



CEPI Update

Fall 2023 MPAAA Conference

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CENTER FOR EDUCATIONAL
PERFORMANCE AND INFORMATION



Overview

- Wrapping up 2022-23
- Updates for 2023-24
- MI Data Hub Update
- On the Horizon
- MI School Data Updates



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PERFORMANCE AND INFORMATION**

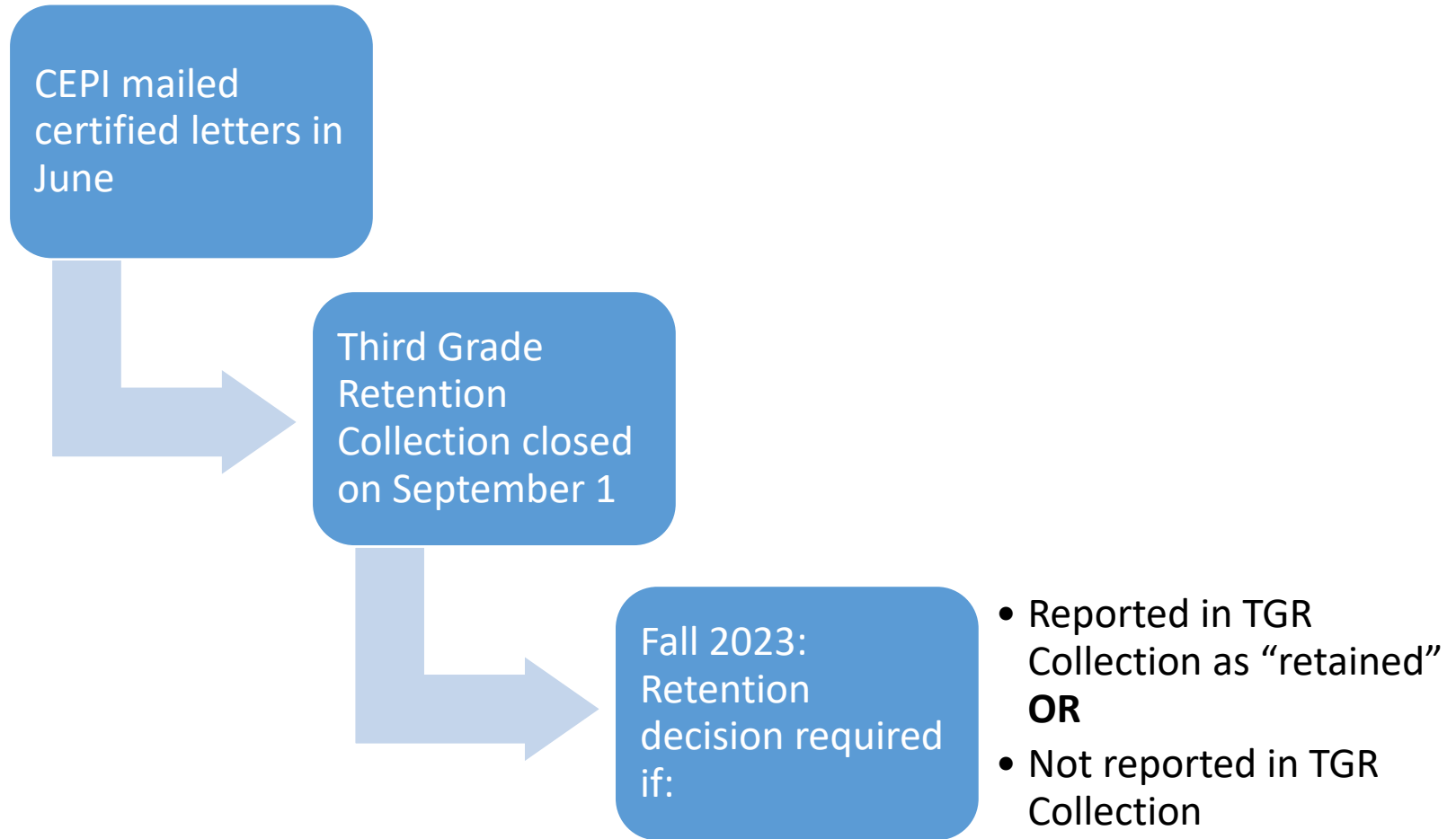
Wrapping up 2022-23

- Read by Grade 3
- Graduation Rates

Read by Grade Three

- Retention component repealed by PA 7 of 2023
- Was not granted “immediate effect”
- Effective March 2024

Read by Grade Three (2022-23)



Read by Grade Three (Future)

- CEPI still required to mail first-class letters
- Letters will include:
 - A statement that the pupil has a reading deficiency
 - An explanation of what constitutes a reading deficiency
 - Information concerning interventions that are available to the pupil to address the deficiency
- Third Grade Retention Collection retired

Graduation Rates



Graduation Rates

- USED is requiring Michigan to modify calculations to comply with ESSA
- Specifically, duration of enrollment cannot factor into a student's placement in building or district rates
- Effective 2022-23 school year
- MDE memo:

<https://www.michigan.gov/mde/-/media/Project/Websites/mde/Memos/2023/07/Modifications-to-Adjusted-Cohort-Graduation-Rate-Calculations.pdf>

Graduation Rates

Comparing with previous year calculations:

Previously	2022-23
Students only included in building rates if reported in the building at least two count days	All students reported in the building included in building rates
Students only included in district rates if reported in the building at least one count day	All students reported in the district included in district rates

2023-24 Updates

MSDS

REP

FID

MSDS Updates

- Collection Dates
- 2023-24 Updates

MSDS Updates

Collection Dates

Fall General Collection:

- Count Day: Oct. 4
- **Data Quality mid snapshot: submit by Oct. 25**
- Certification Deadline: Nov. 8
- Re-certification Deadline: Nov. 15

Early Childhood Fall:

- Reporting period: through Oct. 31
- **Data Quality mid snapshot: submit by Nov. 1**
- Certification Deadline: Nov. 15

MSDS Updates

Early On / Early Childhood Special Ed: Renamed fields

Part B Preschool
Outcomes
*(formerly EC
Special Ed
Assessment)*

- Entry Rating (formerly Entry Assessment)
- Exit Rating (formerly Exit Assessment)

Part C Early
Childhood
Outcomes
*(formerly Part C
Assessment)*

- Rating Date (formerly Assessment Date)
- Rating Type (formerly Assessment Type)

MSDS Updates

Early On Services

- Currently required when Early On Component is submitted
- Now also required if Result of Initial IFSP = not eligible or services refused (codes 04-07)

Title III EL - New Language Codes

- PRS Afghan Persian, Dari
- QUC K'iche', Quiché
- KEA Kabuverdianu

MSDS Updates

Personal Curriculum

- Personal Curriculum Type only allowed to be reported once per student
 - IEP, Transfer, General Enhanced, General Modified

Special Education

- Removed Primary Ed Setting 14 (Transition Program)
- Working with MDE to revise definition of Grade 14

MSDS Updates

More on Special Education

- Revised “historical” certification rules in EOY
 - 100.16: Initial IEP cannot be reported more than once
 - 100.30: Special Ed in previous collection, not Special Ed in current collection
- Started as errors, changed to warnings
- Conversations with MDE on how to clean up data misreported in the past

MSDS Updates

New Certification Rules

- 100.69: Early On in previous collection, not Early On in current collection
 - ISDs only
- 100.70: Initial IEP required for students with new Special Ed eligibility
 - New to Special Ed or re-entry after 7/1/23

MSDS Updates

Early Childhood Collection

- New Delivery Schedule
 - 09 – GSRP Extended Week/Year
- Revised Federal Poverty Level codes
 - 07 (301% and above) no longer in use
 - 08: 301-350% FPL
 - 09: 351-400%
 - 10: 401-450%
 - 11: 451% and above

MSDS Updates

SNE

- Michigan School Meals Program
 - Free breakfast and lunch for all students
- Separate from National School Lunch Program
- Applications still required for NSLP
- Applications still used for Federal and State funding
- Additional resources:
 - <https://www.michigan.gov/mde/services/food/michigan-school-meals>

MSDS Updates

Report Updates

- EMC Roster
 - New field: First reported
 - Includes the collection a student was first reported as an EMC participant

REP Updates

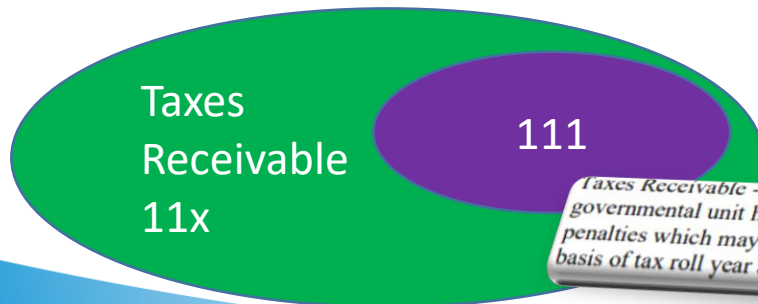
- Reporting Requirements:
 - **All staff** must be reported, **within 30 days of employment/assignment changes**
 - All records updated within the 30-day window will be reflected within the applicable REP submission (Fall or EOY)
 - Includes contracted staff and virtual TOR

FID – Important Reminders

- Follow the Chart of Accounts
- Match audited statements
- Run your Building-Level Expenditures report. Ensure all buildings with students have expenditures allocated correctly per Every Student Succeeds Act requirements.

FID – Shift to Additional Detail

- FID has always required balance sheet major class codes to be submitted with at least two digits.
- MDE is transitioning to reporting at a three-digit level. Most districts already submit to 3rd digit.
- 2022-2023: warning if object codes submitted with two digits.
- 2023-2024: error



Taxes Receivable - The uncollected portion of taxes that a school system or governmental unit has levied and which has become due, including any interest or penalties which may be accrued. Subsidiary accounts may be maintained on the basis of tax roll year and/or current and delinquent taxes.

FID – New District Data Entry Screen

- District Data Entry screen updated to accommodate the new three-digit balance sheet major class code requirement

Assets & Liabilities					
Fixed Assets (Fund 91)			Long Term Liabilities (Fund 92)		
Major Class Code	Description	Amount	Major Class Code	Description	Amount
	Land			Current Matured Bond Liabilities	
211	Land	0.00	441	Bonds Payable	0.00
212	Right to Use Asset - Land	0.00	442	Interest Payable	0.00
			444	Unamortized Premiums on the Issuance of Bonds	0.00
	Buildings and Additions			Other Current Liabilities	
221	Buildings	0.00	491	Other Current Liabilities	0.00
222	Building Accumulated Depreciation	0.00	492	Lease Obligation	0.00
223	Additions to Buildings	0.00	493	Compensated Absence	0.00
224	Additions to Buildings - Accumulated Depreciation	0.00	495	Deferred Inflows	9.00
225	Right to Use Asset - Buildings	0.00	496	Deferred Inflows (OPEB)	79.00
226	Accumulated Depreciation - Right to Use Asset	0.00	497	SBITA Obligation - SBITA obligations due within one year	0.00
	Site Improvements			Bonds Payable	
231	Site Improvements	0.00	511	Bonds Payable Term - Long Term Portion	0.00
232	Site Improvement Accumulated Depreciation	0.00	512	Bonds Payable - Serial	0.00
233	Right to Use Asset - Site Improvements	0.00		School Bond Loan Payable - Long Term Portion	
234	Accumulated Depreciation - Right to Use Asset	0.00	531	School Bond Loan Payable - Long Term Portion	0.00
	Equipment and Furniture			Bus Loans Payable - Long Term Portion	
241	Equipment and Furniture	0.00	561	Bus Loans Payable - Long Term Portion	0.00
242	Equipment and Furniture Accumulated Depreciation	0.00			

MI Data Hub Update



MICHIGAN
DataHub

UIC Integration

- Supporting Synergy adoption

Student Snackpack

- Improving quality of data returned

Direct Cert Integration

- Supporting adoption by additional food service vendors

MSDS Integration

- Supporting expansion beyond pilot districts

MSDS Integration – Live Submission

- 2022-23 School Year: 40 districts total
 - Live: 16 districts (Skyward Qmlativ)
 - Pilot: 24 districts (Skyward SMS, MI-STAR, Powerschool, Infinite Campus, Synergy)
- 2023-24 School Year
 - MiDataHub looking to expand beyond pilot group
- Benefits
 - Alerts, error checks (including 45+ DQs), reports
 - Have accurate data all the time, not just for state reporting!

Questions related to MI Data Hub?

- www.midatahub.org
- support@midatahub.org

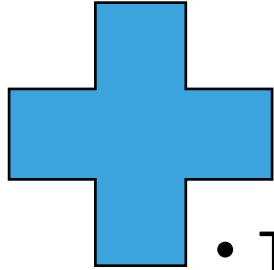
On the Horizon...



"Change cannot be put on people. The best way to instill change is to do it with them. Create it with them."

— Lisa Bodell (FutureThink Founder & CEO)

- As foundational system features are defined, there will be an increase in our need for local support
- CEPI/MDE reviewing results from Data/system survey
- Think beyond the role of REP data submitter
 - How are student courses compared to the REP? What systems are utilized? Etc.
- Seeking to gain context and details around the local processes MORE can support



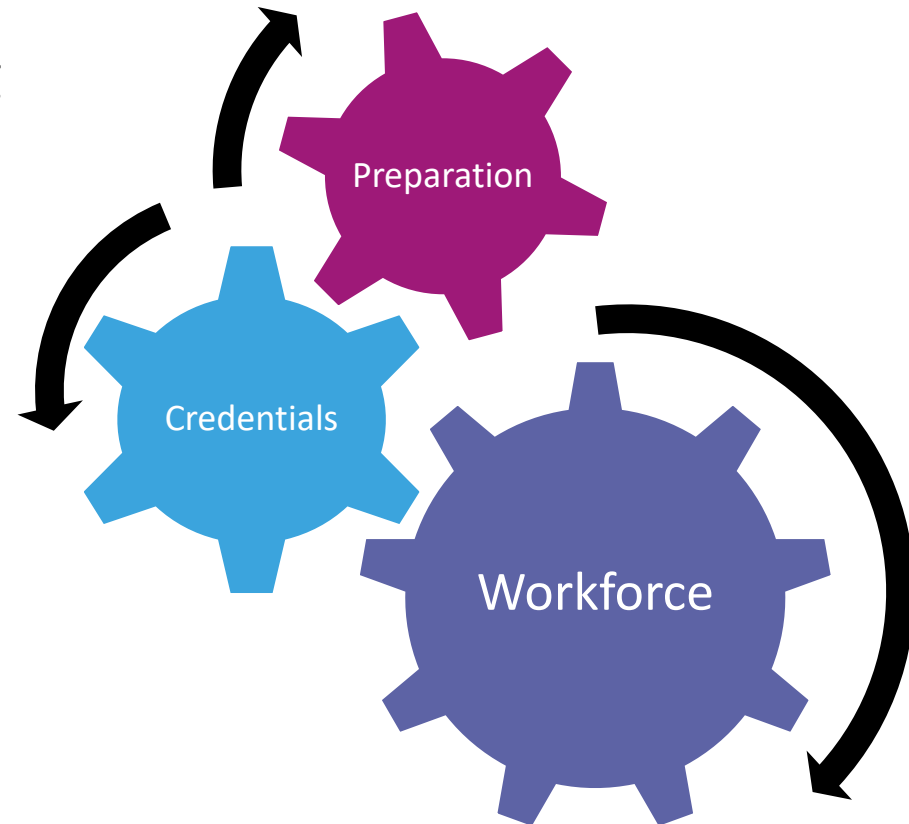
- Technology
- Standards
- Integrations
- Transparency
- Single identity
- Customer service
- System flexibility

- Data Redundancy
- System Limitations
- Identity Issues
- Customer Processes
- Data Errors
- Data Quality emails



Relevance

- Streamlining and standardizing data collection systems
- Improving connections between data and experiences
- Understanding pipeline



Identifier Modernization (PICs and UICs)

- “Education Unique Person Identifier” (looking for new name)
- Contract with eScholar kicked off in fall 2023
- Working on newest (not yet in production) version of the product
- Learning what features will be available, what we need fast tracked, what needs to be added
- Single Master Record (birth through ed workforce)



Benefits of Modernizing IDs

- Greater flexibility in matching
- Leverage new industry / maintained matching algorithms
- Enhanced abilities to adjust to educational data element changes
- Enabling enhanced technical abilities such as APIs to leverage data within state educational systems
- Align to Common Education Data Standards
- Align with other modernization projects such as MORE



Current Status of ID Project



Schedule for first phase being developed – multi-year – educational personnel first



Review of vendor product and determination of method for incorporation into educational personnel related infrastructure



Setting up base test infrastructure with state and vendor product

What's Coming for IDs



Communication plans and materials



Determination of data consumers
/data integration points



State development for
interface with vendor product/testing



Planning for implementation



Planning for second phase (student)

Tribal Affiliation Data Collection

- Why collect it?
- Statutory requirements
- How collection requirements are being defined
- Where to report it and when

Why collect Tribal Affiliation Data?

Identify where students who affiliate with each tribe attend school

Increase visibility of Indigenous learners and educators

Support consultation efforts between tribes and schools

Coordinate tribal educational services with services provided by schools

Understand how well the needs of students affiliated with each tribe are being met by schools

Identify which districts have programs targeted to supporting Indigenous Learners

Identify where Indigenous students are not being served by programs designed to assist them

Tribal Affiliation Statutory Support: State School Aid Act

Section 19(7)

A district or intermediate district shall collect and submit to the center tribal affiliation data for **all students and staff** and the identification of **student participation in federal programs** funded under 20 USC 7401 to 7546 and participation in federal programs funded under the Johnson-O'Malley Supplemental Indian Education Program Modernization Act, Public Law 115-404.

The data must be reported in a **form and manner prescribed by the center in consultation with the federally recognized Indian tribes in this state and the department** in adherence to the department's tribal consultation policy. A district or intermediate district shall begin completion of the reporting requirement under this subsection by not later than the **2024-2025 fiscal year**.

Section 94a(4)(h)(ii)

(4) The center shall ensure that the **P-20 longitudinal data system** required under subsection (1)(b) meets all of the following:

(h) For data elements related to **preschool through grade 12 and postsecondary**, meets all of the following:

(iii) Contains student-level enrollment, demographic, and program participation information, including data associated with **students who have been identified as having an affiliation to 1 or more federally recognized Indian tribes and student participation** in federal programs funded under **20 USC 7401 to 7546** and participation in federal programs funded under the **Johnson-O'Malley Supplemental Indian Education Program Modernization Act, Public Law 115-404**.

Section 152a(1)

From this allocation, **\$3,000,000.00** is allocated for costs associated with collecting data necessary to provide **reporting to tribal governments** on the status of students affiliated with their particular tribe and data necessary to determine student participation in federal programs funded under 20 USC 7401 to 7546 and participation in federal programs funded under the Johnson-O'Malley Supplemental Indian Education Program Modernization Act, Public Law 115-404.

Consultation Questions

Meaning of Affiliation

- Enrollment in a tribe?
- Descendancy from a tribe?
- Other official relationship with a tribe?
- Some other less formal but close relationship with a tribe?

Number of Affiliations

- Is there a limit?
- Is there a rank order?

Options

- Michigan federally recognized tribes
- All federally recognized tribes
- Official organizational affiliates (bands within a tribe)
- State recognized (non-federal)
- Canadian Indigenous Peoples
- Terminated tribes
- “Unknown” or “Unaffiliated”

Consultative Process with Tribes to Define the Collection

Identify Confederation of Michigan Tribal Education Departments (CMTED) representative to partner with Michigan Department of Education's Indigenous Education Initiative (MDE-IEI) for project development work

MDE-IEI discussing with the CMTED during weekly co-governance meetings

MDE-IEI and CMTED presenting at an educational forum hosted for elected tribal leadership

MDE-IEI hosting a consultation session for elected tribal leadership following the elected leader educational forum

Tribal Affiliation: Where and When?



BEGINNING FALL 2024



**REQUIRED FOR STUDENT
AND STAFFING DATA**

MI School Data Updates

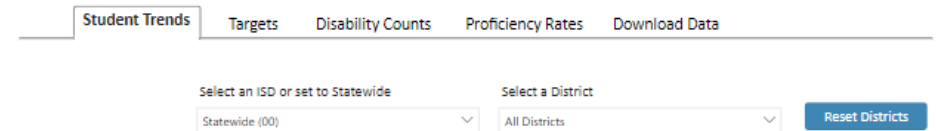
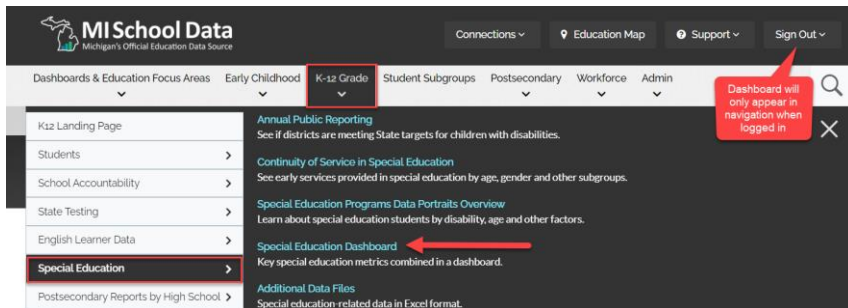


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www.mischooldata.org

New – Special Education Dashboard

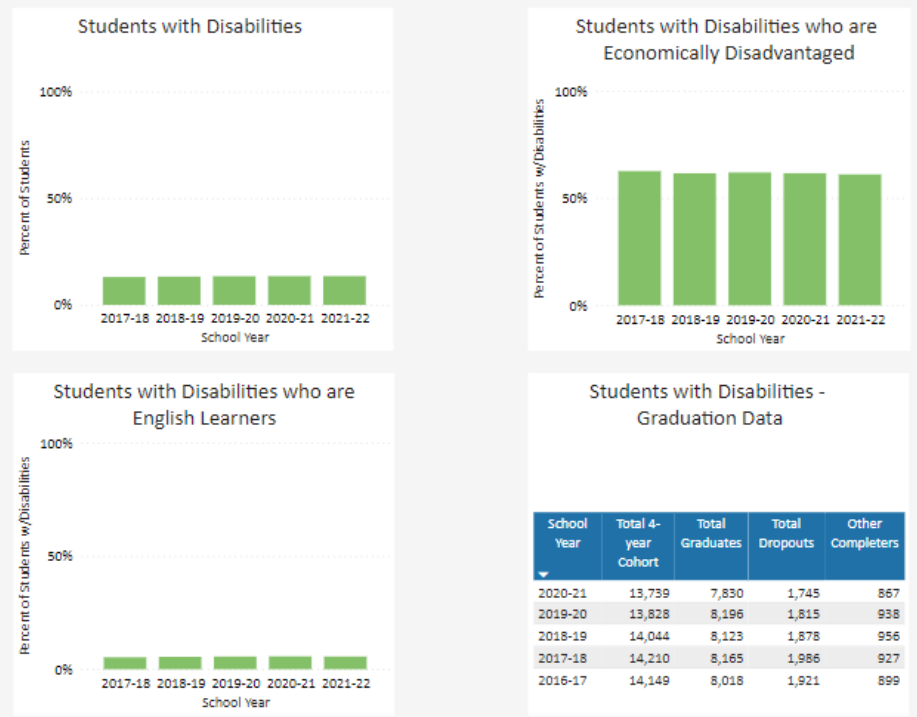
- Created in partnership with Macomb ISD
- Contains key special education metrics to aide districts in program evaluation
- Currently available for secure users only



The Special Education Dashboard shows key metrics related to students with disabilities in Michigan public schools. Data are shown for four topic areas: student count (including graduation/dropout data), performance on target indicators used in annual public reporting, counts of students by disabilities and proficiency on the M-STEP or PSAT on the subjects of English (ELA/EBRW) and math.

Learn More: Visit the [Student Enrollment Counts](#) and [Graduation/Dropout Rate](#) reports. For additional information on the State Performance Plan, see the Measuring, Reporting & Improving (Part B) section of the [Catamaran Training Site](#).

Note: View data values and details by hovering over the chart columns.



New Reference Tool – Report Catalog

- Downloadable PDF
- Lists and links to all reports available on MI School Data
- Includes brief report description, data update timeframe, and list of report demographics
- Found under the Support tab of the navigation bar and on the Help and Support page under Resources > Using MI School Data

Student Enrollment Counts Report

The Student Enrollment Counts report provides the unduplicated count and composition of students attending a specific Michigan district or school.

Data Updates	Demographics Available	Years Available	Secure Permissions
Mid-Winter	<ul style="list-style-type: none"> • Early Middle College • Economically Disadvantaged • English Learners • Gender • Race/Ethnicity • Students with Disabilities 	2002-03 to current year	Secure users can view unsuppressed values for authorized locations



**MI SCHOOL DATA
REPORT CATALOG**

A detailed list of all reports on CEPI's MI School Data Portal.
Updated August 31, 2022.


MI School Data

www.mischooldata.org

Report Update: School Index – Support Category

- Each tile can be explored further. Intended to help schools:
 - Know their current support category (CSI, ATS, TSI, Not Identified)
 - Understand the reasons why they were/weren't identified for a specific support category
 - Know the duration of their current support category
 - Determine how close they are to identification thresholds
 - Easily compare overall performance across subgroups (was possible but not easy)

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Comprehensive Support and Improvement
Prior CSI unimproved proficiency, remain CSI


Reason	CSI (Building)	ATS (Subgroup)	TSI (Subgroup)
Support Category Reasoning			

This school is identified for Comprehensive Support and Improvement (CSI) Year 4 due to previously being identified for CSI in 2016-17 but not meeting CSI exit criteria in 2021-2022 and is in year 1 of its second time in a 3-year cohort.

Schools identified for CSI receive supports for 3 years while they work to address identified schoolwide needs. After the 3 years, the school data will be reviewed and the school will either exit from CSI or enter another 3 years of CSI with more rigorous supports.

For more details on CSI identification, please review the "CSI (Building)" tab of this report.

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Comprehensive Support and Improvement
Prior CSI unimproved proficiency, remain CSI


Reason	CSI (Building)	ATS (Subgroup)	TSI (Subgroup)
Comprehensive Support and Improvement (CSI) Entrance Criteria Review			

CSI Entrance Criteria

Schools are identified for CSI if:

1. It is a CSI entrance year (i.e. the beginning of the next 3-year cycle)
2. AND one or more of the following are true:
 - a. The school has an overall school index among the bottom 5% of schools
 - b. The school has a 4-year cohort graduation rate of 57% or less
 - c. The school was in a CSI cohort but did not meet CSI exit criteria at the end of the CSI cycle
 - d. The school was in an ATS cohort but did not meet ATS exit criteria at the end of the ATS cycle

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Comprehensive Support and Improvement
Prior CSI unimproved proficiency, remain CSI

Reason	CSI (Building)	ATS (Subgroup)	TSI (Subgroup)
Additional Targeted Support (ATS) Entrance Criteria Review			

ATS Entrance Criteria

Schools are identified for ATS if all of the following are true:

1. It is an ATS entrance year
2. The school is not in a CSI cohort
3. The school has one or more subgroup significantly underperforming to the level of a bottom 5% school
4. The school has one or more subgroup consistently underperforming (i.e. in the bottom 25% of each component)

ATS Entrance Criteria Summary Review


School year 2021-2022 is an ATS entrance year. The table below can be used to understand why a school was or was not identified for ATS as well as to gauge how close the school is to ATS thresholds.

Criteria Checked	School's Value	Threshold	Met ATS Entrance Criteria
Is the school already identified for CSI?	In a CSI Cohort	N/A	Not Eligible for ATS
Does the school have one or more subgroups with an index value among the bottom 5%?	0	1 or more subgroups	No
Does the school have one or more subgroups with index values among the bottom 25% on each applicable component?	3	1 or more subgroups	Yes

ATS Entrance Criteria Subgroup Bottom 5% Details

The table below can be used to gauge how close each subgroup was to the statewide "bottom 5% Schools" threshold. Student subgroups are counted as "significantly underperforming" if they are at or below the statewide "Bottom 5% Schools" threshold.

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Comprehensive Support and Improvement
Prior CSI unimproved proficiency, remain CSI

Reason	CSI (Building)	ATS (Subgroup)	TSI (Subgroup)
Targeted Support and Improvement (TSI) Entrance Criteria Review			

TSI Entrance Criteria

Schools are identified for TSI if all of the following are true:

1. The school is not in a CSI cohort
2. The school is not in an ATS cohort
3. The school has one or more subgroup consistently underperforming (i.e. in the bottom 25% of each component)

TSI Entrance Criteria Summary Review

The table below can be used to understand why a school was or was not identified for TSI as well as to gauge how close the school is to TSI thresholds.

Criteria Checked	School's Value	Threshold	Met TSI Entrance Criteria
Is the school already identified for CSI or ATS?	In a CSI Cohort	N/A	Not Eligible for TSI
Does the school have one or more subgroups with index values among the bottom 25% on each applicable component?	3	1 or more subgroups	Yes

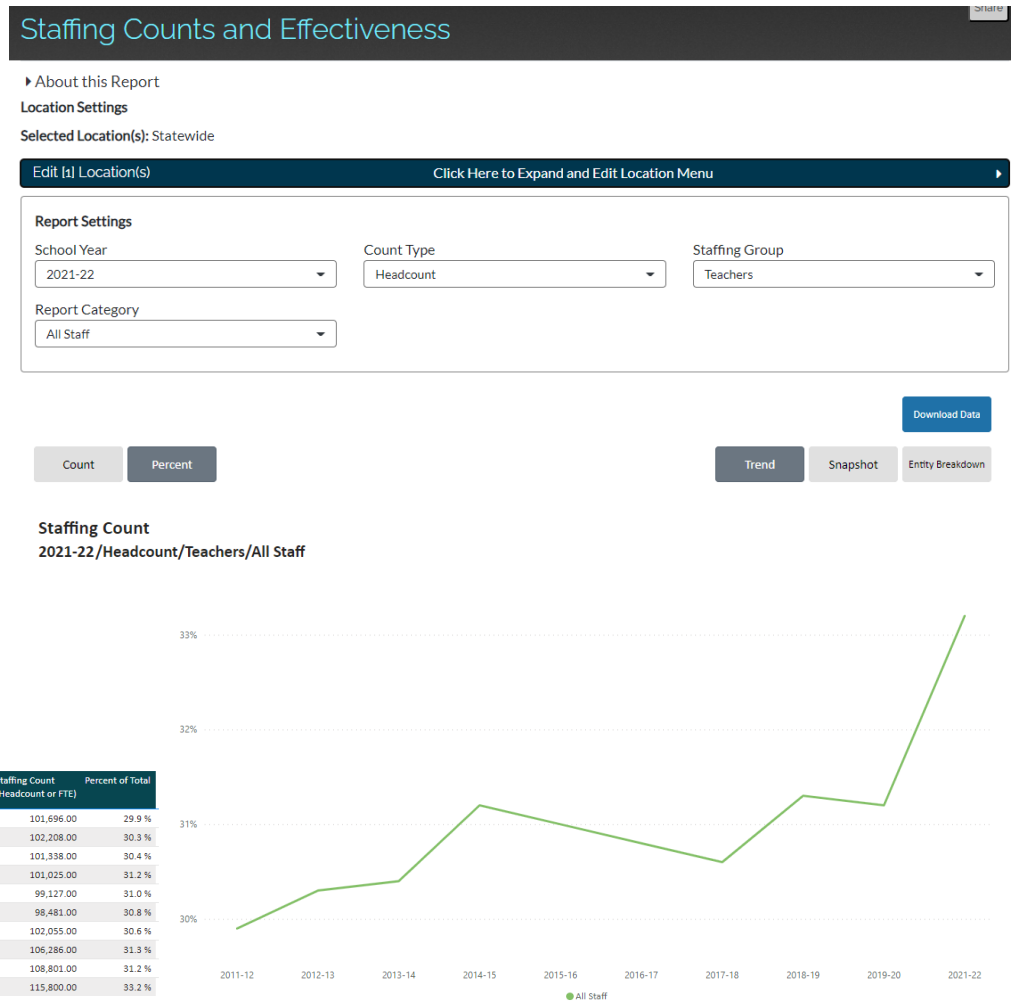
TSI Entrance Criteria Subgroup Bottom 25% Summary

The table below can be used to gauge how close each subgroup was to having each component at or below that component's bottom 25% threshold. Student subgroups are counted as "consistently underperforming" if they are at or below the bottom 25% threshold in each applicable component.

Student Subgroup Name	Number of Applicable Components for the Subgroup	Percent of Components At or Below the Bottom 25% for the Subgroup	Is Subgroup At or Below the Bottom 25% in Each Component?
American Indian or Alaska Native	0	0%	N/A
Asian	0	0%	N/A
Black or African American	3	100%	Yes

Coming Soon: “New” Staffing Counts and Effectiveness Report

- Report is being converted to Power BI
- Staffing Counts and Educator Effectiveness reports are being combined into a single report
- Charts, graphs, and tables will have similar look and feel



Location	School Year	Staffing Group	Report Category	Staffing Count (Headcount or FTE)	Percent of Total
Statewide	2011-12	Teachers	All Staff	101,696.00	29.9 %
Statewide	2012-13	Teachers	All Staff	102,208.00	30.3 %
Statewide	2013-14	Teachers	All Staff	101,338.00	30.4 %
Statewide	2014-15	Teachers	All Staff	101,025.00	31.2 %
Statewide	2015-16	Teachers	All Staff	99,127.00	31.0 %
Statewide	2016-17	Teachers	All Staff	98,481.00	30.8 %
Statewide	2017-18	Teachers	All Staff	102,055.00	30.6 %
Statewide	2018-19	Teachers	All Staff	106,286.00	31.3 %
Statewide	2019-20	Teachers	All Staff	108,801.00	31.2 %
Statewide	2021-22	Teachers	All Staff	115,800.00	33.2 %

Benefits of Using Power BI

- More powerful tool that gives the user more control over what they want to see in the report
- Location and report settings are now on same page
- Charts, graphs, and tables update instantly based on report settings selected
- Entity Breakdown table now displays data selected in report settings instead of “All Students” or “All Staff”
- Comparison Locations can be added by location or by peers (characteristic and distance) with the option to add unlimited number of locations to view in report
- User can now search and view data by County

On the Horizon: Rebuilding dashboard reports in Power BI

- Various dashboards will be consolidated into a single dashboard
 - Reduces duplicative data in multiple locations on site
 - Easier to find what you're looking for
 - Will provide ability to dig deeper into a report metric or subject area



Questions?



Contact Information

CEPI Customer Support Team

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www.Michigan.gov/CEPI

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