (only for MI School Data)	Why is data object part of the Data Set Template? (What is the purpose of this data object? Would we consider it a primary of secondary source?	
District (Current Year) Chronic Atsentisetum Recort (demographic)	MišchooDeta -	MSD, by School Year, by Nepart Category (Snapshot)	Student Attenuance		Used as a primary data source, this demographic data can be used in determine the percentage of students chronically absent districtwide and by subarruss.	
Diabild (Trend) Chronic Abreniaessen Report (demographic)	MSchoolData -	MBD, by School Year, by Report Calegory (Trend)	Student Attonium e	1.1.2	Used as a secondary data source, this demographic Used can be used to determine the trends related to students' chronic absencesors distochaide and by seconds.	
Systems Data Related to Inventory and Use of Student Wrap-Around Services - Current Year	District Determined ~	District Systems Review			Used as a secondary data source, this data can identify the wrap-around services (connections to community agencies' school-privided supports) available to students as well which services have been accessed by students with chronic abaanthaires	
School Climate Survey for Student Perceptions - Current Year (perception)	District Determined ~	District Determined			Used as a secondary data source, this data can be used to determine students' people on and can answer: do students like spenceptions and can successful, do they feel safe, have an adult they can talk to, etc.	
MIPHY School Domain for MS and HS - Trend (perception)	MiDataHub ~	MDH			Used as a secondary data source, the MIPHY School Report provides information regarding general attuckes of MSHRs students about school and will help to answer; do they find school to be interesting, engaging? What are their perceptions of safety and bullying?	
School Climate Survey for Family Permetions - Current Year	District Determined *	District Determined			Used as a secondary data source, this data can be used to determine parent and family perceptions and will support teams in answering: do their students like school, do they feel successful, do they feel aufe, do they have an achilit they ran talk to	

• On the following slides, we are going to break down each column in the spreadsheet to help you see the connection where that column is appearing on the MICIP platform.

MICIP	Dataset Originator (choose your ISO/MDE train antidementer Cultures Co	Calhoun Area (50	Statewide Field Team			ata Set. Rates for Chronic	Absenteeism? Do they var	y by subgroup?
Title of Data Template (full sentence)	Bales for Otronic Absenteels Non Academic - 5	m? On they vary by subgroup?	Expanded Template Description for Process Guide	Wess pre car to subgroup?	ma for Owner Shannyum? On twy very by	District (Garrent Yaar) Ovensi: Admenteration Report (Herrings report)	Ostret (Trest) Chose Aluannessen	Systemi Data Related to investory and true of Statem Wrap America Services -
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Dismus (Trans) Oliversi Alexandaaan Report (demographic)	Misholida ·	MER, by Bahasi Yeen by Report Category (Tend)	Buden Attendance		Used as a secondary data source. We derocytedric date can be used to determine the transferries for etudents' chronic absentences childrichesis and by	And Manager	and the second	
Systems Data Natabut to Investmy and Use of Statient Wap-Around Services - Carnet Year	District Determined	Dativit Byshims, Havine			Used as a secondary data source, this data can identify the wrap-around senices (connections to community agencies school-priviled supports) available to students as well which services have feel advantage of the second second	Server Lander Server In Statem Permation, Carvat See (program)	Transfer Screen Deman for this and this -	Screeni Camena Survey for Farmay Perceptions - Current Year-
	District Determined	Duist Determinal			Used to a successingly data success, his data config- uand to determine students' perceptions and can around the determine students' perceptions and can around the students' bet sets, hiere an world tray ran task to, at 7	œ	Ð	Ø
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- Appears on screen
  - This Chronic Absenteeism Dataset Template has 7 data objects
  - The name of the data object contains specific identifiers such as: Title/Type of Data/Timeframe - there is an 81 count character limit
    - For example, **District (Current Year) Chronic** Absenteeism Report (demographic)
    - You can see that we have various data types (perception, systems/process, demographic, and achievement)
      - As you know, it's important for districts to triangulate their data using various data types. Not all data objects are primary data sources . . . , districts are encouraged to use secondary data objects as they prove/disprove causation. As you're thinking about data set templates that you create, be cognizant of including the 4 types of data for districts to consider
- First Click
  - The MiPHY data object that we looked at earlier is highlighted

MICIP	Dataset Organitier (choose your ISD/MDE from publication to Calment Co	Calhoun Area (5D	Statewide Field Team			ata Set Rates for Chron	nic Ab	osenteeism? Do they v	ary	by subgroup?
Title of Data Template (Jul' sentence) Focus Area & Sub Area	Rates for Osronic Absenteeller Non Academic - So	nii Do they vary by subgroup?	Expanded Template Description for Process Guide	West pre car to subgroup?	ma for Oreput: Abasempound De they very by	District (Current Year) Chrenic Admentation Report (demographic)	- 4.	District (Transf) Chronic Alwannesson fuguet attempting	2	Systems Data Related to investory and other of Stration Wing-Amirol Services -
What is the name of the Data Object Title/Type of Data/Timeframe (hall anstance - E1	Where should this data object originate from? (required)	How can this data object he found? /Arguined - Has one get this data by following these	Report Name (only for MI School Data or MDH)	Applied Filters (cody for MI School Data)	Why is data object part of the Data Set Template? (While is the propose of the same signer?) Heads we consider it a primary or recordery score?)	MICIP	-	MICIP		0
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lotou Cimala Survey for Family Innequena - Cuman Yawe	Daniel Deserviced	District Deleverant			Used as a second provide sources this data can be cannot be determined prover and ending contractions and will support takens in amounting, do their stademin like athout, do they feet soccessful, do they feet adde, at they cannot an adde they can tak in effort Donly the athout communicate with will contracts, or provers hard contracticate and contigation	Systems Data related to District Attrophysics and Treamy Provision and	2	have the	-	
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- Appears on screen
  - The next column, Where should this data object originate from? is a required field. You'll notice that there is a drop down option. You have 25 data origination options to choose from such as: MiSchoolData, MiDataHub, SWIS, Student Information System, Student Grading System, Eidex, Munetrix, and the all important, District Determined.
- First Click
  - When looking at the MICIP Data Objects on the screen, you can see that the data object's origination is from MiDataHub

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MICIP	Detaset Diriginator (chapse your DD/WOE fram publications C)	Cathour Area 150	Statewide Flaid Team			ift s	Fulfill Data Prompt
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- Appears on screen
  - The next column is How can this data be found? and is a required field as well. You're supporting districts with steps to access this data object. You can see in this example for the District (Current Year) Chronic Absenteeism Report (demographic) data object, it can be found by accessing it on MSD, by School Year, by Report Category (Snapshot).
  - The **Report Name** column is only used for MiSchoolData or MDH data objects.
  - If there are **specific filters** that need to be applied, those would be described in this column
- First Click
  - You'll see on the platform, there are two options for Where the data can be found. The first one is for reports that are pre-populated from MiSchoolData or MDH. The second one is for districts to fill in as they are tweaking their data set . . . this field provides guidance for the district to remember exactly HOW they retrieved the data object.

						Fulfill Data Prompt
MICIP	Dataset Originator (chemin your ISD/MDE from pulldown in Calume I)	Calhouri Area ISD	Statewide Field Team			ft School Climate Survey for Student Perceptions -
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- Appears on screen
  - The **Why is data object part of the Data Set Template?** column really supports the district in answering: What is the purpose of this data object? Would we consider it a primary or secondary source? What guiding questions might support districts in thinking about this data object and what might be considered?
- First Click
  - As you can see on the MICIP platform, this information is pre-populated as a guide for the district.

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- Appears on screen
  - Spreadsheet
- First Click
  - Columns D and E contains important information for Terry and Renie as they are creating the data objects within the MICIP Platform. This information supports them in knowing the **Report Name (only for MI School Data or MDH)** as it exists in MiSchoolData or MDH and **Applied Filters (only for MI School Data)** that are needed



- Appears on screen
  - When a data object within the data set template is populated from MiSchoolData or MiDataHub, it's important for them to still have the prompt to support their thinking
- First Click
  - You'll see that an "i" is on this data tile
- Second click
  - When the user hovers over the 'i" the prompt which supports the team to think through:
    - Why is data object part of the Data Set Template?
    - What is the purpose of this data object?
    - Would we consider it a primary or secondary source?
    - What guiding questions might support districts in thinking about this data object and what might be considered?)

	MICIP	Data Set Originator (choose your ISD/MDE from pulldown in Column C):	-	Replace the contents of this	call with your La	at Name, First Name
	Title of Data Template (full sentence)			Guiding Question for the Dataset		
	Title/Type of Data/Timeframe (full sentence - 81 characters including 	Where should this data object originate from?	Data Object (Required - Details regarding what the data object is and where is might be found.)	Report Name (only for MI School Data or MDH)	Applied Filters (only for MI School Data)	Why is data object part of the Data Set Template? (What is the purpose of this data object? Woo we consider it a primary or secondary source.
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- Additional fields that we didn't discuss:
  - Data Set Originator pull down menu to choose ISD or MDE
  - Last Name, First Name
  - Title of Data Template (full sentence)
  - **Focus Area and Sub Area** for example, *Non-Academic Student Attendance*
  - Sheet Name
    - Include Focus Area and Sub Area





# <section-header><text><text><text><list-item><list-item><list-item>

Speaker Notes:

• Explain the scenario as stated on the screen.

Don't talk into possible examples below . . . for reference only if participants ask clarifying questions

- Non-academic behavior, attendance, SEL factors, etc
- Systems CIA system, MTSS, transportation, food, etc.





- Whole Group AH-HAs in Chat
- Lift a couple of trends/themes whole group





- Start with "what have you been focusing on with your districts?" and begin there.
- ISD will receive notification of their submission.
- Notification of feedback tweaking of the template or upload into the system -
- No judgement call on submission
- The Data Set Templates that are submitted and uploaded to the MICIP platform are visible by the entire state



• These resources are available on the website (links are provided on the slide deck)



• Review prompts on screen

#### Thank you for coming!

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