

Accountability Best practices:

2019-2020

Data Reporting Guide for Trouble-free Accountability Data



Accountability Best Practices: Data Reporting Guide for Trouble-free Accountability Data

OVERVIEW

The purpose of this document is to help districts understand how data submitted in Center for Educational Performance and Information (CEPI) and Michigan Department of Education (MDE) data systems impacts accountability calculations and provide some specific student examples.

This document currently is organized by data system and then shows how data from that system impacts Michigan's school accountability systems. The data systems discussed are:

- CEPI's Michigan Student Data System (MSDS)
- CEPI's Registry of Education Personnel (REP)
- MDE's Career and Technical Education Information System (CTEIS)
- CEPI's Educational Entity Master (EEM)
- MDE's Grant Electronic Monitoring System (GEMS)

Lastly additional resources and contact information for school accountability and for each of the discussed data systems are provided at the end of this document in the section "Additional Resources and Contact Information".

WHAT'S NEW

With the cancellation of state assessments and subsequent 2019-20 school accountability results, many of the sections in this guide are being provided for informational purposes only. The OEAA Accountability unit has updated this guide as if accountability results were to be calculated for 2019-20 so that readers of this guide can keep their knowledge up to date. Please note that there are sections of this guide that do still apply, as some 2019-20 data reported in CEPI data systems will be used for 2020-21 accountability calculations. These sections are:

- Graduation Rates
- Sending Scores Back Program for Shared Educational Entities (SEEs) and Specialized Shared Educational Entities (S2E2s)

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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 as well as changes to program/eligibility/participation.

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. If the alternate assessment (MI-Access or WIDA Alternate ACCESS) is appropriate, the school or district should re-assign the student 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 ACCOUNTABLE STUDENTS ENROLLED AND DEMOGRAPHICS REPORTS

Accountability participation rates and subgroup membership are determined by rosters shown in the Accountable Students Enrolled and 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
- Verify students taking the WIDA Access for ELLs are flagged as English learner 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 – ANSWER DOCUMENTS RECEIVED AND NOT TESTED STUDENTS

This report allows schools and districts to see all online test sessions and all paper-pencil answer documents received by the 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 enrolled 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.

The Answer Documents Received and Not Tested Students reports also provide functionality for schools and districts to submit reasons why a student did not test. It occurs both concurrently and after the functionality is provided for verifying answer documents for each test period. “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.
- 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 Accountable Students Enrolled and Demographics review window has closed.
- For students in grades 5 and 8 with an IEP that required a MI-Access science test and as such are/were not to take the 2020 M-STEP Science Test, must have a new Not Tested reason submitted for these students called “MI-Access Science (Grades 5 and 8 Only SE)” in order to ensure they do not count against your school’s participation rate in accountability.

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 and WIDA Alternate ACCESS: “AS OF” date deadline is March 2020; Certification deadline is June 2020
- For M-STEP & MI-Access: “AS OF” date deadline is May 2020; Certification deadline is June 2020

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.

Reference:



Secure Site Training website,
Accountable Students & Test
Verification

Accountability Best Practices: Reporting for Trouble-free Accountability Data

MSDS Overview

The purpose of this section 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
- Student enrollment and completion in advanced courses

For accountability the MDE will use student demographic, enrollment/exit data, entity/program data, and course completion data from:

- The Fall MSDS General Collection
- The Spring 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) MSDS General Collection for attendance and graduation rate purposes.
- The Teacher-Student Data Link (TSDL) collection for advanced course completion. (Career and Technical Education [CTE] is also included in advanced course completion but is collected through the Career and Technical Education Information System [CTEIS] which is discussed later in this document).

Please see the “AS OF” Date and Certification Date sections for applicable dates and deadlines.

This section 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 Accountable Students Enrolled and Demographics 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:



[2019-2020 MSDS Collection Details Manual](#), see section Unique Identification Code

[Secure Site Training and Resource Materials Website](#), see link for Accountable Students Enrolled and Demographics

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::



[2019-2020 MSDS Collection Details Manual](#), see section: Student Record Maintenance

“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:

- March 2020 WIDA ACCESS for ELLs and WIDA Alternate ACCESS
- August 2020 Graduation Appeals
- August 2020 English Learner (EL) Exits

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

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section: Student Record Maintenance

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.

The Certification Date is the date the authorized user approves the submitted data. SRMs receive a certification date automatically upon submission.

Tentative SRM certification deadlines:

- May 2020 WIDA ACCESS for ELLs and WIDA Alternate Access
- Mid-September Cohort Change Requests for Graduation Appeals
- Mid-September English Learner (EL) Exits

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

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section: Student Record Maintenance

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 student 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](#), see section Primary Education Providing Entity (PEPE)

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).

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 school accountability only include students that have been at a school or district for a Full Academic Year (FAY). A student is counted as FAY if they have been reported as enrolled in the school at the Fall General Collection, the Spring General Collection, and at the enrollment snapshot for the given assessment.

For more information about FAY please use Michigan School Index System Guide 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 an 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 in accountability performance calculations for either district because she was not FAY for either district.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Enrollment

[Michigan School Index System Guide](#), see section Fundamental Accountability Concepts

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), English Learner (EL), 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 Accountable Students Enrolled 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:



[2019-2020 MSDS Collection Details Manual](#), see section Ethnicity 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.

ED Example:

Rebecca Smith is reported in the MSDS as having Transitional Housing (code 11) as her primary nighttime residence. She is considered homeless and would be placed into the Economically Disadvantaged subgroup for the entire school year.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see sections:

- Supplemental Nutrition Eligibility (SNE)
- Homeless Demographics
- Title III English Learner (EL) and Immigrant

[MSDS Direct Certification Page](#)

ENGLISH LEARNERS (ELs)

Why it matters: Accurately reporting English Learner (EL) statuses in MSDS ensure:

- correct allocations of additional funds supporting EL students from both federal (Title III) and state (Section 41) sources
- the EL subgroup for accountability contains the correct students
- the EL accountability components of EL Progress and EL Participation contain the correct students
- test scores are included for students taking WIDA ACCESS for ELLs or WIDA Alternate ACCESS (Michigan's assessments measuring EL students' acquisition of the English language)

Students are identified as EL in state systems when they are reported as EL in MSDS. For accountability, students will continue to be considered EL until they have a valid EL exit record reported in MSDS. Please review the document [English Learner \(EL\) Exit Reporting Guidelines](#) posted on the [Title III web page](#) (www.mi.gov/mde-titleiii) which outlines the suggested process for accurately reporting EL exits in MSDS. Students not reported as EL exited in MSDS must be re-reported as EL in future MSDS collections.

During each MSDS general collection (Fall, Spring, and End-of-Year), MSDS will produce a certification warning (100.29) for any student who was previously reported as EL but is not being re-reported as EL nor as EL exited in the current collection. For these students, districts are asked to either re-report the student as EL or report them as EL exited in MSDS.

During and after each MSDS general collection (Fall, Spring, and End-of-Year), districts can see which of their students are considered ELs in state systems by running the following two MSDS reports:

- The Program Participation Count Report
- The Missing LEP and SpEd Data Report (LEP is an older term for EL students)

The Program Participation Count Report can be used to identify all students enrolled in the district that were reported as EL in MSDS during that collection. The Missing LEP (EL) and SpEd Data Report can be used to identify all students last reported as EL/LEP and are not reported with the EL/LEP component in the current collection. For these students, districts are asked to either re-report the student as EL or report them as EL exited in MSDS.

All students identified as EL in state systems are expected to be assessed with WIDA ACCESS for ELLs or WIDA Alternate ACCESS unless they have a pre-approved exception. Exceptions are only approved for very limited and specific criteria for some students with disabilities.

For students identified as EL in state systems that were enrolled in a Michigan district during the testing window but were not assessed with WIDA ACCESS for ELLs or WIDA Alternate ACCESS, districts are expected to submit Not Tested Reasons in the Office of Educational Assessment and Accountability (OEAA) Secure Site during the Verification of Students Not Tested window following the Spring WIDA.

Please note that any student assessed with WIDA ACCESS for ELLs must be reported as EL in the MSDS. Any student assessed with WIDA Alternate ACCESS

must be reported as both EL and as Special Education in MSDS. If these conditions are not met, the student's test will be invalidated and will not contribute as having participated for the Spring WIDA test period window.

EL Example:

Yuri Gagarin was reported as EL in MSDS last year. At the end of that school year, the district reviewed his state and local data and determined he met EL exit criteria. However, that information was not shared with the district pupil accounting staff and so Yuri's exit from EL services was not reported in MSDS. Thus, Yuri would continue to be included as EL in the current year accountability (i.e., included in the EL accountability components and in the EL student subgroup) and would be expected to take the WIDA ACCESS for ELLs or WIDA Alternate. Yuri's district should report him as EL in MSDS, provide him EL services for the current year, and administer the WIDA ACCESS for ELLs or WIDA Alternate ACCESS in addition to the applicable content area assessments SAT, M-STEP, PSAT 8/9 (for Grade 8) or MI-Access.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Title III English Learner (EL) and Immigrant

[MSDS Reports](#), see Missing LEP and Special Education Data

[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 MSDS 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 Answer Documents Received and Not Tested Students review.

In Spring 2020, all students in grades 5 and 8 with an IEP that requires a MI-Access science test were instructed NOT to take the 2020 M-STEP Science Test.

Since these students were not to be administered a science test in 2020, during the Answer Documents Received and Not Tested Students review window, a Not Tested reason must be entered for each of these students in order to ensure they do not count against your school's participation rate in accountability. Students in grades 5 and 8 with an IEP that requires a MI-Access science test that MDE instructed schools

NOT to test with the 2020 M-STEP Science Test must have the Not Tested reason “MI-Access Science (Grades 5 and 8 SE Only).”

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 10/7/2019. Because he exited Special Education before testing, he will not be placed in the SWD accountability subgroup and if he was given MI-Access, the test will be invalidated.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Special Education

GRADE LEVEL

Why it matters: Accurately reporting students’ enrolled 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:

- 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. While the PSAT 8/9 and PSAT 10 are state required exams for grades 9 and 10, they have historically not been included in accountability results. MDE is currently considering whether the future accountability reports will include the PSAT 8/9 (for Grade 9 only) 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 Accountable Students Enrolled and Demographics review window. To correct this error the district would need to submit an SRM record with an “AS OF” date on or before May 2020 prior to the SRM deadline of June 2020 – 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:



[2019-2020 MSDS Collection Details Manual](#), see section Student Grade or Setting

Student Residency Codes

Why it matters: Accurately reporting student residency codes ensures homeschooled and nonpublic (private) 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 outcomes.

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:



[2019-2020 MSDS Collection Details Manual](#), see section Student Residency

Attendance (Chronic Absenteeism)

Why it matters: Inaccurate attendance data could reduce a school's "Not Chronically Absent" subcomponent index, "School Quality and Student Success" component index, and their overall building index.

Attendance data are used as part of accountability determinations. The MSDS 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.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Attendance

Graduation Rates

Why it matters: Inaccurate graduation data could reduce a school's "Graduation Rate" component index and their overall building index.

School accountability uses graduation rates determined by CEPI for schools 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, 2019-20 accountability results will use 2018-19 graduation data and 2020-21 accountability results will use 2019-20 graduation data. For further information about graduation rates please review the resources below.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see sections:

- Student Grade or Setting
- District Exit Status
- District Exit Date

[MSDS/Graduation and Dropout Information web page](#)

[Understanding Michigan's Cohort Graduation and Dropout Rates](#)

Student Course Information

Why it matters: Accurately reporting courses taken and completed by students are used in the accountability component “11/12 Advanced Coursework” of the Michigan School Index System and Parent Dashboard for School Transparency on MISchoolData.org. These data are also necessary to meet the requirements of the America Competes Act and the State School Aid Act of 1979.

Most coursework data are collected through the MSDS Teacher Student Data Link (TSDL) collection in the MSDS “Student Course Component.” However, some coursework data is also collected through the Career and Technical Education Information System (CTEIS), which is discussed in a later section, and the Student Transcript and Academic Record Repository (STARR) for postsecondary partners that may report student course information for students attending the postsecondary institution for dual enrollment or through an Early/Middle College program.

The Teacher Student Data Link (TSDL) Collection in the Michigan Student Data System (MSDS) reports links between students and the teachers who provide instruction to them, while also providing valuable information about the courses students take. Data reported in the Collection reflect the student’s performance in classes taken throughout the academic year in various subject areas along with information about the specific course type and a student’s completion status of for a reported course.

The TSDL Collection is an ongoing collection where districts are required to submit full course data for the following populations:

- Migrant education participants (Grades 9-12)
- Dual enrollment participants (Grades 9-12)
- Early Middle College participants (Grades 9-12)
- Advanced and accelerated learning participants (All Grades)
- Advanced Placement (Grades 9-12)
- International Baccalaureate (All Grades)
- Virtual/online learning participants (All Grades)

In response to concerns from the field and in consultation with several districts and ISDs, the MSDS TSDL Collection was split into two separate collections beginning with the 2018-19 school year:

1. Migrant TSDL Collection

- a. Only migrant students can be reported.
- b. Has a year-long reporting window (ongoing collection) so course information for a migrant student can be captured within 10 days of an enrollment or exit from a district.

2. General TSDL Collection

- a. Is a single certify collection.
 - i. Allows users to decertify/certify their collection to make course record changes without having to submit a new course record.
- b. Only non-migrant students requiring a TSDL submission can be reported.
 - i. CEPI will merge migrant records with these records for state reporting purposes.
- c. One reporting window at the end of the school year (May-July).

The information reported on populations participating in dual enrollment, Early/Middle College programs, advanced and accelerated learning (Advanced Placement and International Baccalaureate) that are also enrolled in grades 11 or 12 contribute positively toward the “11/12 Advanced Coursework” percentage rates included in the Michigan School Index System and Parent Dashboard for School Transparency on MISchoolData.org.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Student Course

COURSE TYPE

Why it matters: Accurately reporting course type ensures students taking advanced courses are counted as such in the “11/12 Advanced Coursework” accountability metric of the School Index and Parent Dashboard.

The accountability metric “11/12 Advanced Coursework” includes the following course types:

- Career & Technical Education (CTE)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Enrollment
- Early Middle College (EMC)

Except for CTE courses (whose data are collected through CTEIS, a system discussed later in this document) and postsecondary courses reported by Institutions of Higher Education (IHEs) who report their student course information in the STARR, all course information is collected through the MSDS Teacher-Student Data Link (TSDL) collection. For specific course type codes used in MSDS TSDL collection please see the reference below.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Course Type

COURSE COMPLETION STATUS

Why it matters: Accurately reporting course completion status ensures students completing advanced courses are counted in the “11/12 Advanced Coursework” accountability metric of the School Index and Parent Dashboard.

Only the completion status of “Completed/Passed” (status code “CP”) counts positively toward the advanced coursework metric of the School Index and Parent Dashboard. The completion status of “Completed/Passed” (status code “CP”) should be used when reporting a student that has both taken and successfully completed one of the course types that were described earlier and are included in accountability.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Completion Status

Section 31a At-Risk Students

Why it matters: Accurately reporting section 31a “At-Risk” program participation for eligible students in MSDS ensures:

- Correct allocation of additional funds supporting “At Risk” students
- “At Risk” (Section 31a) accountability includes the correct students

A district’s “At Risk” (Section 31a) funding and accountability are based on information reported in MSDS in the prior year. Students are included in district’s “At Risk group” if all of the following conditions are met:

- Reported as enrolled in the same district in at least two of the three MSDS general collections (Fall, Spring, End-of-Year)
- Reported in at least one of the three MSDS general collections with either:
 - the Section 31a program participation code 3060
 - or already reported eligible via one of the Economically Disadvantaged criteria
- Present during the testing window

Outcome reporting for “At Risk” (Section 31a) accountability includes the following measures:

- 3rd grade ELA proficiency
- 8th grade mathematics proficiency
- 11th grade ELA, mathematics, and science improvement calculations.

More information about 31a “At Risk” is available on the [Section 31a At-Risk web page](#).

31a At-Risk Example:

Sue enrolls in District A on 9/5/19 and remains enrolled for the full school year. She is reported as actively enrolled in all three General Collections. In March, she is found to meet the eligibility criteria for 31a. Sue is reported in the EOY general collection with the 31a code and could receive 31a at-risk supports but would not be included in the Section 31a population for accountability due to not meeting the “2 out of 3” rule.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Program Participation

[Section 31a At-Risk web page](#)

Sending Scores Back Program for Shared Educational Entities (SEEs) and Specialized Shared Educational Entities (S2E2s)

Some groups of districts, intermediate school districts (ISDs), or other consortia annually apply to participate in the Sending Scores Back Program. As part of the Sending Scores Back Program, SEEs and S2E2s for accountability do not receive school accountability reports. Instead, the students that attend a SEE school or S2E2 classroom program are “sent back” to be included in accountability calculations of their home/sending school. The MSDS fields in this subsection are critical to the success of the Sending Scores Back Program for participating districts of a Shared Educational Entity (SEE) or Specialized Shared Educational Entity (S2E2). Incorrect reporting will result in students’ scores being included in accountability calculations at a school where they may not be intended.

BUILDING PUPIL WOULD OTHERWISE ATTEND

Why it matters: To redistribute test scores and graduation statuses for students attending a shared school to a school in the students’ home/sending district. The “Building Pupil Would Otherwise Attend” field of the MSDS identifies the school that student scores will be directed to for accountability calculations. This can only be reported for students enrolled in schools that are identified as SEEs for reporting and accountability OR for individual students in a S2E2 classroom program.

The school building code reported in the “Building Pupil Would Otherwise Attend” MSDS field must be an open school belonging to the Resident District of a SEE/S2E2 student. If a student attends a SEE school or S2E2 classroom program through Schools of Choice with 02 or 03 as their student residency code (Section 105 and 105c), the “Building Pupil Would Otherwise Attend” reported is required to be a school belonging to the operating district since the resident district is not involved with the educational placement of this student. Among the links provided in this section is a sample Microsoft Excel worksheet that can be used to help collect/track SEE and S2E2 students’ respective “Building Pupil Would Otherwise Attend” schools and codes to be reported in the MSDS.

The “Building Pupil Would Otherwise Attend” characteristic must be submitted in MSDS in the Spring 2020 General Collection or through Student Record Maintenance (SRM) using an “As Of Date” of 8/31 or prior by the by the September 17, 2020 close of SRM for graduation rate appeals in order for students to be “sent back” for accountability reporting purposes.

Please note that some schools have reported the “Building Pupil Would Otherwise Attend” to be the SEE school itself. When this occurs, the SEE school receives school accountability reports based only on

the students whose “Building Pupil Would Otherwise Attend” characteristic was indicated to be the SEE school. **This defeats the purpose of the Sending Scores Back Program, which exists to exclude shared schools from receiving school accountability reports.**

S2E2 CODE

Why it matters: To redistribute test scores and graduation statuses for students attending a shared school to a school in the students’ home/sending district. The school code submitted in the “S2E2 Code” field of the MSDS IS required for all students participating in a ISD/consortium S2E2 classrooms program. When a valid “S2E2 Code” is reported in the MSDS, the “Building Pupil Would Otherwise Attend” field is enabled.

Students that attend a classroom program that is part of an S2E2 participating in the Sending Scores Back program should be reported in the MSDS with the entity code of the school housing the classroom program in the “School Facility Number” field and the ISD/consortium-wide S2E2 code in the “Specialized Shared Educational Entity Code” (S2E2 Code) field. The school(s) where the classroom program(s) are located (where the S2E2 students are receiving instruction) should be the PEPE for the S2E2 students.

The “S2E2 Code” characteristic must be submitted in

MSDS in the Spring 2020 General Collection or through Student Record Maintenance (SRM) using an “As Of Date” of 8/31 or prior by the September 17, 2020 close of SRM for graduation rate appeals in order for students to be “sent back” for accountability reporting purposes.

SENDING SCORES BACK PROGRAM REPORTING EXAMPLES

Shared Educational Entity (SEE) Reporting Example: Sparty Alt Ed School (building code 01234, operated by Spartan District code 10000) serves students from five nearby districts. All participating districts agree to have Sparty Alt Ed School be included in the Sending Scores Back Program. It is established as a SEE for reporting and accountability.

SEE Reporting Example:

Sally Smith is a resident of Wolverine District (district code 20000) and attends Sparty Alt Ed School. If Sally were not attending Sparty Alt Ed School, she would be attending her local high school back in the Wolverine District—therefore, her “Building Pupil Would Otherwise Attend” is Wolverine High School (building code 05678).

Sally Smith will be included in accountability calculations for Wolverine High School, instead of Sparty Alt Ed School.

Refer to the table below to see how these two examples work in terms of score reporting, funding reporting, and accountability reporting.

Example	Last Name	First Name	School Facility Number	Operating District	Resident District	S2E2 Code	Building Pupil Would Otherwise Attend
Example A	Smith	Sally	Sparty Alt Ed School (01234)	Spartan District (10000)	Wolverine District (20000)	This MSDS field will remain empty (the building code is designed as a SEE, not an S2E2)	Wolverine High School (05678)
Example B	Thompson	Tommy	Wolverine High School (05678)	Wolverine District (20000)	Bronco District (30000)	Mid-Michigan ISD S2E2 Classroom Programs 01111	Bronco High School (09999)

Specialized Shared Educational Entity (S2E2) Reporting

Example: Within Mid-Michigan ISD, Spartan School District operates a classroom for cognitively impaired students in Spartan Middle School, and Wolverine School District operates a severe multiple impairment classroom in Wolverine High School. These classrooms serve students from several nearby districts. The Mid-Michigan ISD and participating districts agree to have these classrooms included in the Sending Scores Back Program. The grouping of classrooms is established as an S2E2 for reporting and accountability. The S2E2 has a non-instructional entity code 01111 in the EEM.

S2E2 Reporting Example:

Tommy Thompson is a resident of the Bronco District (district code 30000) but requires special services and attends the S2E2 classroom in Wolverine High School (building code 05678) in the Wolverine School District (district code 20000). If Tommy were not attending the S2E2 classroom in Wolverine High School, he would be attending his local high school back in the Bronco School District. Therefore, his “Building Pupil Would Otherwise Attend” school is Bronco High School (building code 09999).

Tommy Thompson will be included in accountability calculations for Bronco High School, instead of Wolverine High School.

- School assignments
- Assignment codes
- Staff’s Full-Time Equivalency (FTE) for that assignment
- Assignment grades

For accountability, the MDE will use data from the End-of-Year (EOY), June, REP collection.

ACCOUNTABILITY SYSTEMS & COMPONENTS IMPACTED BY REP

The data collected in REP impact the accountability in the Michigan School Index System. Specifically, within that system the following components are impacted by REP data:

- K-8 Access to Physical Education / Arts
- K-8 Access to Librarian / Media Specialist

SCHOOL ASSIGNMENTS

Why it matters: Accurate reporting of the staff member’s building assignments ensure the correct buildings receive credit for having specific staff types.

The school assignment is reported using the state-assigned school/facility code (from the Educational Entity Master; EEM) where the staff member is assigned.

For accountability, the MDE will use data from the End-of-Year (EOY), June, REP collection.

Reference:



[2019-2020 MSDS Collection Details Manual](#), see section Program Participation

[Section 31a At-Risk web page](#)

Reference:



[Registry of Educational Personnel \(REP\) Data Field Descriptions Manual](#), see section Field 10: School Assignment Data, School/Facility Code

Registry of Education Personnel (REP)

The purpose of this section is to help districts understand how data submitted in the Registry of Education Personnel (REP) impacts accountability calculations and provide some specific examples. For accountability, the focus should be placed on accurate REP reporting of:

ASSIGNMENT CODES

Why it matters: Accurate reporting of the staff member’s assignment codes ensure buildings receive credit for having specific staff types.

- Assignment codes used for the K-8 Access to Physical Education / Arts accountability metric are:
 - 000MH – Dance

- o 000LT – Theatre/Performance
- o 000LX – Visual Art
- o 000JX, 000JQ – Music Education
- o 000MD – Recreation
- o 000MA – Health
- o 000MX – Health, Physical Education, Recreation and Dance
- o 000MB – Physical Education

- Assignment codes used for the K-8 Access to Librarian / Media Specialist accountability metric are:
 - o 000ND – Library Media

For accountability, the MDE will use data from the End-of-Year (EOY), June, REP collection.

Reference:



[Registry of Educational Personnel \(REP\) Data Field Descriptions Manual](#), see section Field 10: School Assignment Data, Assignment Five-digit Code

STAFF’S FULL-TIME EQUIVALENCY (FTE) FOR THAT ASSIGNMENT

Why it matters: Accurate reporting of the staff member’s Full-Time Equivalency (FTE) for that assignment ensure accountability calculations, which use ratios of staff FTE and number of students, are accurate.

For accountability, the MDE will use data from the End-of-Year (EOY), June, REP collection.

Reference:



[Registry of Educational Personnel \(REP\) Data Field Descriptions Manual](#), see section Field 10: School Assignment Data, FTE Four-digit Code

ASSIGNMENT GRADES

Why it matters: Accurate reporting of the staff member’s assigned grades for that assignment ensure buildings receive credit for having specific staff types when the accountability measure is limited to specific grades.

For accountability, the MDE will use data from the End-of-Year (EOY), June, REP collection.

Reference:



[Registry of Educational Personnel \(REP\) Data Field Descriptions Manual](#), see section Field 10: School Assignment Data, Current Grade Assignment and Educational Setting

REP Assignment Example:

Blunderstone Public Schools employs a librarian shared amongst four K-5 elementary schools. The district submits REP records for the librarian at each of the four elementary schools to count in the K-8 Access to Librarian/Media Specialist metric (below):

School Name	Building Code	REP Personnel Identification Code	REP Assignment Code	REP Assignment Grades	REP Assignment FTP
Copperfield Elementary	12345	999999	000ND	K, 1, 2, 3, 4, 5	0.25
Trotwood Elementary	23456	999999	000ND	K, 1, 2, 3, 4, 5	0.25
Heep Elementary	34567	999999	000ND	K, 1, 2, 3, 4, 5	0.25
Steerforth Elementary	45678	999999	000ND	K, 1, 2, 3, 4, 5	0.25

Career and Technical Education Information System (CTEIS)

The purpose of this section is to help districts understand how data submitted in the Career and Technical Education Information System (CTEIS) impacts accountability calculations and provide some specific student examples. For accountability, the focus should be placed on accurate reporting of:

- Student Unique Identification Code (UIC)
- Student Program Completion Status

ACCOUNTABILITY SYSTEMS & COMPONENTS IMPACTED BY CTEIS

The data collected in CTEIS impact the accountability in the Michigan School Index System and are also included on the Parent Dashboard for School Transparency. Within the School Index and Parent Dashboard, the component “Advanced Coursework” is impacted by CTEIS data. Advanced coursework includes the following types of student courses:

- Career & Technical Education (CTE)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Enrollment
- Early Middle College (EMC)

Only CTE course information is collected through CTEIS, all other advanced coursework information is collected through the Michigan Student Data System (MSDS) in the Teacher-Student Data Link (TSDL) collection, which was discussed earlier and the Student Transcript and Academic Record Repository (STARR) for postsecondary partners that may report student course information for students attending the postsecondary institution for dual enrollment or through an Early/Middle College program.

UNIQUE IDENTIFICATION CODE (UIC)

Why it matters: UICs uniquely identify students and enable the linking of their CTEIS records across collections within that system and also to students’ records in other Michigan educational data systems.

CTE student data reported in CTEIS can only be included in the advanced coursework metric if student records submitted in CTEIS can be matched to student records submitted in MSDS by using the same UIC in both systems. If multiple UICs exist for the same student, they must be linked prior to CTEIS submission. The use of accurate UICs in CTEIS ensures that schools are appropriately and positively credited for students completing advanced coursework.

PROGRAM COMPLETION STATUS

Why it matters: Accurate reporting of students’ program completion statuses ensure buildings receive credit for their students that have completed CTE programs.

Only the CTE program completion status of “Completer” reported in CTEIS counts positively toward the advanced coursework metric of the School Index and Parent Dashboard. The CTE program completion status of “Completer” should be used when reporting a student that has both taken and successfully completed a CTE program. For accountability purposes, only students that both participated in and completed a CTE program are included in determining advanced coursework rates (in addition to students from the MSDS TSDL and STARR collections mentioned earlier in this document).

Educational Entity Master (EEM)

EEM OVERVIEW

The purpose of this section is to help districts understand how data submitted in the Educational Entity Master (EEM) impacts accountability calculations and provide some specific examples. For accountability, the focus should be placed on accurate EEM reporting of the following two data pieces:

- Educational Setting
- School Emphasis

EDUCATIONAL SETTING

Why it matters: Accurate reporting of a school’s educational settings ensures that special rules for schools serving specific settings can be applied.

For the School Grades system, the Educational Setting data is used as part of the process of identifying Alternative Education Campus (AEC) schools, which do not receive letter grades or rankings.

For the School Index, the Educational Setting data is used as part of the process of identifying alternative schools, which are removed for the indicator targets setting process and which receive different types of supports if they are identified for supports.

For more information on how Educational Setting is used in School Grades or School Index, please review the business rules for those systems.

Reference:

-  [2019-20 School Grades Business Rules](#)
-  [2019-20 School Index Business Rules](#)

SCHOOL EMPHASIS

Why it matters: Accurate reporting of a school’s School Emphasis ensures that special rules for schools with specific emphases can be applied.

For the School Grades system, the School Emphasis data is used as part of the process of identifying Alternative Education Campus (AEC) schools, which do not receive letter grades or rankings.

For the School Index, the School Emphasis data is used as part of the process of identifying alternative schools, which are removed for the indicator targets setting process and which receive different types of supports if they are identified for supports.

For more information on how School Emphasis is used in School Grades or School Index, please review the business rules for those systems.

Reference:

-  [2019-20 School Grades Business Rules](#)
-  [2019-20 School Index Business Rules](#)

Grant Electronic Monitoring System (GEMS)

GEMS OVERVIEW

The purpose of this section is to help districts understand how data submitted in the Grant Electronic Monitoring System (GEMS) impacts accountability calculations and provide some specific examples. For accountability, the focus should be placed on accurate GEMS reporting of the following data piece:

- Assurance of compliance with all applicable laws

ASSURANCE OF COMPLIANCE WITH ALL APPLICABLE LAWS

Why it matters: Accurate reporting of a response in the assurance of compliance with all applicable laws task within GEMS is a required reporting piece for schools seeking to be Alternative Education Campus (AEC) schools.

Within the School Grades system, a special group of schools meeting eligibility requirements and known as Alternative Education Campus (AEC) schools do not receive letter grades or rankings. If eligible schools do not report a response for the assurance of compliance with all applicable laws task within GEMS they cannot be an AEC school, even if they meet all other criteria, and will receive school grades and ranking labels.

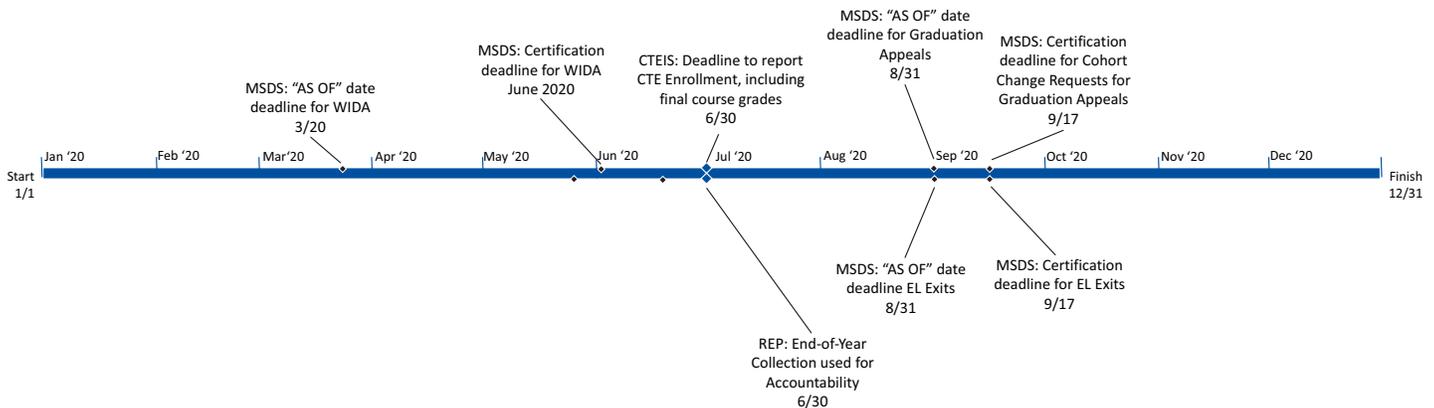
For more detailed information about how the response in the assurance of compliance with all applicable laws task within GEMS is used, please review the School Grades business rules.

Reference:



[2019-20 School Index Business Rules](#)

Annual Timeline for Selected Deliverables



Additional Resources and Contact Information

ACCOUNTABILITY SUPPORTS

- Website: www.michigan.gov/mde-accountability
- Email: mde-accountability@michigan.gov
- Phone: 877-560-8378, option 3

Michigan Student Data System (MSDS) Supports

- Website: https://www.michigan.gov/cepi/0,1607,7-113-986_50502---,00.html
- Email: cepi@michigan.gov
- Phone: 517-335-0505, option 3

Registry of Education Personnel (REP) Supports

- Website: https://www.michigan.gov/cepi/0,4546,7-113-986_10478---,00.html
- Email: cepi@michigan.gov
- Phone: 517-335-0505, option 3

Career and Technical Education Information System (CTEIS) Supports

- Website: www.cteis.com
- Email and/or Phone: Visit the above website and click on the “Contact” link in the left menu. Then read through the options to determine the appropriate individual to contact.

Educational Entity Master (EEM) Supports

- Website: <https://cepi.state.mi.us/eem/>
- Email: cepi@michigan.gov
- Phone: 517-335-0505, option 3

Grant Electronic Monitoring System (GEMS) Supports

- Website: https://www.michigan.gov/mde/0,4615,7-140-5236_63101---,00.html
- Email: MDE-GEMS@michigan.gov
- Phone: 517-241-6270

Reference:

[2019-2020 MSDS Collection Details Manual](#), see sections Building Pupil Would Otherwise Attend and S2E2 Code.

[Worksheet to Track Accounting of Building Pupil Would Otherwise Attend](#)

[Sending Scores Back Program Information and Resources](#)



Questions or comments about this document should be directed to:
E-mail: MDE-Accountability@michigan.gov
Phone: 877-560-8378, option 3