Accountability Best Practices:

2023-2024

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 impact accountability calculations and to provide some specific student examples.

This document currently is organized by data system and a description of how data from that system impact Michigan's school accountability systems. The data systems discussed are:

- CEPI's Educational Entity Master (EEM)
- CEPI's Michigan Student Data System (MSDS)
- MDE's Office of Educational Assessment and Accountability (OEAA) Secure Site
- CEPI's Registry of Education Personnel (REP)
- MDE's Career and Technical Education Information System (CTEIS)
- CEPI's MI School Data

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

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Steps to SUCCESS

Submitting accurate data in state systems (Educational Entity Master – EEM; Michigan Student Data System– MSDS; and Office of Educational Assessment and Accountability – OEAA Secure Site) is critical for clean assessment and accountability reporting. The following important steps ensure data quality before, during, and after state assessments.

Step 1 – Setup Communications

Update the following communication channels to ensure your schools and districts receive important information related to accountability throughout the year.

- Sign-up for OEAA's weekly Spotlight newsletter (www.mi.gov/mde-spotlight). This is the MDE's primary method of communicating information about assessment and accountability.
- Sign-up for CEPI Announcements (https://www.michigan.gov/cepi/newsletters). This is CEPI's primary method of communicating updates across its various applications.
- Update EEM Contacts
- Update GEMS Contacts

Step 2 – 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 all also used for accountability. Districts should make every effort to ensure the data submitted in MSDS General Collections 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 6).

Step 3 – 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 in December for WIDA and January for M-STEP. By default, students are assigned to the general assessment (WIDA ACCESS and M-STEP/PSAT8/SAT). If the alternate assessment (WIDA Alternate ACCESS or MI Access) is appropriate, the school or district should re-assign the student to that test cycle in the OEAA Secure Site.

For students changing schools/districts after the MDE has pre-identified students, the District Assessment Coordinator at the new district is responsible for finding and claiming the student's existing Pre-ID record in the OEAA Secure Site.

In the rare event a 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), the District Assessment Coordinator should create a Pre-ID record for the student in the OEAA Secure Site. However, when creating a Pre-ID record, the District Assessment Coordinator should work with his or her 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 4 – 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 ensure that 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 students' demographics
- Verify students' grade levels
- 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 5 – Answer Documents Received and Not Tested Students

This report in the OEAA Secure Site 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 that all test sessions/answer documents are listed. **Missing answer documents (or missing students) must be reported at this time.**
- Verify that prohibited behavior (PB) and non-standard accommodation (NS) flags are accurate. PB and NS flags will invalidate test scores.
- Verify that "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 who are indicated to be included in accountability for your school who have one or more not tested areas on the Not Received report.
- If no reason is submitted, a reason of "Absent" and a status of "Rejected" will be assigned.
- Student demographics/rosters cannot be changed after the Accountable Students Enrolled and Demographics review window has closed.

Step 6 – Submit Needed Student Record Maintenance in MSDS

To report changes to student demographics or enrollment that happened after the Fall/Spring student count days, submit Student Record Maintenance (SRM) in MSDS. Waiting until End-of-Year MSDS Collection will be too late, as changes will not be captured for accountability. 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 2024; Certification deadline is June 2024
- For M-STEP, PSAT8, SAT, & MI-Access: "AS OF" date deadline is May 2024; Certification deadline is June 2024

Watch the OEAA Spotlight for further communications and details on these dates.

Reference:

Secure Site Training website, (https://www.michigan.gov/mde/Services/Student-Assessment/secure-site-training), Accountable Students & Test Verification, see section Answer Documents Received and Not Tested Students

Accountability Best Practices:
Reporting for Trouble-free Accountability Data

Michigan Student Data System (MSDS)

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 to 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 measures, 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).

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, visit the link to the Secure Site manual included in the reference section below.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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 that 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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 WIDA ACCESS for ELLs and WIDA Alternate ACCESS
- August Graduation Appeals
- August English Learner (EL) Exits

Watch the Spotlight on Student Assessment and Accountability (www.mi.gov/mde-spotlight) for further communication and details regarding "AS OF" dates to be used for accountability.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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 WIDA ACCESS for ELLs and WIDA Alternate Access
- Mid-September Cohort Change Requests for Graduation Appeals
- Mid-September English Learner (EL) Exits

Watch the Spotlight on Student Assessment and Accountability (www.mi.gov/mde-spotlight) for further communication and details regarding "AS OF" dates to be used for accountability.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section: Student Record Maintenance

Primary Education Providing Entity (PEPE)

Why it matters: PEPE is used in determining which district and which associated school within that district are accountable for a student's participation and performance on state assessments. Additionally, only a student's PEPE is able to update his or her 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 a student's 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 to request a PEPE change, 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, (https://www.michigan.gov/-/media/Project/Websites/cepi/MSDS/District_User_Guide.pdf), 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 see the 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 4/18/2024. District B submits an SRM record for Mary with an Enrollment Date, "AS OF" Date, and Certification Date all equal to 4/22/2024.

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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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. (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). 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, visit the "Interpretation of Race and Ethnicity Data from School Districts" document provided in the following reference section.

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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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, he or she remains 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see sections:

- Supplemental Nutrition Eligibility (SNE)
- Homeless Demographics

MSDS Direct Certification Page

English Learners (ELs)

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

- correct allocations of additional funds support 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. Review the document English Learner (EL) Exit Reporting Guidelines posted on the Title III web page (https://www.michigan.gov/mde/services/school-performance-supports/educational-supports/programs/title-iii---english-learner-and-immigrant-education-programs) which outlines the suggested process for accurately reporting EL exits in MSDS. Students will automatically be exited within MSDS if they test proficient on the WIDA. 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 error (100.63) 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 three MSDS reports:

- The Program Participation Count Report
- The Missing LEP and SpEd Data Report (LEP is an older term for EL students)
- The Student Roster Report in the General Reports section of MSDS

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. The Student Roster Report will show if they were reported as EL as well as if they tested proficient and have a State EL Exit Date. 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:

Accurate reporting of 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 did not meet EL exit criteria. 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Title III English Learner (EL) and Immigrant

MSDS Reports, see Missing LEP and Special Education Data

EL Entrance and Exit Protocol

Students With Disabilities (SWD)

Why it matters: Reporting Students With Disabilities (SWD) accurately ensures that 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.

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:

1. A Primary Disability is reported in the MSDS Special Education Component
2. A District Exit Status code 19 (expected to continue in the same district) is reported
3. Special Education Exit Date is empty or is reported 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.

In order 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.

Also, note that certain sub-populations of SWD will require additional reporting in the OEAA secure site. These would include, but are not limited to, (1) grade 5, 8, & 11 students who would take a MI-Access Participation or Supported Independence (P/SI) Social Studies test if such a test were available. For more information on this additional reporting, please refer to the section OEAA Secure Site: Verification of Answer Documents and Not Tested Students.

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 10/7/2023. 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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 his or her 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 that 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 are administered (respectively) through the state assessment program. The PSAT 8/9 and PSAT 10 are state-required exams for grades 9 and 10 which have historically not been included in accountability results. However, starting in 2023, MDE is using scores from these assessments to generate student growth values and targets (SGPs and AGPS) to accountability reports.

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 2024 prior to the SRM deadline of June 2024 – 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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 that their MSDS records are 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)

Please note that failure to report homeschooled or nonpublic school students with correct student residency codes will result in the inclusion of any such students in school accountability reporting, regardless of FTE. The PEPE (see page 5) is the "accountable entity" for a student, regardless of the amount and type of FTE claimed, if any. It is imperative that student residency codes be reported accurately in order 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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 its 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. Refer to the link in the resources section for more information on the MSDS Attendance component and which students are exempt.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Attendance

Graduation Rates

Why it matters: Inaccurate graduation data could reduce a school's "Graduation Rate" component index and its 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 window dates are subject to change, so please review the annual 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, 2022-23 accountability results will use 2021-22 graduation data and 2023-24 accountability results will use 2022-23 graduation data. For further information about graduation rates, review the resources below.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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. The Student Transcript and Academic Record Repository (STARR) for postsecondary partners may also 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, and it also reports 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 for a reported course.

All students that your district submitted as continuing (District Exit Status '19') in grades K-12 and 14 are required to have all courses reported in the TSDL Collection. This includes nonpublic or homeschooled students taking non-essential elective courses (i.e. shared-time).

If a student requiring TSDL submission exits your district during the school year, you are still required to submit applicable student data from the duration of his or her enrollment.

Students who were enrolled for very brief periods of time, resulting in no course information being posted to their academic records, are not required to be reported.

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.
1. **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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Student Course

Course Type

Why it matters: Accurately reporting course type ensures that students taking advanced courses are counted accordingly 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, see the reference below.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Course Type

Course Completion Status

Why it matters: Accurate reporting of course completion status ensures that 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:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Completion Status

Program Participation Codes

Why it matters: In additional to impacting funding in some cases, program participation codes are also used to identify cases needing special considerations for accountability.

Program participation codes are reported within MSDS using the Program Participation Component. The following sub-sections describe the program participation codes used in accountability.

At-Risk (Section 31a) Students

Why it matters: Accurate reporting of Section 31a At-Risk program participation for eligible students in MSDS ensures:

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

A district's Section 31a At-Risk funding and accountability are based on information reported in MSDS in the prior year. Students are included in district's Section 31a At-Risk if at least 2 of the 3 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
  - already reported eligible via one of the Economically Disadvantaged criteria
- Present during the testing window

Outcome reporting for Section 31a At-Risk accountability includes the following measures:

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

More information about Section 31a At-Risk is available on the Section 31a At-Risk web page (https://www.mi.gov/31a).

31a At-Risk Example:

Sue enrolls in District A on 9/5/23 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 Section 31a At-Risk. Sue is reported in the EOY General Collection with the Section 31a At-Risk 31a code and could receive Section 31a At Risk supports but would not be included in the Section 31a At-Risk population for accountability due to not meeting the "2 out of 3" rule.

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), 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: This designation redistributes 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 his or her 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 following bullets outline the date expectations for submitting "Building Pupil Would Otherwise Attend" characteristic data in the MSDS:

- For students not expected to graduate in the current year– Submission due in Spring 2024 General Collection or through Student Record Maintenance (SRM) by the SRM deadline used for assessment and accountability reporting (see the Weekly Spotlight on Assessment and Accountability for future reported date) using an "As Of Date" of late May or prior. The Spotlight newsletter will provide further details on the As Of date in Spring 2024.

- For students expected to graduate this year–Submission due in the Spring 2024 General Collection, End-of-Year (EOY) Collection, or through Student Record Maintenance (SRM) by the September 2024 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: This designation redistributes 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 who 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 following bullets outline the date expectations for submitting "S2E2 Code" characteristic data in the MSDS:

- For students not expected to graduate in the current year—Submission due in Spring 2024 General Collection or through Student Record Maintenance (SRM) by the SRM deadline used for assessment and accountability reporting (see the Weekly Spotlight on Assessment and Accountability for future reported date) using an "As Of Date" of late May or prior. The Spotlight newsletter will provide further details on the As Of date in Spring 2024.
- For students expected to graduate this year—Submission due in the Spring 2024 General Collection, End-of-Year (EOY) Collection, or through Student Record Maintenance (SRM) by the September 2024 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 an 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 classroom for students with severe multiple impairments 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.

Reference:

[2023-2024 MSDS Collections Details Manual](), (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Building Pupil Would Otherwise Attend and S2E2 Code

Alternative Education

Why it matters: For accountability, the Alternative Education program participation code is used to calculate the rate of students within a school participating in an Alternative Education program, which is part of the process to determine if a school is an alternative education school and therefore should have special considerations for accountability.

For School Index, alternative education schools are not exempt from identification for support categories, but the supports offered are differentiated to acknowledge the different circumstances and need identified by the system. Schools not meeting the full definition of alternative schools in the Michigan School Index Business Rules may have accountability consequences via school identification.

Reference:

School Index Business Rules

Early Middle College

Why it matters: Accurate reporting of the Early Middle College (EMC) program participation code in MSDS ensures that EMC students are appropriately excluded from negatively counting as "off-track" in 4-year graduation rates used for accountability and public reporting. Additionally, EMC students have a common expected grade reporting progression throughout their 5-year course of study that ensures students are tested with the Michigan Merit Exam (MME) in the correct year of high school.

EMC students are on a planned 5-year course of study after which successful completers graduate with both a high school diploma and a postsecondary degree or certificate through an established early/middle college program. To accommodate EMC students' 5-year course of study without penalizing schools for these students not graduating within four years of the start of high school, CEPI and MDE must know which students are participating in an EMC program. This is accomplished by the EMC program participation code (3500) in MSDS. Accurately reporting the EMC program participation code of 3500 by the beginning of an EMC student's 11th grade/third year of high school ensures that he or she does not count as an "off-track" student in a school's 4-year graduation rate. EMC students have their expected graduation and cohort year increased by one year, so that if they receive their high school diploma AND a postsecondary degree or certificate through an established early/middle college program by the end of their fifth year of high school, they will be considered an "on-track" graduate and positively contribute to their school's 4-year cohort graduation rate.

Additionally, EMC students have a prescribed grade progression throughout their 5-year course of study that determines when students should be reported in each grade based on their year in high school. The common grade progression ensures that EMC students are tested with the Michigan Merit Exam (MME) in the correct year of high school and that all EMC programs are tested in the same year of the program. EMC student grades should be reported in the order shown in the following table. Note that the only grade to be reported twice (in consecutive years) is grade 12, and not in grades 10 or 11.

Year in High School	Grade Reported in MSDS
1	9
2	10
3	11
4	12
5	12

Reference:

2023-2024 MSDS Collections Details Manual, (https://www.michigan.gov/cepi/-/media/Project/Websites/cepi/MSDS/Collection-Details_SY23-24.pdf), see section Program Participation

OEAA Secure Site

OEAA Secure Site Overview

The purpose of this section is to help districts understand how data submitted in the Office of Education Assessment and Accountability (OEAA) Secure Site impacts accountability calculations and provide some specific examples. For accountability, actions within the OEAA Secure Site should focus on verifying and accurately reporting:

- Pre-Identification
- WIDA Test Exceptions
- WIDA False EL
- Enrollment and Demographics
- Answer Documents Received and Students Not Tested

Pre-Identification

Why it matters: Pre-identification allows student assessment records to be linked to MSDS enrollment and demographic records. This ensures (1) the individual test results are linked to the correct student, (2) the student's results are linked to the correct school and district, and (3) the student is included in the correct student subgroups.

The Michigan Department of Education (MDE) pre-identifies students using the most recent certified MSDS data in December for WIDA and January for M-STEP. By default, students are assigned to the general assessment (WIDA ACCESS and M-STEP/PSAT8/SAT). If the alternate assessment (WIDA Alternate ACCESS or MI Access) is appropriate, the school or district should re-assign the student to that test cycle in the OEAA 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 OEAA Secure Site.

In the rare event a 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), 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 his or her 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.

Reference:

Secure Site Training, see the section "Pre-Identification of Students"

WIDA Test Exceptions

Why it matters: Submitting a request for an English Learner (EL) test exception allows districts to receive clarification before testing of whether or not an EL student with a disability will be expected to take an EL test (either WIDA ACCESS or WIDA Alternate ACCESS).

It is rare to need a WIDA test exception. Most EL students with disabilities can test using either WIDA ACCESS or WIDA Alternate ACCESS. However, for a limited number of EL students with disabilities, there is not an accommodation available on either WIDA ACCESS or WIDA Alternate ACCESS that would allow for them to be appropriately assessed. If a district is unsure, it should feel free to submit a WIDA test exception request and the process will clarify whether an appropriate accommodation is available for the student.

Reference:

WIDA Test Exceptions and False EL Guidance

Secure Site Training, see "WIDA Exceptions"

False English Learner Appeal

Why it matters: Submitting an appeal for False English Learner (EL) identification allows districts to receive clarification before testing of whether or not the student is an EL student and whether or not he/she will be expected to take an EL test (either WIDA ACCESS or WIDA Alternate ACCESS).

It is rare to need a False EL appeal. Most students identified as EL are, in fact, EL students. However, reporting errors do happen, and a False EL appeal is the process to undo an inaccurate identification.

The False EL process requires districts to submit documentation demonstrating that the student is not EL and explaining the circumstances around the false identification. These documents are then manually reviewed by MDE staff and the appeal is either

accepted or rejected. If the issue is accepted, the EL flag is removed from the student and should no longer trigger MSDS certification warnings/errors related to the reporting of EL status. If the issue is rejected, the student is still considered EL and is expected to continue to be reported as EL in MSDS and to take the WIDA ACCESS or WIDA Alternate ACCESS.

Reference:

WIDA Test Exceptions and False EL Guidance

Secure Site Training, see "WIDA Exceptions"

Verification of Accountable Students Enrolled and Demographics

Why it matters: Verifying, and correcting as necessary, students' enrollment records ensures the correct roster of students is included in a school's accountability. Verifying, and correcting as necessary, students' demographic information ensures that students are included in the correct student group disaggregations used for reporting and accountability.

The Accountable Students Enrolled and Demographics function in the OEAA Secure Site allows districts' assessment and accountability personnel an opportunity to verify the student enrollment and demographic information in MSDS that will be used in assessment and accountability reporting.

Please note, corrections to enrollment and demographic data cannot be made in OEAA Secure Site but instead must occur by submitting an SRM in MSDS. Once the data has been updated in MSDS it is then copied over to OEAA Secure Site. Thus, the review and updating of enrollment and demographic data used for reporting and accountability is a collaborative effort between a district's OEAA Secure Site users and MSDS users. If OEAA Secure Site users do not know who their district MSDS person is, they can look up the name and contact information of their district's MSDS personnel on the District and School Contacts page of the OEAA Secure Site.

Once this review period is over, no additional updates to enrollment and demographics will be included for reporting and accountability.

Reference:

Secure Site Training, see the section "Accountable Students Enrolled and Demographics"

Verification of Answer Documents Received and Not Tested Students

Why it matters: Verifying, and appealing as necessary, students' assessment records ensures that (1) all valid tests are included and not overlooked, misplaced during processing, or inappropriately flagged for invalidation and (2) districts have an opportunity to explain the conditions why specific students were not tested.

The Answer Documents Received and Not Tested Students function on the OEAA Secure Site gives districts and schools the opportunity to verify that all answer documents, both paper/pencil and online, have been received by the scoring vendor. This also an opportunity to verify other answer document data, such as invalidation flags.

The second purpose of this function gives districts and schools the ability to submit a reason why a student did not complete one or more of the required tests or content areas. This information is reviewed for a possible accountability participation exemption, is also included in required federal reporting, and is reviewed in the aggregate for the potential need of additional supports or policy clarifications.

Once this review period is over, no additional issues related to answer documents or not tested students will be accepted.

Reference:

Secure Site Training, see the section "Answer Documents Received and Not Tested Students"

Registry of Education Personnel (REP)

REP Overview

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:

- 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, 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, School/Facility Code

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
  - 000LT – Theatre/Performance
  - 000LX – Visual Art
  - 000JX, 000JQ – Music Education
  - 000MD – Recreation
  - 000MA – Health
  - 000MX – Health, Physical Education, Recreation and Dance
  - 000MB – Physical Education
- Assignment codes used for the K-8 Access to Librarian/Media Specialist accountability metric are:
  - 000ND – Library Media

For accountability, 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 ensures that accountability calculations, which use ratios of staff FTE and number of students, are accurate.

For accountability, 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 ensures that buildings receive credit for having specific staff types when the accountability measure is limited to specific grades.

For accountability, 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 between 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 (see the following table):

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)

CTEIS Overview

The purpose of this section is to help districts understand how data submitted in the Career and Technical Education Information System (CTEIS) impact accountability calculations and to 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. The Student Transcript and Academic Record Repository (STARR) for postsecondary partners 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 ensures that buildings receive credit for their students who 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 who has both taken and successfully completed a CTE program. For accountability purposes, only students who have 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).

Reference:

CTEIS Data Entry Support and Reference Materials (http://support.cteis.com/Data-Entry/Enrollment)

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) impact accountability calculations to 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

EEM Contacts

Why it matters: Updated EEM contacts ensure that important communications from MDE regarding accountability are received by the appropriate individuals within districts and school buildings.

EEM contacts allow districts to tell MDE which individuals within their district and buildings are responsible for key actions. This ensures that MDE can send important information regarding specific functions and roles to the correct individuals within districts and buildings. Key EEM contacts related to accountability include but are not limited to:

- School Accountability Contact
- Superintendent
- Principal
- District Assessment Coordinator
- Testing Coordinators (M-STEP, PSAT 8/9, PSAT 10, SAT, MI-Access, and WIDA)
- Title III Administrator

EEM contacts can be updated at any time, but it is recommended that they are reviewed and updated at least at the beginning of every school year.

Reference:

EEM User Guide

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 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 Index, review the business rules for those systems.

Reference:

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 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 Index, review the business rules for those systems.

Reference:

School Index Business Rules

MI School Data

MI School Data Overview

The purpose of this section is to help districts understand their ability to preview final accountability data and reports in the secure authorized-user portion of MI School Data prior to their public release. Preview windows are offered for the following accountability systems:

- School Index
- School Grades

MI School Data Secure Access

Why it matters: Having secure access to MI School Data, with the proper permissions setup prior to the opening of the preview windows, ensures that users have the full window to review the data and reports.

Please note: secure access to MI School Data is completely separate from secure access to OEAA Secure Site. The process for school and district personnel to request and to get approved for secure access to MI School Data is managed by the Intermediate School Districts (ISDs) and not by MDE.

Prior to requesting secure access to MI School data, an individual should determine what level of access he or she needs. MI School Data secure access has two levels: (1) those only needing access to preview reports and unsuppressed student counts and (2) those also needing access to accountability student data files and the ability to submit accountability issues.

Once school and district personnel have determined their necessary level of access, they can find the appropriate ISD contact information by the following steps:

1. Go to MI School Data (www.mischooldata.org)
2. Click on "Support", located near the top-right portion of the screen and choose the "Help & Support" menu item.
3. Scroll down to the section "Secure Login Assistance"
4. Click on "K-12 Personnel"
   a. For those only needing access to preview reports and unsuppressed student counts, reach out to the "Technical Contact."
   b. For those also needing access to accountability student data files and the ability to submit accountability issues, reach out to the "Accountability Contact."

Reference:

K-12 Personnel, ISD contacts

School Index Preview Instructions

Accountability Calendar of Events

Note: An accountability cycle is longer than 12 months. This means during some portions of the year, such as summer and fall, districts will take actions needed to complete one accountability cycle and simultaneously will take actions needed to begin another accountability cycle.

The table below lists the actions needed for a single accountability cycle.

Date	System	Action	Deadline Element
June 30 prior year	MSDS	English Learner (EL) exits	[EL Exit Date] deadline
August 31	MSDS	English Learner (EL) exits	[AS OF Date] deadline
August 31	MSDS	Graduation Appeals	[AS OF Date] deadline
Early-September	EEM	Update School/District Contacts	EEM Contacts "Deadline" *EEM contacts can be updated at any point but not updating by Early-September may mean missing important accountability communications
Mid-September	MSDS	English Learner (EL) exits	[Certification Date] deadline
Mid-September	MSDS	Graduation Appeals	[Certification Date] deadline
Early-November	MSDS	Fall General Collection	[Certification Date] deadline *Accountability uses (1) Enrollment as part of determining Full Academic Year (FAY) status (2) Participation in Alternative Education program as part of the School Index
Early-December	EEM	Update EEM Characteristics	[School Emphasis] and [Educational Settings Actual] deadline
Late-March	MSDS	WIDA Verification of Accountable Students Enrolled and Demographics	[AS OF Date] deadline
Late-May	MSDS	WIDA Verification of Accountable Students Enrolled and Demographics	[Certification Date] deadline
Late-May	OEAA Secure Site	WIDA Verification of Answer Documents Received and Not Tested Students	WIDA Answer Document and Not Tested issues submission deadline
Late-May	OEAA Secure Site	PSAT8, PSAT9, PSAT10, and SAT Verification of Answer Documents Received	PSAT8, PSAT9, PSAT10, and SAT Answer Document issues submission deadline *Not tested issues for these assessments are submitted later, during the same window as M-STEP and MI-Access

Date	System	Action	Deadline Element
Late-May	MSDS	M-STEP, PSAT8, SAT, & MI-Access Verification of Accountable Students Enrolled and Demographics	[AS OF Date] deadline
Mid-June	MSDS	M-STEP, PSAT8, SAT, & MI-Access Verification of Accountable Students Enrolled and Demographics	[Certification Date] deadline
Mid-June	OEAA Secure Site	M-STEP & MI-Access Verification of Answer Documents Received	M-STEP & MI-Access Answer Document issues submission deadline
Mid-June	OEAA Secure Site	M-STEP, PSAT8, SAT, & MI-Access Verification of Not Tested Students	M-STEP, PSAT8, SAT, & MI-Access Not Tested issues submission deadline
Late-June	MSDS	End-of-Year (EOY) General Collection	[AS OF Date] and [Certification Date] deadline *Accountability only uses EOY for attendance
Late-June	REP	End-of-Year (EOY) Collection	Submission deadline
Late-June	CTEIS	End-of-Year (EOY) Collection	Deadline to report CTE enrollment and final course grades
Late-June	MSDS	Teacher-Student Data Link (TSDL) General Collection	[AS OF Date] deadline
Mid-July	MSDS	Teacher-Student Data Link (TSDL) General Collection	[Certification Date] deadline
Fall After the School Year	MI School Data	School Index Preview	Deadline to review and submit questions regarding final combined data sets

Additional Resources and Contact Information

Accountability

- Website: https://www.michigan.gov/mde/Services/school-performance-supports/Accountability
- Email: mde-accountability@michigan.gov
- Phone: 877-560-8378, option 3

OEAA Secure Site

- Website: https://www.michigan.gov/mde/Services/Student-Assessment/secure-site-training
- Email: mde-oeaa@michigan.gov
- Phone: 877-560-8378, option 3

Michigan Student Data System (MSDS)

- Website: https://www.michigan.gov/cepi/pk-12/msds
- Email: cepi@michigan.gov
- Phone: 517-335-0505, option 3

Registry of Education Personnel (REP)

- Website: https://www.michigan.gov/cepi/pk-12/repl
- Email: cepi@michigan.gov
- Phone: 517-335-0505, option 3

Career and Technical Education Information System (CTEIS)

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

Educational Entity Master (EEM)

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

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