

Using CEPI Resources to Improve Your District's Data

MPAAA Spring 2025 Conference
May 2025

PRESENTERS:
Kris Knitter, CEPI
Jennifer Carlson, Muskegon Area ISD

Why Work to Improve Data Quality?

- Decisions are based on data submitted
- Bad data leads to bad decisions
- Funding is tied to data submitted
- Inaccurate data leads to potentially fraudulent funding (whether intended or not)
- Inaccurate data can lead to audit findings, special education findings and additional oversight and scrutiny
- Public trust

Agenda

- Data Quality Emails
 - Purpose
 - What do I do with them?
 - When are they sent?
- File Uploads
 - Business rules
- Staging Reports
 - Other Reports to Review
- Resources
- Questions

Data Quality Emails



Don't panic!!!

A DQ email from CEPI doesn't necessarily mean that something is wrong. Here's what to look at before you panic:

The purpose of the Data Quality emails is to highlight *potential* inconsistencies or anomalies in the data. They do not necessarily mean something is inaccurate. CEPI is asking you to review issues to make sure that your data is accurate.

District-authorized users of MSDS and the district superintendent receive these emails. Most of the emails identify at the bottom who in your district has received it. If this list is inaccurate, your designated district security person can complete a CEPI user removal form.

AUTHORIZED USERS
Your district's MSDS users are:
Carlie Boyd --- cboyd@muskegonisd.org
Efrelida Day --- eday@muskegonisd.org
Jennifer Carlson --- jcarlson@muskegonisd.org
Kara Tiefenthal --- ktiefenthal@muskegonisd.org
Kelly Powers --- kpowers@muskegonisd.org
Monica Jenkins --- mjenkins@muskegonisd.org
Stephanie Bryant --- sbryant@muskegonisd.org

Most of the emails indicate that if your data are correct, no action is necessary – point this out to your superintendent if he or she is in a panic over a DQ email.


CEPI Data Quality Emails

Email Details

Subject: CEPI Data Quality Summary: Spring 2025 MSDS General Mid-Collection*

Entity: 

Data Quality Snapshot:

March 6, 2025, at approximately 6 a.m. 

Data submitted after this date and time are not reflected in the results below.

Purpose: CEPI analysts are providing a summary report for your Spring 2025 MSDS General Collection to assist you in confirming your data are accurate. Inaccurate data may adversely affect state and federal reporting, as well as reports available to the public, students, parents and policymakers. Inaccurate data may result in your entity being identified as out of compliance and could result in funding penalties.

Action: Please review the following issue(s) and check your submission for each of the concerns listed. Any changes to your current collection must be completed and certified by March 19, 2025, at 11:59 p.m. EDT.

CEPI Data Quality

Email Details

Data Quality Details:

DQMS1802: Seclusion and Restraint Summary Statistics

DESCRIPTION: This is a summary count of the number of students who were secluded, the number who were restrained, and the total number who were secluded and/or restrained. Please note that the total may not equal the sum of the number secluded and the number restrained. Some students were both secluded and restrained and therefore are included in the total once, but are in each of the secluded and restrained totals.

IMPACT: This information is needed for districts to comply with state reporting guidelines. Schools must document any use of seclusion and/or restraint, including the use of emergency seclusion and emergency physical restraint.

ACTION: Please review your Seclusion and Restraint data to ensure that all instances are being reported. For a list of students, run the Excel version of the Alpha List for Download report. After review, please follow one of the action items at the beginning of this email.

CEPI Data Quality

Email Details

Data Quality Details:

DQMS1021C: FTE Change Between Spring and Fall Collections

PROBLEM: Your district's reported full-time equivalency (FTE) counts have changed by more than 10 percent, comparing data from the current general collection to data from the previous general collection.

IMPACT: Reporting incorrect FTE data may result in your district receiving incorrect State Aid payments.

RESOLUTION: Please review your staging/certified Student Count by FTE Status and Alpha List reports to confirm that all FTE values are correctly reported for your students. After review, please follow one of the action items at the beginning of this email.

Compare FTE:

Prior General Collection UIC Total: 1,215 -- FTE Total: 1,213.31

Current General Collection UIC Total: 932 -- FTE Total: 924.34

...Difference in FTE: -288.97 -- Percentage change: -23.82%

CEPI Data Quality Emails

Email Details

Data Quality Details:

DQMS1096: Initial IEP: Count of Zero Reported

PROBLEM: Your district did not report any students with the Initial IEP Component in the current General Collection.

IMPACT: An Initial IEP is completed when a student who is not currently receiving special education programs and/or services is evaluated to determine special education eligibility. The annual or review of a current existing IEP is not to be reported as an Initial IEP. The Michigan Department of Education (MDE) and the United States Department of Education use these data to determine compliance with the IDEA requirements. Additionally, this subgroup of data is used in a majority of reports in MI School Data.

RESOLUTION: Please run the staging or certified District Special Education Report in the MSDS and verify that none of these students completed an initial IEP. After review, please follow one of the action items at the beginning of this email.

CEPI Data Quality Emails

Email Details

DQMS1041 Student Gender Reported Inconsistently
DQMS1043 Student Race/Ethnicity Reported Inconsistently

Users Contacted: Local Super Users, Quality Reviewers, Certifiers, Uploaders
Your MSDS users are listed at the end of this email.

Questions: Contact CEPI customer support (cepi@michigan.gov) by replying to this email
Thank you,
CEPI

Data Quality Details:
DQMS1041: Student Gender Reported Inconsistently
PROBLEM: The gender of one or more students in your district does not match what was reported.
IMPACT: Gender data are used in determining federal and state reporting subgroups and a student's reporting incorrect gender data may result in students being included or excluded from report calculations.
RESOLUTION: Please run the Alpha List for Download report and confirm that the gender is correct at the beginning of this email.
UIC -- Current Gender -- Previous
1828 -- M -- F
1521 -- F -- M

DQMS1043: Student Race/Ethnicity Reported Inconsistently
PROBLEM: The race/ethnicity of one or more students in your district does not match what was reported.
IMPACT: Race/ethnicity data are used in determining federal and state reporting subgroups and a student's reporting incorrect race/ethnicity data may result in students being included or excluded from report calculations.
RESOLUTION: Please run the Gender/Race/Ethnicity Count or Student Roster reports and confirm that the race/ethnicity is correct at the beginning of this email.
UIC -- Current Race -- Previous
1665 -- Hispanic or Latino -- White

This is a data quality email I see with almost every general collection. If you receive this DQ email, just verify that the information is accurate in your current collection and moving forward.

• Data Quality Data Details

CEPI Data Quality Emails

Total Students Secluded	Total Students Restrained	Total Students Secluded and/or Restrained
0	0	0

CEPI Data Quality Emails

Watch for important links

Purpose: CEPI analysts have discovered anomalies in your EOY 2024 MSDS General Collection. Inaccurate data may adversely affect state and federal reporting, as well as reports available to the public, students, parents and policymakers. Inaccurate data may result in your entity being identified as out of compliance and could result in funding penalties.

Action: Please review the following issue(s) and check your submission for each of the concerns listed. Any corrections must be completed and certified by 4 p.m. on July 15, 2024.

- If your data are correct, no action is necessary.
- If your data are incorrect, please submit a request to reopen your collection. Reopen request instructions are at: [Reopening the MSDS General Collection](#)

Please note: submissions that are modified after the certification deadline may be considered untimely by the MDE Office of Special Education. For more information, please refer to a [October 22, 2020 MDE Memo](#).

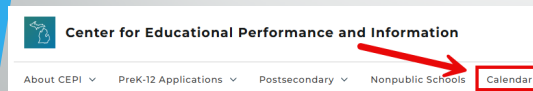
Alternatives to re-opening a collection

Re-opening a collection to fix issues after the recertification deadline will affect your timeliness rating for Special Education reporting, which could affect allocation of SE funding. It is critical that your district ONLY requests a re-open for items that cannot be fixed another way. Work with your ISD auditor to see if there is an acceptable alternative to re-opening a collection before requesting to re-open.

- FTE Issues – Request an adjustment from your ISD auditor
- District Exit Code – Submit an SRM to correct
- Race/Ethnicity and/or Gender – Submit an SRM to correct
- Graduation Exit Code – fix in Graduation Appeals Window (July-September) and GAD Audit Window (October-November)
- Early Middle College – Correct in Appeals Window
- Discipline – fix in the next collection if possible; EOY would need to be reopened
- SNE – fix in next collection or via SRM (fall SNE data is used for funding and MDE's reporting – depending on what the issue is, a reopen for fall data might be required – check with your ISD auditor to determine the best course of action)
- Building Code – fix in next collection or via SRM

CEPI Calendar

Mid-Snapshot schedule is located on the CEPI Calendar located on the CEPI website



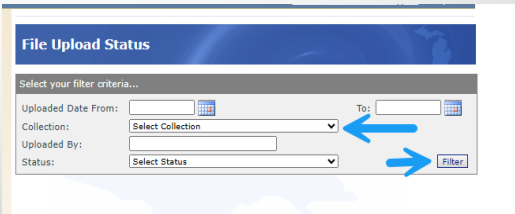
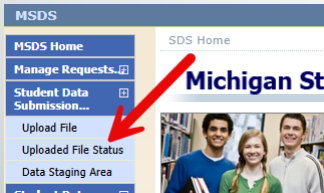
Mid-Collection Data Quality Snapshot Schedule		
Updated: 2/12/2025		
Records submitted by the cutoff date will be used in mid-collection data quality analyses.		
Cutoff Date (11:59 p.m.)	Planned Snapshot Date	Application
2/5/2025	2/6/2025	EEM
2/11/2025	2/12/2025	EEM
2/11/2025	2/12/2025	Early Childhood
3/5/2025	3/6/2025	EEM
3/5/2025	3/6/2025	MSDS
3/11/2024	3/12/2025	EEM
3/26/2025	3/27/2025	EEM
4/1/2024	4/2/2025	EEM
4/30/2025	5/1/2025	EEM
6/4/2025	6/5/2025	EEM
6/15/2025	6/16/2025	MSDS
6/15/2024	6/16/2025	REP
6/15/2025	6/16/2025	SID
6/15/2025	6/16/2025	MSDS
6/30/2025	7/1/2025	TSDL General
7/21/2025	7/22/2025	TSDL General
8/11/2025	8/12/2025	MPDI Tuition and Fees
8/13/2025	8/14/2025	Early Childhood
9/7/2025	9/8/2025	STARR
9/16/2025	9/17/2025	FID 4096
9/23/2025	9/24/2025	FID 4094
9/30/2025	10/1/2025	STARR
10/15/2025	10/16/2025	MCCDI
10/20/2025	10/21/2025	FID

Application
Early Childhood
EEM
FID
FID 4094
FID 4096
MCCDI
MPDI Tuition and Fees
MSDS
REP
SID
STARR
TSDL General

Data Quality

Failed File Upload

Where to find file details



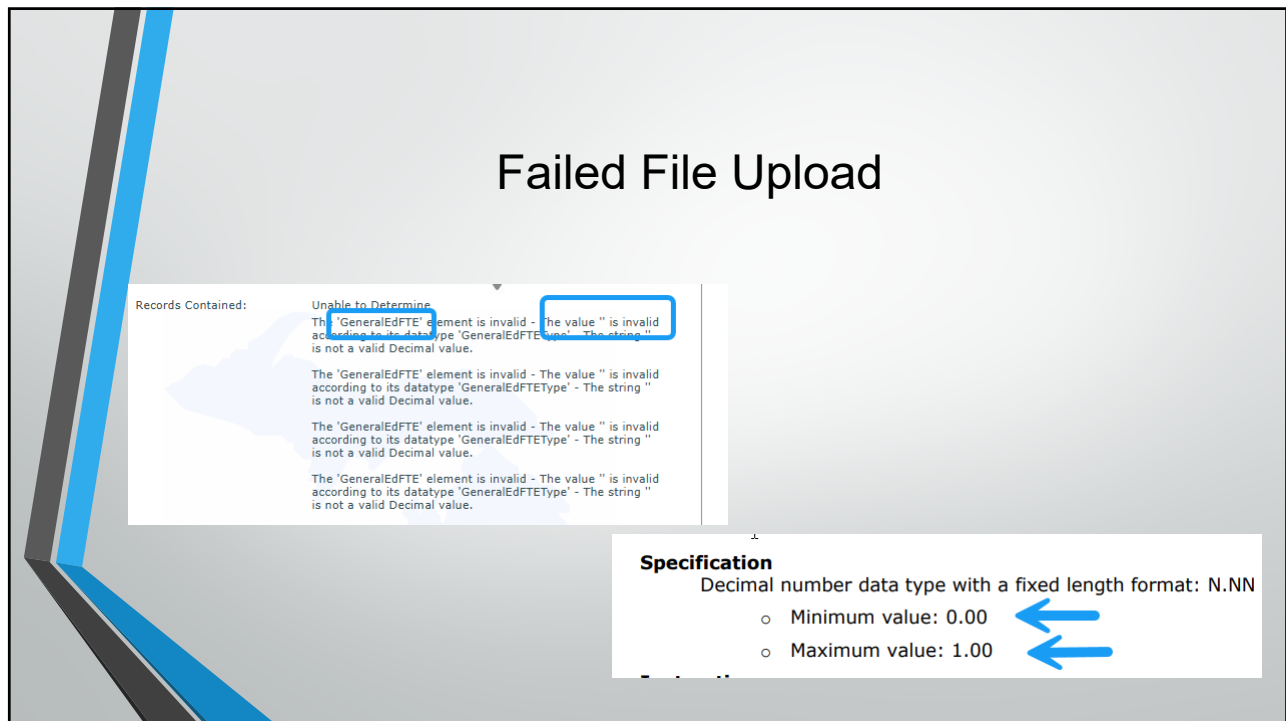
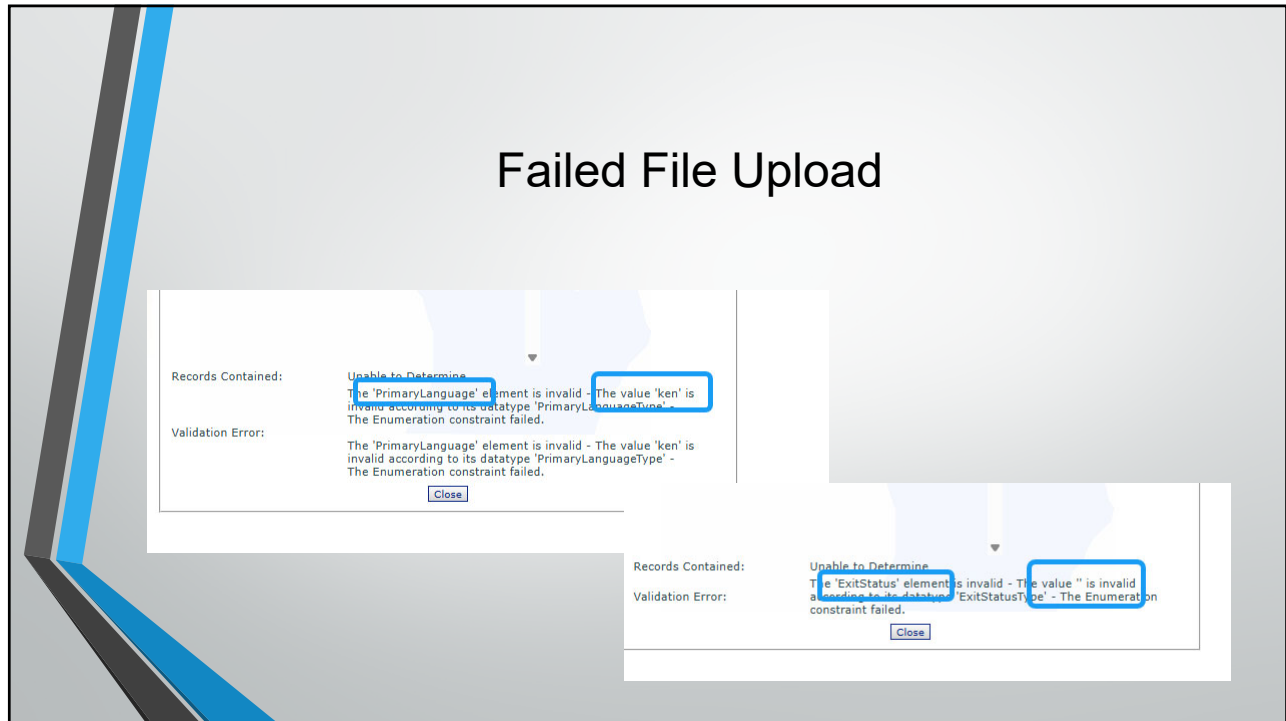
Failed File Upload

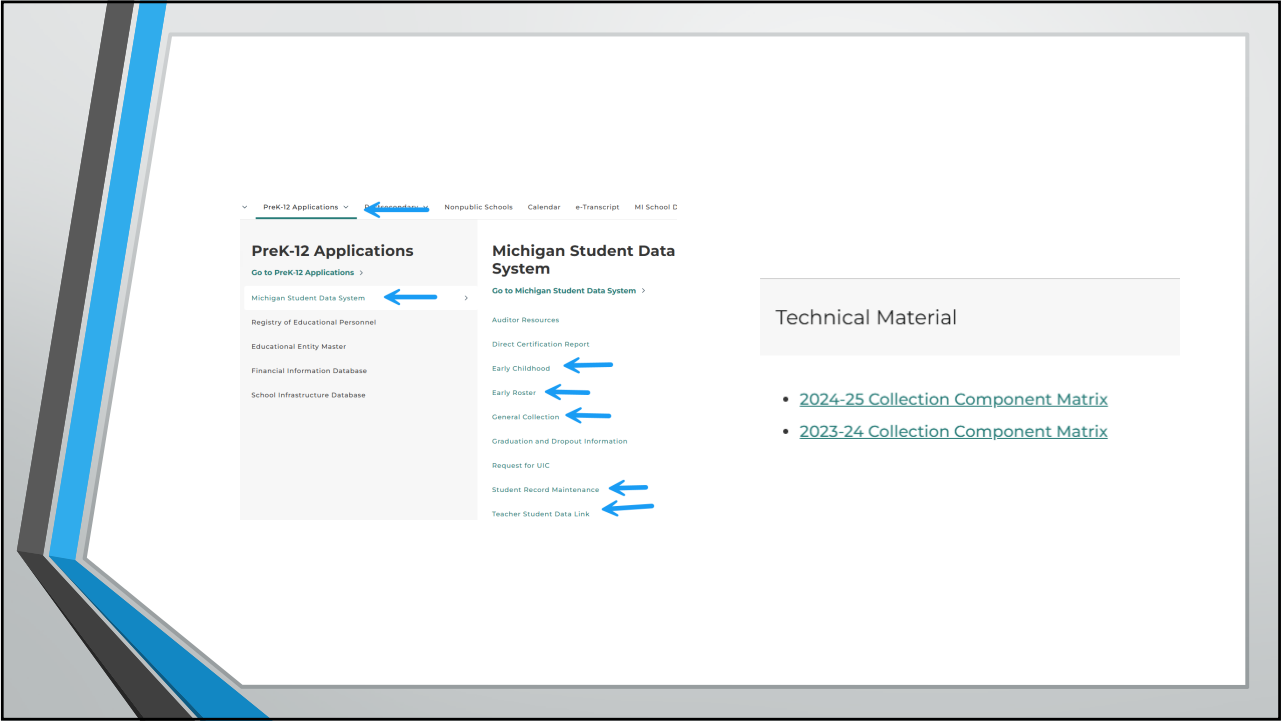
Filtered on Collection: (Spring 2025 General Collection 2024-2025), Status: (Failed File Level Validation)

Collection	Zip File Name	File Name	Notes	Uploaded Date	Source	Status
Spring 2025 General Collection 2024-2025		MSDS-GC (1).XML		03/26/2025 04:39 PM	File Upload UI	Failed File Level Validation

Filtered on Collection: (Spring 2025 General Collection 2024-2025)

Collection	Zip File Name	File Name	Notes	Uploaded Date	Source	Status
Spring 2025 General Collection 2024-2025				03/26/2025 08:37 PM	File Upload UI	Processed Successfully





Business Rules (BR)

Components (Click for PDF)	Excel	General	Request for UIC	Early Childhood	Early Roster	TSDL	SRM
Collection Certification Business Rules		Collection certification business rules vary depending on the collection.					
Attendance		C					C
Contacts		C	O	C	O		C
Discipline		C					C
Early Childhood Programs				R			

❖ Click on the component.

❖ Find the Characteristic in the document.

❖ Find the BR that is shown in the error description that is in parentheses.

Errors:

Component	Characteristic	Error Description
Enrollment	DistrictExitStatus	The reported District Exit Status requires a valid District Exit Date. (70.21.7)
Enrollment	DistrictExitStatus	Enrollment Date is required unless District Exit Status is 0. (70.21.10)
Personal Demographics		If a student is not homeless, you must submit at least one Contacts component. (210.1)
School Demographics	GradeSetting	The Grade or Setting does not match the Grades or Settings identified in EEM as offered by this operating district. (253.290.16)
School Demographics	Operating District Number	The Operating District Number must have an EEM status code of 01 (open), 10 (close pending) or 99 (closed) as of the count date. (253.283.3)

Business Rules (BR)

Enrollment





ExitStatus	70.21.4	If [ExitStatus] = "21" and (SchoolDemographics).[OperatingDistrictNumber] does not equal 84020 (PersonalCore).[DateOfBirth] must be >= 25 on September 1 of the current school year.	1	If the District Exit Status is 21, the stb September 1 of the current school y
	70.21.5	If [ExitStatus] = "30" (SchoolDemographics).[GradeOrSetting] must = "30"	1	If the District Exit Status is 30 the Gri
	70.21.6	If [ExitStatus] = "40" or "41" at least one (ProgramParticipation).[ProgramEligibilityParticipation] must be = "3500"	1	If the District Exit Status is 40 or 41, participating in an Early/Middle Coll
	70.21.7	If [ExitStatus] <> "19" or "00" [ExitDate] is required	1	The reported District Exit Status requ
	70.21.8	If [ExitStatus] = "20" or "21" (SpecialEducation).[PrimaryDisability] cannot be blank	1	If District Exit Status is 20 or 21, ther required and Primary Disability must
	70.21.9	If [ExitStatus] = "00" AND CollectionName contains "Fall" or "Spring" (InitialIEP).[ResultsOfInitialIEP] cannot = "1"	1	If District Exit Status is 00, you may r IEP.
	70.21.10	For certified collections only: If [ExitStatus] <> "00" [EnrollmentDate] cannot be blank	1	Enrollment Date is required unless D

Business Rules (BR)

A severity of "1" indicates that the validation is an error; a "2" indicates that it is a warning. It may be ok to have warnings, depending on if the information is correct or not. IEP date outside of one year will be a warning, but if it is correct, that is what should be reported.

Business Rules (BR): Collection Warnings/Errors

Quality Review BR Errors:
Includes the BR, data validation, applicable collections and error/warning message.

Components (Click for PDF)	Excel	General	Request for UIC	Ear
Collection Certification Business Rules		Collection certification business rules var		
Attendance		C		
Contacts		C	O	C
Discipline		C		

Business Rules (BR): Collection Warnings/Errors

Error Description

Section 25e requests may only be certified after the Fall General Collection closes and prior to Spring count day. (100.24)

Total FTE in the Section 25 request may not be greater than the total FTE submitted in the Fall General Collection for this student. (100.25)

Items per page: 10 Page 1 of 1

100.24	When the [Section25] component is submitted Section 25e requests may only be certified after the Fall General Collection closes and prior to Spring count day.	1	Student Record Maintenance	Section 25e requests may only be certified after the Fall General Collection closes and prior to Spring count day.
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Staging Reports

The screenshot displays a web interface for generating reports. It is organized into three distinct sections, each with a title, a dropdown menu for selecting a report, another dropdown menu for selecting a format, and a 'Run Report' button.

- Validation Reports:** Includes a 'Select a report:' dropdown, a 'Select a format:' dropdown, and a 'Run Report' button.
- UIC Resolution Reports:** Includes a 'Select a report:' dropdown, a 'Select a format:' dropdown, and a 'Run Report' button.
- Staging Reports:** Includes a 'Select Report' dropdown, a 'Select Format' dropdown, and a 'Run Report' button.

MSDS Alpha List Review

Have your building staff spot check this list for:

- Obvious name spelling errors or last name/first name switches
- Obvious gender switches
- Obvious wrong street name spellings
- Obvious mismatch on street/city/zip code/res district
- Obvious wrong LEA
- Obvious wrong Residency Code - if they're in district, it should be 14 - if they're out of district, it shouldn't be 14
- Exited students - is that all of them - can tell by the Exit Date and Exit Status
- Wrong exit code (exit status) - 19 is for all students without an exit date, and all with an exit date should have a different (not 19) exit status
- FTE - if it is zero all the way across but the student was not exited - verify that the student should not have FTE
- Students you know who have transferred out prior to count day who do not have an exit date
- Counts are correct by grade level

Missing LEP and SE

This report includes all students who were previously reported with either LEP (English Language Learner) or Special Ed components in a prior collection who were not reported in the current collection as having been exited from either LEP or Special Ed. If the student did exit from the particular program, make sure the exit gets reported. Check with your English Language Learner coordinator or your special education department (depending on which component is missing) and verify the information that needs to be reported.

Missing Students

This report includes students who were reported in the previous collection as expected to continue. They need to have their exit reported, if they did, in fact, exit. If the student is still enrolled in the district, make sure they are reported appropriately - there must've been something that prevented them from being pulled into the collection.

Program Participation

Check to make sure that the correct students are identified for Early/Middle College, English Learner, Military Connected Student, Personal Curriculum, Section 31a, Section 504, and Special Education. Verify that all of your Early College students have the correct S2E2 code in the S2E2 field on the School Demographics component.

Discipline and Consequence Summary

Verify that all required reporting (suspensions/expulsions since the prior count day) has been completed and that it matches what is in your SIS for attendance. Suspensions for special education and foster care students are required to be reported, along with ALL expulsions. I recommend that districts report all suspensions because statewide decisions are made based on this information. Better data makes for more-informed decisions.

Economically Disadvantaged

Compare this to your free/reduced lunch status information from your food service director. The information should match. Some benefits and At Risk funding may be tied to this, so it is important to have it correct.

I also check the buildings listed in this report to verify that all students are assigned to an actual building in our district. It's possible that someone fat-fingered a building code in an SIS override by mistake. (example – early childhood data entry)

District SE Report for Download

Run this report in MSDS and check that the students listed in the report are listed on the correct provider's Worksheet B. Zero SE FTE students will not appear on Worksheet Bs (in Muskegon they don't – your county may be different). Compare the Primary Program Code with your district's final Worksheet Bs to make sure they match. Compare the SE FTE and Gen Ed FTE with what is reported on the Worksheet Bs to make sure they match. If they do not match, check with your special education department and determine what system needs to be fixed so that the data is accurate in all systems (MSDS, SIS, and MiPSE – or other SE system).

FTE Summary

This report provides detailed information on FTEs claimed in the collection.

- Verify that FTE numbers are correct for each SE program code.
- Use the Residency Related information to make sure they match up with your non-resident reports from your SIS.
- Verify the count for each grade level.

Validation Detail

This gives you a list of warnings and errors in your collection. Fix all errors - if you need help fixing an error, check with your ISD pupil accounting staff for help. Some warnings may not necessarily indicate an incorrect submission. Have your special education department double-check all IEPs that are over one year. Sometimes there are system issues and data does not flow as it should between systems. Double-checking the warnings helps to prevent bad data. (Example: pulling your district file from your SIS before IEPs are finalized)

OTHER REPORTS TO REVIEW

Quality Review

Read through each issue. Verify that the information submitted is correct.

- If a student was previously reported as Early/Middle College but is not reported in the current collection as such, confirm that they actually did leave the program and did not meet any of the additional graduation award criteria. If they did meet the additional graduation award criteria, continue reporting them as Early College so that you can report their additional graduation award when they do graduate.
- If a student was previously reported with LEP information, check with your ELL staff to see if an LEP exit needs to be reported or if the program information is missing.
- If an issue has to do with Special Education, please confirm with your SE department that the student data is correct as is. It is a possibility that the data did not flow correctly from one system to the other, and it is critical that accurate information is being reported here. Tip for transfer students – use the SnackPack to assure that the most-recent IEP data is being reported, even if the paper file has not caught up yet.

OTHER REPORTS TO REVIEW

FTE Conflicts

Work with the other district involved (you can find contact information in EEM, if needed) to make sure the correct district is claiming the correct student.

DS 4061

Compare the data in this report with your Worksheet Bs to make sure they match up for Special Education.

Use the Residency Related information to make sure they match up with your non-resident reports

OTHER REPORTS TO REVIEW

Teacher Credential Verification Report

- Teacher name for accuracy
- Correct building
- Termination date is present for all teachers who are no longer in district
- Correct assignment codes are listed
- Correct grade level is listed - if grade level is missing on the report, you should check REP for accuracy
- Correct education setting, if one is listed
- Date of hire makes sense
- Date of termination is listed for those who left since the last REP certification
- Expired credential flag is not marked
- Check the "In," "Out," and "Review Settings" indicators for subject placement AND grade placement
- Make sure you can explain all outs or reviews; document justifications for placements
- All teachers of record (TORs) are listed
- Teachers who are in multiple buildings have a record for all applicable buildings

OTHER REPORTS TO REVIEW

TSDL Local Course Crosswalk

- Run in MSDS
- Pulls SCED codes, course names, allowable REP assignment codes, and allowable MOECS endorsement codes based off of what was submitted for your district's most-recent TSDL
- Your district should have all of these assignment codes attached to a teacher of record in REP

Resources

- CEPI Website: www.Michigan.gov/CEPI
- EEM: <https://cepi.state.mi.us/eem/>
- Collection Details Manual: <https://www.michigan.gov/cepi/pk-12/msds/general> - under Manuals
- Collection Component Matrix: <https://www.michigan.gov/cepi/pk-12/msds/general> - under Technical Material
- CEPI Customer Support:
 - Phone: 517-335-0505 option 3
 - Email: cepi@michigan.gov

Questions?

Contact Information:

cepi@michigan.gov

Kris Knitter - knitterk@michigan.gov

Jennifer Carlson - jcarlson@muskegonisd.org or 231-767-7230