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

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Steps to SUCCESS
Fall General Collection through Students Not Tested

Submitting accurate data in the Michigan Student Data System (MSDS) is critical to 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 Fall, Spring, and End-Of-Year MSDS General Collections are also used for accountability. Fall and Spring 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 MSDS General Collection determines attendance and graduation rates and can be used to submit LEP exit dates/reasons.

**Step 2 – Pre-Identify Students for State Assessments**

Pre-identification allows student assessment results to be linked to MSDS enrollment and demographic records. The Division of Accountability Services (DAS) pre-identifies students using the most recent certified MSDS data. This occurs in January. All grade 3-8, grade 11, and eligible grade 12 students are pre-identified for M-STEP. All LEP students are pre-identified for WIDA ACCESS. If the alternate assessment (MI-Access or WIDA Alternate ACCESS) is appropriate, re-assign the student(s) to that test cycle in the Secure Site.

For students changing schools/districts after DAS pre-identification, the district assessment coordinator at the new district is responsible for searching and assigning the student to the school and assessment.

If a new student does not have an existing record (this will only occur for students new to the state, previously attending private school, or previously homeschooled) then the district assessment coordinator should add them as a new 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.

**Step 3 – Review Verification of Enrollment and Student Demographics Reports**

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

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

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

**Step 4 – Verification of Answer Documents**

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

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

**Step 5 – Submit Needed Student Record Maintenance in MSDS**

Submit a 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” dates within a specific date range and be submitted before the SRM deadline for accountability.

- Verify prohibited behavior (PB) and non-standard accommodation (NS) flags are accurate. PB and NS invalidate test scores.
- Verify “Out of Level” flags are accurate. This flags a student who took a different grade-level test than the grade reported in MSDS and invalidates the test score.
- Submit “Combine” requests for students displaying on multiple rows
- Submit “Move” requests for students listed as tested but whom your school did not test.

TENTATIVE dates for WIDA, ACT, & WorkKeys:
- “AS OF” date is 3/27/2015
- SRM deadline is 4/29/2015

TENTATIVE dates for M-STEP & MI-Access:
- “AS OF” date is 6/5/2015
- SRM deadline is 6/15/2015

Please watch for further communication from DAS on these dates.

**Step 6 – Verification of Students Not Tested**

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

- Submit a “not tested” reason for all students indicated as not tested on the Verification of Students Not Tested report.
- A Not Tested reason of “Missing Test” is only accepted for records flagged as missing during Verification of Answer Documents. This ensures the testing contractor has opportunity to search and find missing answer documents.
- Records with no reason submitted during the Not Tested window are assigned a reason of “Absent” and will not be approved for accountability exceptions.
- Student demographics/rosters cannot be changed after the Verification of Enrollment window has closed.
- Students with Disabilities not taking the 2015 M-STEP or MI-Access Functional Independence in social studies MUST take a local alternate social studies test and have information about the local alternate reported as a Not Tested issue.

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

Overview

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

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

For the 2014-15 school year, the Division of Accountability Services (DAS) will use student demographic, enrollment/exit data, and entity/program data from:

- the Fall 2014 MSDS General Collection
- the Spring 2015 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 2015 MSDS General Collection for attendance and graduation rate purposes.

Please see the “AS OF” Date and Certification Date sections below for the specific dates and deadlines for 2014-15.

This guide outlines the data variables used in accountability calculations and explains how “AS OF” dates, certification dates, unique identification codes, 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 students 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 and very 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, DAS has significantly enhanced the Verification of Enrollment and Verification of Demographic reports. For detailed instructions on how to use these reports to identify UIC issues, please visit the link to the Secure Site manual included in the reference section below.

Reference:

Secure Site Manual
**Student Record Maintenance (SRM) Uploads**

**Why it Matters:** Student Records Maintenance (SRM) uploads ensure the most up-to-date student enrollment and demographic data are used for accountability calculations.

For accountability calculations, DAS 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 prior to the “AS OF” deadline and a certification date prior to the certification deadline). Certification Dates and “AS OF” dates are described below.

**Reference:**


**Certification Date**

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

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

General collection certification deadlines:

- 11/12/2014 Fall General Collection
- 03/25/2015 Spring General Collection
- 06/30/2015 End-of-Year (EOY) General Collection

Tentative SRM certification deadlines:

- 4/29/2015 WIDA, ACT, & WorkKeys
- 6/15/2015 M-STEP & MI-Access
- Mid Sept. 2015 Graduation Appeals

Please watch for communications from (DAS) for updates regarding SRM certification deadlines.

Teacher Student Data Link (TSDL) certification deadline:

- 07/30/2015 TSDL

**References:**


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**“AS OF” Date**

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

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

Tentative SRM “AS OF” deadlines:

- 3/27/2015 WIDA, ACT, & WorkKeys
- 6/05/2015 M-STEP & MI-Access
- 8/31/2015 Graduation Appeals

Please watch for further communication from the Division of Accountability Services (DAS) regarding “AS OF” dates to be used for accountability.
Primary Education Providing Entity (PEPE)

Why it matters: PEPE is used in determining which district and school are accountable for a student’s participation in and performance on state assessments. Additionally only a student’s PEPE entity 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 also responsible for students’ graduation status, which is also used for accountability purposes. The Center for Educational Performance and Information (CEPI) calculates a PEPE district and PEPE building for every public school student submitted in MSDS. For more information about PEPE, or requesting a PEPE change, please select the link in the reference section below.

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

References:

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 own 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 Title I Accountability (Top-to-Bottom and Scorecards) only include students that been at a school or district for a Full Academic Year (FAY). FAY is determined by examining the MSDS Fall General Collection, the MSDS Spring General Collection, and the school and district which assessed the student. If a student was reported as enrolled with the same PEPE entity for both the Fall and Spring MSDS General Collections and also tested by the same entity, the student will be considered FAY for that entity and test cycle.

FAY determinations will be made separately for each test cycle in which a student participates. Thus all grade 11 students will have 3 FAY determinations (one for ACT, one for WorkKeys, and one for M-STEP). Due to the ability to enroll/withdraw between testing windows it is possible for students to be FAY for one test cycle and not another.

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

Due to federal regulations, Title III accountability (Annual Measureable Achievement Objectives [AMAOs]) use a different method than FAY to determine which students will be included in accountability. Each student’s PEPE district in the MSDS Fall General Collection, the PEPE district in the MSDS Spring General Collection, and district where the student was assessed (on WIDA ACCESS or WIDA Alternate ACCESS) are determined. If all three districts codes match that is the district accountable for AMAOs. If only two of the district codes are the same, that is the district accountable for AMAOs. If none of the district codes match the district where the student was assessed is the district accountable for AMAOs.

For more information about Title III accountability please use the link to AMAO business rules below.

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, DAS 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 below 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 prior to the “AS OF” deadline and a certification date 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, DAS will update the demographics based on a submission from any enrolling entity (not just the PEPE). Please see the table below. This means if a student is identified as a Student With a Disability (SWD), Limited English Proficient (LEP), Economically Disadvantaged (ED), homeless, or migrant by ANY district enrolling the student, DAS will apply these flags to the student’s record even if the PEPE does not identify him/her with that characteristic. This change 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.

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

**Race/Ethnicity**

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

The racial/ethnic subgroups for accountability are:

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

For accountability, all students will be assigned to one, and only one, racial/ethnic subgroup listed above. Students reported in MSDS as more than one race and as non-Hispanic will be included in the Multiracial subgroup. Students reported in MSDS as having more than one race and as Hispanic or Latino will be included in the Hispanic or Latino subgroup only.

The second reference below has actual MSDS coding examples 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 next page.

<table>
<thead>
<tr>
<th>Updates Taken From PEPE ONLY</th>
<th>Updates Taken From Any Enrolling Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>Limited English Proficient (LEP)</td>
</tr>
<tr>
<td>Gender</td>
<td>Migrant Status</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Students With Disabilities (SWD)</td>
</tr>
<tr>
<td></td>
<td>Economically Disadvantaged (ED)</td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
</tr>
</tbody>
</table>
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.

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:


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.

Limited English Proficient (LEP)

Why it matters: Accurately reporting Limited English Proficient (LEP) ensures the correct students are included in the LEP subgroup for Title I accountability and that test scores are not invalidated for students taking WIDA ACCESS or WIDA Alternate ACCESS (Michigan’s assessment measuring LEP students’ acquisition of the English language for Title III accountability).

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

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

All students identified as LEP must be assessed with WIDA ACCESS or WIDA Alternate ACCESS unless they have a pre-approved exception. Exceptions are only approved for very limited and specific criteria. Districts must submit Not Tested Reasons in the Secure Site during the WIDA Verification of Not Tested window for any LEP student who is not assessed with WIDA ACCESS or WIDA Alternate ACCESS. Also any student assessed with WIDA ACCESS or WIDA Alternate ACCESS must be identified as LEP or the test will be invalidated and excluded from all Title III accountability.

**LEP Example:**

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

**References:**


LEP Entrance and Exit Protocol

**STUDENT WITH DISABILITIES (SWD)**

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

Students taking alternate assessments (MI-Access or WIDA Alternate ACCESS) must be identified as SWD for accountability or those tests will not be scored. Students are included in the SWD subgroup for accountability when they have:

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

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

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

Additionally, please note that Students with Disabilities not taking the 2015 M-Step or MI-Access Functional Independence in social studies MUST take a local alternate social studies test and have information about the local alternate reported as a Not Tested issue in the Verification of Students Not Tested window. This would include students that would otherwise be assessed at the Participation or Supported Independence (P/SI) levels, if these levels were offered in social studies for MI-Access.
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 10/7/2014. 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.

References:

Grade Level

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

Which grade level of state tests are appropriate and scoreable for a student is determined based upon the student’s enrolled grade in MSDS. If a student is given a state assessment for a grade level different than 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.

<table>
<thead>
<tr>
<th>Age as of December 1</th>
<th>Computed Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 - Early Childhood</td>
<td>Early Childhood (30)</td>
</tr>
<tr>
<td>5 or 6 Years</td>
<td>Kindergarten (00)</td>
</tr>
<tr>
<td>7 Years</td>
<td>First Grade (01)</td>
</tr>
<tr>
<td>8 Years</td>
<td>Second Grade (02)</td>
</tr>
<tr>
<td>9 Years</td>
<td>Third Grade (03)</td>
</tr>
<tr>
<td>10 Years</td>
<td>Fourth Grade (04)</td>
</tr>
<tr>
<td>11 Years</td>
<td>Fifth Grade (05)</td>
</tr>
<tr>
<td>12 Years</td>
<td>Sixth Grade (06)</td>
</tr>
<tr>
<td>13 Years</td>
<td>Seventh Grade (07)</td>
</tr>
<tr>
<td>14 Years</td>
<td>Eighth Grade (08)</td>
</tr>
<tr>
<td>15 Years</td>
<td>Ninth Grade (09)</td>
</tr>
<tr>
<td>16 Years</td>
<td>Tenth Grade (10)</td>
</tr>
<tr>
<td>17 Years</td>
<td>Eleventh Grade (11)</td>
</tr>
<tr>
<td>18 Years*</td>
<td>Dependent on conditions may be Twelfth Grade (12) or Special Education Transition (14)</td>
</tr>
</tbody>
</table>
Students are not included in accountability calculations in any of the following grades because there currently are no state assessments for those grades.

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

Grade Level Example:

Jennifer Hughes is enrolled at Adams High School as a sophomore. By January, she has earned enough credits to be considered a junior and takes the MME. In the Spring General Collection, she is still reported as grade 10. She would be flagged as “out-of-level” during the Verification of Demographics. To correct this error the district would need to submit an SRM record with an “AS OF” date on or before 3/27/2015 prior to the SRM deadline (generally late-July through mid-September, specific dates for 2015 were not available at the time this document was published).


Attendance

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

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

Please note that because the End of Year (EOY) collection has a certification deadline that is late enough in the academic calendar (June 30) that attendance data are used in the following academic year’s accountability calculations. That is 2014-15 accountability will use 2013-14 attendance data and 2014-15 attendance data will be used in 2015-16 accountability.


Graduation Rates

Why it matters: Inaccurate graduation data could cause a school or district to be capped at an overall scorecard color of yellow or to be designated as a Focus School.

Accountability scorecards use graduation rates determined by the Center for Educational Performance and Information (CEPI) for school and districts that graduate students. CEPI first assigns each student to a graduation cohort based upon when the student was first reported in MSDS with a Grade or Setting of 09. Then CEPI uses the District Exit Date and District Exit Status to determine which students have graduated in the given year.

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 Window (generally late-July through mid-September, specific dates for 2015 were not available at the time this document was published).
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 2014-15 accountability will use 2013-14 graduation data and 2014-15 graduation data will be used for 2015-16 accountability.

For further information about graduation rates please review the resources below.

Reference:
- Grade or setting p. 415-419
- Exit status p. 239-245
- Exit date p. 246-249

MSDS/Graduation and Dropout Information Webpage
Understanding Michigan’s Cohort Graduation and Dropout Rates 2014

Teacher Student Data Link (TSDL) for Educator Evaluations

Why it matters: Failure to report Teacher Student Data Link (TSDL) in MSDS for at least 95 percent of students will result in the school or district being capped at an overall scorecard color of yellow.

Accountability scorecards have a component Educator Evaluations which is based on State law. The component is comprised of two sections related to data reporting requirements for schools and districts: Teacher Student Data Link (TSDL) completion and Effectiveness Labels. All of Michigan’s public educators will be evaluated using measures of student growth and the results of these evaluations will be reported into CEPI’s data systems.

In order to tie student growth on state assessments to specific educators, students must be linked to courses and teachers through the TSDL. The TSDL is a data collection submitted to CEPI through MSDS by schools and districts on an annual basis. The TSDL completion rate target is 95%. This means that at least 95% of a school’s or district’s enrolled students are included in the TSDL collection.

Effectiveness Labels are reported to CEPI by schools and districts through the Registry of Educational Personnel (REP). State law requires that all educators have a reported effectiveness label; therefore, the Scorecard target for the reporting of Effectiveness Labels is 100%.

Reference:

Compliance Factors (Required Accountability & Accreditation Reporting)

Why it matters: Failure to submit required reports (School Improvement Plan [SIP], EdYes! reports [School Systems Review {SSR}, Self-Assessment, Interim Self-Assessment], Program Evaluation) will cause a school or district to be capped at an overall scorecard color of yellow and may impact a school’s accreditation status.

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


**Student Residency Codes**

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

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

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


**Shared Educational Entities/ Specialized Shared Educational Entities (SEE/S2E2s)**

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

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

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

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

SEE/S2E2 Example A:

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

SEE/S2E2 Example B:

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

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

Reference:

SEE/S2E2 website

Further Information for SEE/S2E2 Examples

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

MSDS Best Practices