



Best Practices for REP and TSDL Course Reporting

CEPI recognizes that REP and TSDL deadlines are not aligned, which can result in timing conflicts with the data quality process as well as a disconnect with data submissions and communications between REP and TSDL data submitters. To help alleviate some of the challenges, we have outlined steps districts should take throughout the school year to ensure smooth REP and TSDL submission deadline compliance.

All students submitted by your district as continuing (District Exit Status 19) in grades K-12 and 14 in any MSDS General or SRM collections are required to have all courses reported in TSDL. This includes nonpublic or homeschooled students taking non-essential elective courses (i.e., shared-time).

The most important step districts can take for smooth REP and TSDL reporting, is having a coordinated plan for the data submissions to ensure alignment across data systems. This requires districts to be proactive in the determination of SCED Codes that will be reported for the student courses, ensuring the appropriate REP Assignment Code(s) are reflected for the REP submission, and that the educator is appropriately placed for the content of the student course. By utilizing the Course Placement and Reporting Guide, along with the Local Course Crosswalk, the data from the REP and TSDL submissions will be aligned when entered into the system.

Understanding the [Michigan Pupil Accounting Manual](#) definitions for the Teacher of Record and Virtual Mentor requirements is critical for TSDL and REP alignment.

- **Teacher of Record:** An instructor who is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies. As Section 1231 of the Revised School Code ([MCL 380.1231](#)) applies, the teacher of record shall be employed by the district.
 - REP Assignment Code: Report the content specific code (000AX-00599). Information on assignment codes can found in the [REP Data Field Descriptions](#).
 - TSDL: Reported in the Teacher of Record PIC characteristic in the Student Course Component.
- **Virtual Mentor:** A professional employee of the district who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor may also serve as the teacher of record if the mentor meets the definition of a teacher of record.

- REP Assignment Code: Report the Virtual Mentor code (00379). Information on assignment codes can be found in the [REP Data Field Descriptions](#).
- TSDL: Reported in the Mentor PIC characteristic within the Student Course Component.

Throughout the school year, it is imperative that districts review the REP submission for inclusion of all educators/staff, and alignment of SCED and REP Assignment Codes.

After the REP Post-Collection DQ timeframe, CEPI will run checks on submitted TSDL data compared to the submitted school year REP data. This will be your opportunity to review and correct REP data to align with the TSDL submission. The REP/TSDL DQ checks will:

- Validate that each Teacher of Record PIC reported in TSDL was not reported as terminated in REP prior to the start of the school year and was not reported as on loan/leave.
- Validate that each SCED Subject Area Code and Course Identifier Code reported in TSDL align with the content specific Assignment Code reported in the REP collection for the Teacher of Record.

The same DQ checks will be run after the TSDL submission deadline. However, your REP data cannot be changed at that time. Review of your REP data prior to the collection deadline is critical for alignment. Please refer to the [CEPI Calendar](#) for official collection deadlines. The section below provides suggested local review of the data submissions and system tools that should be used in this review.

District Best Practices

- Use the [REP/SCED Crosswalk](#) locally:
 - This document is the primary resource for the REP/TSDL DQ alignment alerts that are sent during the TSDL DQ cycles.
 - This can be used as a two-way resource:
 - If the SCED codes are determined for students, you can look up the SCED and view which REP Assignment Code we expect to see reported for the Teacher of Record.
 - If the SCED is not determined, you can view the Teacher of Record REP Assignment Code to determine which SCED codes are expected for alignment.
 - Information on Instructional Assignment Codes begin on page 24 of the [REP Data Field Descriptions](#).
 - **Elementary Class Reporting:**
 - Assignment code 000ZG- K-8 Self Contained Classroom is excluded from the DQ checks. Students in self-contained

classrooms should be reported with each of the applicable SCED codes for course content, while the TOR is reported with assignment code 000ZG, without receiving DQ alerts.

- For example, a Grade 5 student may be reported with the Grade 5 self-contained SCED code OR with separate courses for each core subject areas.
 - 23008 Grade 5 (self-contained)
 - OR
 - 01033 Language Arts (grade 5)
 - 02035 Mathematics (grade 5)
 - 03235 Science (grade 5)
 - 04435 Social Studies (grade 5)
- These courses will match to the TOR reported with 000ZG: 000ZG General EL K-5 all, K-8 self-contained.
- Elementary “specials” (e.g., Gym, Music, Art, etc.) should be reported as separate courses with the appropriate TOR in TSDL.
- Information on General Education Assignment Codes begin on page 27 of the [REP Data Field Descriptions](#).
- **Special Education Reporting:**
 - Special Education teachers should be reported based upon the subject area they are instructing:
 - Birth to age 5 Special Education: Report the applicable Early Childhood Classroom assignment code (60200, 60300 or 60400).
 - Elementary/middle school: Report 000ZG- K-8 Self Contained Classroom, or the subject specific assignment codes when specific courses are taught (typically in middle school setting grades 6-8).
 - High school to age 26: Report the subject specific assignments when appropriate. Report “00197” for classrooms where all students in that class period are assessed by alternate achievement standards. Report “00196” non-core academic classes such as transition skills.
 - Assignment Codes 00196 and 00197 will not map to specific SCED codes, therefore will be excluded

from DQ checks on alignment of assignment and SCED codes.

- Information on Special Education Assignment Codes begin on page 31 of the [REP Data Field Descriptions](#). Details for the Early Childhood Assignment Codes begin on page 37.
- Special Education Students should be reported with the SCED code that aligns to the subject specific content of the courses.
 - Detailed recommendations for Special Education course reporting can be found in the [MDE Guidance on Course Reporting \(Special Ed\)](#) document.
- **Dual Enrollment and CTE:**
 - Reporting of the TOR PIC is not required in TSDL, as postsecondary staff are not required to be reported in REP.

1. Submit REP data early in the reporting window:

- Run submission reports: Within REP, the Detailed Assignment Summary Report, and/or Download REP Data File can be used to review completeness and accuracy of the submission. Within MSDS, the Teacher Credential Verification Report can be used for review of Teacher of Record data.
 - Ensure all classes the teacher was acting as the TOR are reflected in either the Fall (if only term 1) or EOY REP collections with the appropriate content specific assignment code (utilize the REP Crosswalk).
 - Ensure instructional staff have corresponding student courses in TSDL.
 - Long-Term Substitutes acting as the TOR should be reported with the content specific assignment code.
 - For the requirements of permitting Long-Term Substitutes, please see the document “About Michigan Substitute Permits” on the MDE [Educator Placement and Flexibilities](#) web page.
 - The grade level reported should be reflective of the grade level content of the course. For example, if you have an eighth-grade student in ninth grade math, the TOR should be reported with grade 9.
 - For information on how to utilize REP system reports, see the [REP Report User Guide](#).

2. Submit TSDL data early in the reporting window:

- Run the TSDL Missing Student Report to ensure all expected students are reported within the TSDL collection.
 - Please note, this report only includes students who were claimed in the General or SRM collections with FTE at this time. Students who were not claimed with FTE, but were reported as continuing, are required to be reported in TSDL.
- Run the TSDL Student Roster report to determine the full report of PICs reported. Compare this report to the REP submission (recommend utilizing the Detailed Assignment Code Summary or Download REP Data File).
 - Any PIC submitted in TOR PIC characteristic should be reported in REP with a content specific assignment code.
 - Any PIC submitted in the Mentor PIC characteristic should be reported in REP with the Virtual Mentor (00379) assignment code.
 - Review the student Grade or Setting and ensure alignment to the TOR Grades/Ed Settings for the assignment code(s) in REP.
- Review for accuracy of Course Type:
 - For each course, please remember to report the applicable Course Type. The definitions for each type can be found on page 346 in the [MSDS Collections Details Manual](#).
- Review K-12 courses for accuracy of Credits Granted
 - At a minimum, we would expect to see this characteristic submitted for high school courses.
 - If courses were successfully completed, we expect to see a value greater than zero.
- Review for consistency in reporting unique courses:
 - We often see that districts will report one specific class a different way from student to student. It is important to remember which fields make a unique course. Any time one of these fields change, CEPI assumes that a different course is being reported. The following characteristics are used to determine a unique course:
 - UIC
 - Operating District
 - Local Course ID

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- Course Section ID
- Academic Year
- Check your local Student Information System to make sure all individual classes have been assigned a unique Local Course ID and Course Section ID if they have the same associated SCED code. Do not use a generic course ID, as this may result in students being identified in a course that was unintended.
- Districts should use the National Center for Education Statistics course code that best describes the class. If none of the specific course codes are appropriate, each subject area has an “Other” course code that may be used.
- Review which courses are only one term vs year-long:
 - Many districts break out year-long courses into terms. This is fine, but please be consistent from year to year.
- Review how Course Grade is being reported:
 - This is currently a free-form text field. If this characteristic is submitted, please be consistent within a school building and from year to year.