

EOY Submissions and Analyzing Your Data

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MPAAA Spring 2026

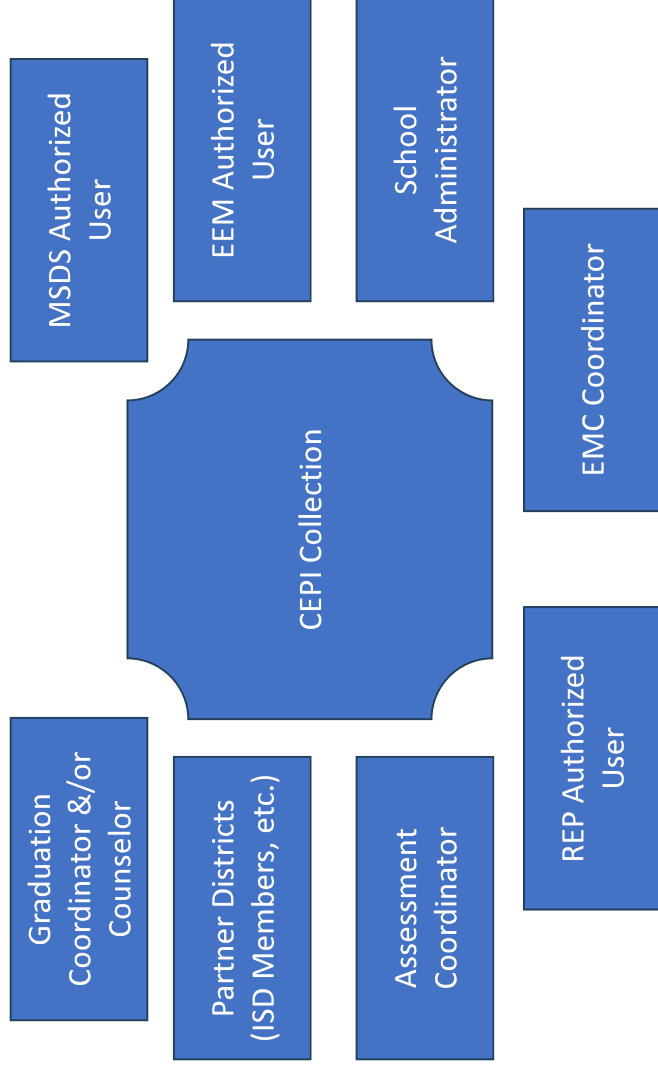


Objectives

- Reporting Best Practices
- Early Childhood EOP Collection
- REP Collection
- MSDS EOY General Collection
- SRM Collection
- TSDL Collection



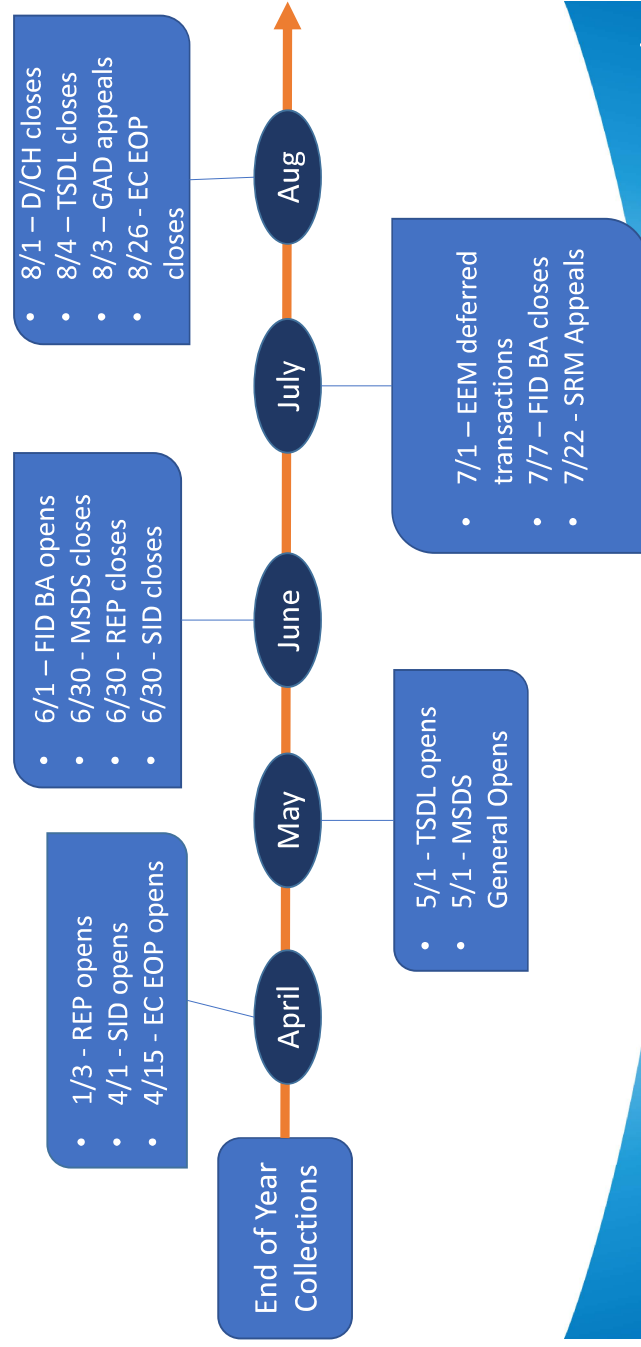
Best Practices – Data Team



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Best Practices – CEPI Calendar

- See the CEPI calendar (michigan.gov/cepi/calendar) for important deadlines



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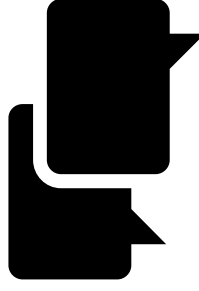
Be Ahead of the Game!

- **Pre-reporting best practices:**
 - Utilize your **SIS reports**
 - Create a **checklist**
 - **Identify** processes from Spring Count – EOY
 - **Verify** mass updates
 - Grade level advancements
 - Students exiting as graduating
 - Students not exiting as graduating
 - Check **connections from related systems**
 - Special Ed software
 - Food Service software

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Be Ahead of the Game, Cont.

- Submit your data **EARLY**
- **Use** Staging/Certified and Data Quality reports
- **Communicate:**
 - Have your team review their specific areas
 - EMC Coordinators
 - Data Team
 - Special Education
 - Administration



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MSDS Early Childhood EOP

- 2/19/2026 – 8/19/2026: Reporting Period
- The data in the MSDS Data Quality Report are refreshed every Thursday
- 8/26/2026: Certification Deadline

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Required Component: Personal Demographics

Personal Demographics	Contacts	EC Programs
Resident LEA Number: ?		25010
Student Resident County: ?		25-Genesee ▼
*Racial/Ethnic Code: ?		001000

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Required Component: EC Programs

Personal Demographics | **Contacts** | **EC Programs**

*Fiscal Entity Type: D-District Entity Number
Code: 25000
FiscalEntityCode: 01320
FiscalEntityCode2: DC820311874
School or Facility: DC820311874
Provider License Number: DC820311874
EC Comment: DC820311874
*EC Program: 02-GSRP/Head Start Blend
*ECProgStartDate: 8/30/2024
*EC Delivery Method: 1-School Based
ECDeliverySchedule: 09-Extended Week/Year
Federal Poverty Level: 04-151% to 200% FPL

Additional Eligibility Factors:
☐ 02-Diagnosed disability or identified developmental delay
☒ 03-Severe or challenging behavior
☐ 04-Primary home language other than English
☐ 05-Parent/guardian with low educational attainment

Qualifying Factors:
☐ A-Homeless
☐ B-Foster Care
☐ C-Qualifying IEP
☒ D-None

EC Program End Date: Please Select
ECProgExitReason: Please Select

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New EC Delivery Schedule: Part-Day Extended Week/Year

- Delivery Schedule for GSRP students who attend at least:
 - 3 hours per day
 - 5 days per week
 - 36 weeks per year

*EC Program: 01-Great Start Readiness Program (GSRP)
*EC Program Start Date: 8/25/2025
*EC Delivery Method: 1-School Based
ECDeliverySchedule: 10-Part-Day Extended Week/Year

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New EC Delivery Schedule: Part-Day Extended Week/Year, Cont.

- Reporting Students in the GSRP Part Day Extended Week/Year Program:
 - Report combination of:
 - EC Program Code “01” - GSRP
 - EC Delivery Schedule Code “10” - Part-Day Extended Week/Year

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Early Childhood Programs

Program Type	Fall	Spring	End of Program
Great Start Readiness Program	R	R	R
GSRP/Head Start Blend	R	R	R
Head Start	O	O	O
Title I Preschool or Services	O	O	O
Early Head Start	O	O	O
Sec. 32p, Early Childhood	O	O	R
Section 32p(4) Home Visitation	O	O	R
Early Head Start – Child Care Partnership	O	O	O
GSRP – Wait List	O	R	O
Michigan Strong Beginnings	R	R	R

R = Required; O = Optional

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Early Childhood Programs are Reported by...

- ISD and/or
- District/LEA/PSA/ONSR
- Either may report, but it should be the same entity for all submission windows within the year.
- An ISD and a district should not both submit the same child in the same program.
- Children participating in a Sec 32p or 32p(4) Early Childhood Grant program must be submitted by an ISD.

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Early Childhood – MSDS Reports

- EC Count by Fiscal Entity and Program
- EC Gender/Race/Ethnicity Count
- EC Missing Child
- EC Student List
- Economically Disadvantaged
- GSRP Counts by Fiscal Entity and Program
- GSRP Reporting Period Summary

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EC Student List Report

Center for Educational Performance and Information - Michigan Student Data System

Early Childhood Student List

Certified Data

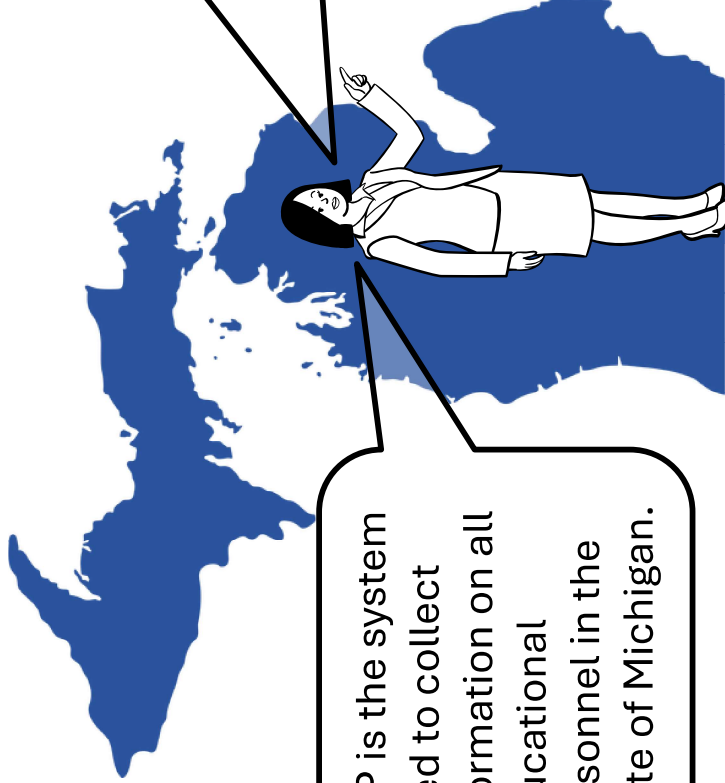
Collection: Early Childhood Spring 2024-2025

Submitting Entity: Macomb ISD (50000)

Description: Alpha listing of students reported in the EC Collection (age based on Dec 1)

Program Code	Student Name	UIC	DOB	Age ^	Gender	Resident LEA	School Facility	Fiscal Entity Code(s)	Provider License Number	Program Start Date	Delivery Schedule	Delivery Method	Program End Date	Exit Reason	FPL Quintile	Number of Times Restrained
01 Great Start Readiness Program (GSRP)				4	Female	Utica Community Schools (50210)		Macomb ISD (50000)	DC50039510	09/17/2024	05 Full-Day 4 Days Per Week	Community Based			06	0
01 Great Start Readiness Program (GSRP)				4	Female	Utica Community Schools (50210)		Macomb ISD (50000)	DC50025282	09/09/2024	06 Extended Week/Year	Community Based			02	0

Registry of Educational Personnel



Who Must be Reported?

- All individuals who are employed by a school district, ISD, PSA or nonpublic school with **regular and continuous** employment
- Includes direct hire and contracted
- Includes all school property (i.e., school bus, food service, classroom, administrative services, etc.)
- Includes educators provided by third party vendor (i.e., virtual educators,)
- Includes Student Teacher Interns (00STU)
 - Pre-service teachers in their last placement prior to certification

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Required Reporting Law Changes:

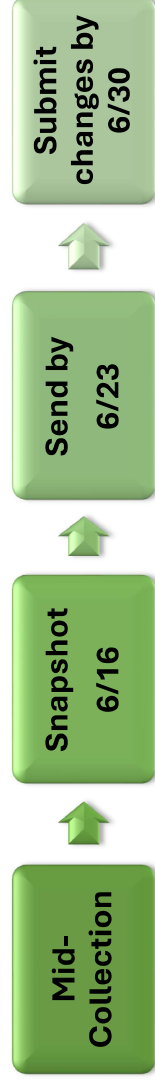
- Updates approved for 2026 to 388.1619 (3) removed 30-day required submission of changes between official collection deadlines.
- Districts are strongly encouraged to report changes through the year.
- Reporting of **vacant positions** remains required within the official collections.

Reporting changes throughout the year allow:

- Your district to be notified if a criminal conviction occurs
- You to ensure accuracy of data for appropriate placement prior to costly penalties
- Policy makers to have the ability to better understand and support the staffing shortages throughout the year

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EOY 2026 REP DQ Timelines



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Appropriate Teacher Placement



Purpose: Assure every MI pupil has access to properly trained educators

Defined By: Michigan Compiled Laws (MCL),
Program Requirements,
Administrative Rules

MDE's role is Guidance and Audit

- [Certification and Placement](#)
- [Special Considerations/Funding](#)
- [Staffing Departmentalized Courses](#)

CEPI's role is Data Collection and Reporting

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Course Placement and Reporting Resources

- User guides provide overview and details of data connections
- Provides guidance on unique or special reporting circumstances
- Crosswalk of course codes across systems

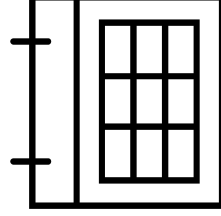
Help and Training

- [Appropriate Placement: Student and Teacher Course Reporting Guide](#)
- [Course Placement and Reporting Guide](#)
- [Webinar: Appropriate Placement and Reporting](#)
- [Calculating the Number of Core Academic Classes Taught](#)
- [Guide for Users New to REP](#)
- [MDE Permits and Placement Guidance](#)
- [Race and Ethnicity Reporting](#)
- [REP Data Certification Video Tutorial](#)
- [REP FAQs](#)
- [REP Glossary](#)
- [Vacant Funded Position User Guide](#)

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MSDS EOY General Collection

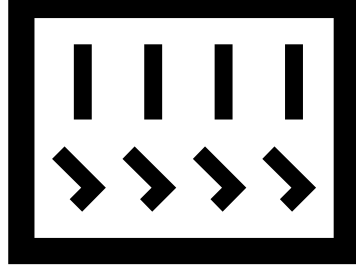
- 2026 MSDS EOY General Collection
 - 5/1 – Collection opens
 - 6/16 – DQ snapshot
 - MSDS DQ Report: Refreshed weekly
 - 6/30 – Certification deadline



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EOY Focus Areas – Attendance Component

- Required to report the cumulative attendance for entire school year
- Ensure Total Possible Attendance reflects days for entire school year



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EOY Focus Areas - Attendance

- Exempt Students:
 - Adult Ed
 - Early Childhood
 - Nonpublic Students
 - Home-Schooled
 - Seat-time waiver participants who are not receiving special education services for which FTE are claimed
 - Students who exit prior to the start of current school year

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EOY Focus Areas – Attendance, Cont.

- Data Quality Checks:

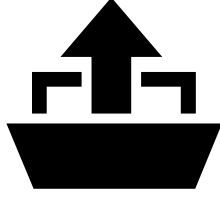
DQ Number	DQ Title
DQMS1053	Attendance: Low Total Possible Attendance
DQMS1055	Attendance: High Total Possible Attendance
DQMS1702	Attendance: Low Total Possible Attendance (Virtual)
DQMS1801	Chronically Absent Students
DQMS2505	Days Attended is Low and Total Possible Attendance is High

- Helpful Report:

- Alpha List for Download
 - Filter on Days Attended and Total Possible Attendance

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EOY Focus Areas - Exits



- Properly exit all students:
 - Exit returning students as Continuing (19)
 - Avoid Unknown exit status (16) when possible
 - Ensure Exempt students are reported accurately:
 - Moved out of State
 - Enrolled in Home School (including out-of-state cyber school)
 - Enrolled in Nonpublic School
 - Use Enlisted in military prior to graduation (11) only for students who are *not* graduating before enlisting

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EOY Focus Areas – Exits, Cont.

- Data Quality Checks:

DQ Number	DQ Title
DQMS1032	12th-Grade Graduates: High Percentage
DQMS1033	12th-Grade Graduates: Low Percentage
DQMS1034	Zero 12th-Grade Graduates Reported
DQMS1036	12th-Grade Graduates: High Percentage Change from Previous EOY Collection
DQMS2507	Student Count Comparison: 12th Grade Student Count Change

- Helpful Reports:
 - Alpha List for Download
 - Filter on Exit Status and Exit Date
 - Exit Status Count:
 - Use drilldown format for student level data
 - Student Roster Report
 - Large file, runs by school year
 - Filter by Exit Status

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EOY Focus Areas – Graduated Students



- Use the correct graduating exit code for your graduating students:
 - 01 – Graduated gen ed with a diploma
 - 02 – Graduated gen ed with diploma and applied to college/university
 - 03 – Graduated alt ed with a diploma
 - 04 – Graduated gen ed and applied to non-degree granting institution
 - 40 – Graduated EMC with diploma and other Additional Graduation Awards
 - 41 – Graduated EMC with only a high school diploma

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EOY Focus Areas – Graduated Students (EMC)

- Early Middle College Graduating Exit Codes:
 - 40 – Graduated EMC with diploma and other Additional Graduation Awards
 - 41 – Graduated EMC with only a high school diploma
- Report Additional Graduation Awards

School Demographics	Personal Demographics	Contacts	Enrollment	Membership	GeneralEdFTE	Program Participation	Attendance
Enrollment Date: 5/3/2011 District Exit Status: 40-Graduated from a Middle College with both a high school diploma and an Associates Degree or other advanced certificate District Exit Date: 5/30/2025 Additional Graduation Award: ☒ 01-Associate Degree ☐ 02-60 Transferrable College Credits ☒ 03-Professional Certification ☒ 04-Michigan Early Middle College Association (MEMCA) Certificate							

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EOY Focus Areas – Graduated Students, Cont.

- Data Quality Checks:
 - DQGA1501- Less Than 10% Grad Rate
 - DQGA1502 - Less Than 10% Grad Rate - No Action Taken
 - DQGA1503 - Less Than 10% Grad Rate - ISD Auditor Notification
 - DQGA1505 - Unexpected Grade For Cohort Year (Below Grade 09)
 - DQGA2001 - Auditor Grad Rate Summary
 - DQGA2401 - Difference Between Current Year and Prior Year Graduation Rate Is Greater than Expected: District
 - DQGA2402 - Difference Between Current Year and Prior Year Graduation Rate Is Greater than Expected: Building

Helpful Reports:

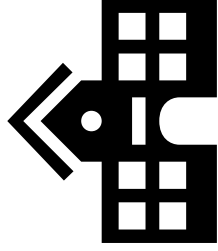
- Alpha List for Download
 - Filter on Exit Status and Exit Date
 - Filter on Grade
- Cohort Student List
 - Review cohort status
 - Filter on Exit Status and Exit Date
- EMC Roster Report
 - Filter on Exit Status
 - Review Additional Awards reported with graduation exit



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EOY Focus Areas – Title 1 Targeted Assistance Programs

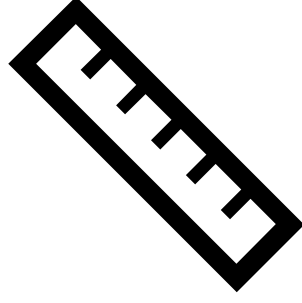
- Report **Program Participation Code 6010** for each student participating in Title I Targeted Assistance school programs.
- Do not report 6010 for students in a Title I Schoolwide program.
- Helpful Report:
 - Program Participation Count:
 - Review Title 1 total and breakdown by Grade
 - Use drilldown format for student level data



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EOY Focus Areas – Discipline

- Last chance to report the Discipline Component for the year. Make sure to report this component for:
 - All Special Ed students with suspensions
 - All students with expulsions
- Ensure Follow-Up Code is reported for students with over 10 cumulative days of removals



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EOY Focus Areas – Discipline Cont.

- Data Quality Checks:
 - DQMS1806 - Discipline Year-to-Date Summary
 - DQMS2302 - Special Education Discipline: Low Percentage Reported
 - DQMS2303 - Special Education Discipline: High Percentage Reported
- Helpful Report:
 - Discipline and Consequence Summary
 - Summary of totals on sheet 1
 - Review incidents and student level information on building tabs
 - 2nd-to-last page: lists students removed for more than 10 cumulative days

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Student Record Maintenance Collection

2025-26 SRM Appeals Window

- Opens July 22, 2026.
- Closes Sept. 9, 2026.

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SRM Appeals

Student record changes should only be entered if the update is related to one of the following reasons.

- Primary Education Providing Entity (PEPE) changes.
- Section 23a claims for students in a Dropout Recovery Program.
- Exit code changes.
- Exit status corrections or reporting late summer graduates during the GAD Appeals Window

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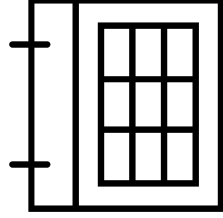
SRM Collection Things to Consider

- Do not report new enrollments during the Summer using the SRM collection. Wait until the next General Collection to report or submit new students using the Early Roster Collection.
 - Submitting an enrollment record prematurely could lead to reporting issues (e.g., PEPE and Accountability assignment) and is not recommended.
- Do not include your entire student roster in the SRM file upload. If only a few students need to be submitted, use the “Search/Add” or “Add Direct” buttons within the Staging Area.
- MSDS Student History updates depend on the SRM certification date and the General Collection as of dates. Please reference the SRM Overview for more details.

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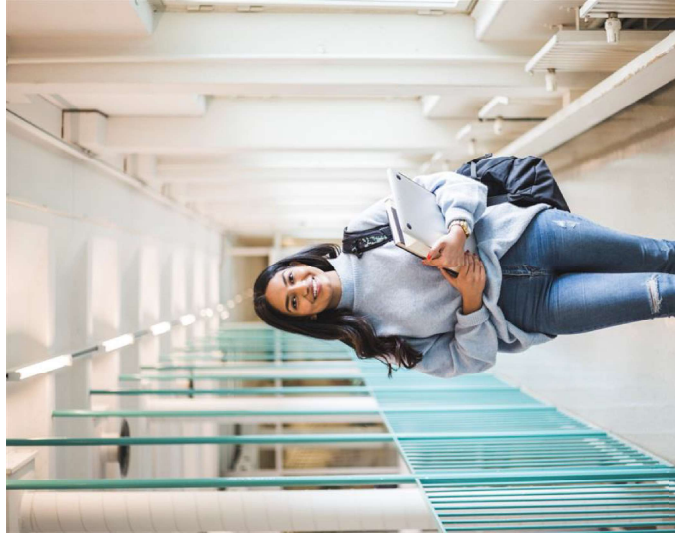
Teacher Student Data Link

- 2025-26 MSDS TSDL Collection
 - 5/1 – General TSDL Collection opens
 - 7/1 – DQ snapshot (Mid 1)
 - 7/17 – DQ snapshot (Mid 2)
 - MSDS DQ Report: Data refreshed weekly
 - 8/4 – Certification deadline



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Who and Which Courses are Reported?



- All students a district reported as continuing in any General Collection or SRM that school year
- Includes nonpublic and homeschool students taking non-essential courses

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TSDL Reporting Exceptions

- Students in Grade 30 (Early Childhood) *may* be reported.
- Students/courses that do not result in any updates to the academic record. This could include students enrolled very briefly or students participating in a service:
 - Reporting progress on IEP goals or posting a course grade are examples of updates to the academic record.
 - Services that do not have TOR nor IEP goals to update typically do not require TSDL reporting. Example: A student receiving speech services led by a speech therapist.
- Courses for CTE that are reported in the CTEIS application.
- Additional courses not covered by State Aid, such as summer courses paid for by the student's family. (Note: All 23a courses must be reported.)
- Students reported in General Collections/SRM by an ISD where all classrooms are located at the LEAs and the LEAs submit all students and courses in TSDL.

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Student Course Component

• Required characteristics:

- Subject Area Code
- Local Course ID
- Local Course Title
- Course Type
- Completion Status

*Items are denoted with a red **

School Demographics	Student Course	Student Course - 2	Student Course - 3	Student Course - 4
Student Course - 5	Student Course - 6	Student Course - 7	Student Course - 8	Student Course - 9
Student Course - 10	Student Course - 11	Student Course - 12		
04-Social Sciences and History				
*SubjectAreaCode:	101			
CourseIdentifierCode:	03601A-F1-CC-(16575)-66			
*LocalCourseId:	US HISTORY 9 A			
*LocalCourseTitle:	16975			
CourseSectionID:	Please Select			
MSIXCourseSectionID:				
*CourseType:	01-Regular			
Course Funding Program:	Please Select			
AcademicYear:	2023-2024-SY2023-2024			
CreditsGranted:	0.50			
CourseGrade:	A			
*CompletionStatus:	CP-Completed/Passed			
MSIXClockHours:				
College Credit:				
Teacher of Record PIC:	188687			
Virtual Method:	NV-Not Virtual			
Virtual Course Mentor PIC:				

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Student Course Component, Cont.

Conditional characteristics:

- **Course Identifier Code**
 - Required when Student Course Component is submitted, and Subject Area Code is not 00 (CTE)
- **Course Section ID**
 - Must be reported when the Local Course ID does not uniquely identify a course
- **MSIX Course Section ID & MSIX Clock Hours**
 - Required for Migrant students when a course is not completed
- **Credits Granted**
 - Required for Migrant and Dual-Enrolled students
- **Course Grade**
 - Required for Migrant students, optional for all others
- **Teacher of Record PIC**
 - Required unless the course type is 07 (Dual-Enrolled) or 00 (CTE)
- **Virtual Course Mentor PIC**
 - Report when the Virtual Method characteristic is reported
- **College Credit**
 - Must be reported when the Course Type is 07 (Dual-Enrolled)

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Student Course Component Optional Characteristics

- **Course Funding Program**
 - Report section 23a courses here
 - English Learner courses
 - Report all courses specifically designed to provide English Language Development for all course enrollees regardless of the student's EL status
- **Academic Year**
 - Not required when reporting courses in the current academic year
 - Required when reporting a course in the previous academic year
- **Virtual Method**
 - Required when a course is virtual
 - For entitles identified in EEM as Full Virtual School or Cyber Schools:
 - NV (Not Virtual) cannot be reported unless the course is Dual-Enrollment (07)
 - BL (Blended Learning), DL (Digital Learning) or OC (Online Course) must be reported

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Reporting Unique Courses

The following characteristics are used to determine a unique course. Any time these fields change, CEPI assumes a new course is being reported.

- UIC
- Operating District
- Local Course ID
- Course Section ID
- Academic Year

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Course Reporting

- **Elementary class reporting:**
 - “Special” courses like gym, music and art should be reported as separate courses
 - Use assignment code 000ZG- K-8 Self Contained Classroom (excluded from DQ checks)
 - Or use separate courses for each subject area
- **Special education reporting:**
 - Birth to age 5 use the Early Childhood Classroom codes
 - Elementary/middle should use the Self Contained Classroom code or subject specific codes
 - High School to age 26 use subject specific codes

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Course Reporting - Completions

Code	Title
AU	Audited
TO	Tested Out
OE	Ongoing Enrolled
CP	Completed/Passed
CF	Completed/Failed
CS	Completed/Grade 14 only
WE	Withdrawn/Exited
WP	Withdrawn/Passing
WF	Withdrawn/Failing
I	Incomplete
ER	Submitted in Error

“ER” and “OE” are only for use in Migrant TSDL

- “ER” requires a previously submitted matching record
- “OE” requires an update showing the final status

“I” should be used for students who have not received a final grade by TSDL reporting time, including those taking summer courses

- Resubmit the course the following school year with update
- Use the previous school year in the Academic Year

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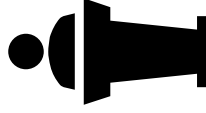
Who is the Teacher?

- **Teacher of Record:**
 - The teacher of record is an instructor who is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
 - As Section 1231 of the Revised School Code (MCL 380.1231) applies, the teacher of record shall be employed by the district.
 - **Assignment Code: Content specific (000AX-00599)**
- **Mentor:**
 - A professional employee of the district, who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record.
 - A mentor may also serve as the teacher of record if the mentor meets the definition of a teacher of record.
 - **Assignment Code: 00379 - Virtual Mentor**
- **MDE - Permits and Placement (michigan.gov)**

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Tips for TSDL/REP Success

- Utilize Crosswalk locally
- Submit TSDL data early in the reporting window
 - Run TSDL Student Roster report and compare to the REP submission
- Submit REP data early in the reporting window
 - Run submission reports: Detailed Assignment Code Summary review for accuracy of assignment codes and full staff reporting
 - Ensure all classes the teacher was acting as TOR for are reported



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Reporting Dual Enrollment/CTE

- Courses for Post-Secondary credits do not require a K-12 TOR to be assigned
 - Dual Enrollment Courses do not require a PIC
 - Post-Secondary staff are not required to be reported within the REP
- All dual enrollment courses reported in TSDL must be coded using Course Type “07”
- All CTE courses should be reported in CTEIS, not TSDL

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Reporting Students Who Attend Multiple Buildings

- Sometimes students attend multiple buildings, which can lead to grade, building or virtual errors if the student's reported information doesn't match a building's information in EEM.
- **Please do not adjust your EEM data to bypass these error messages.**

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Reporting Students Who Attend Multiple Buildings

- **Scenario 1:** The student attends their PEPE school for most courses but takes an advanced course in a different building.
 - **Solution 1 – Single entry reporting**
 - Report the student once in the collection, at their PEPE building, and report all courses in that building.
 - **Solution 2 – Multiple entry reporting**
 - Report the student multiple times in the collection, once at each of the buildings attended.
 - Report the courses at each building attended as applicable.
 - Report the student in their assigned grade regardless of which grades actual/offered are listed for the building in EEM.
 - If needed, contact CEPI for assistance with business rules to allow for certification.

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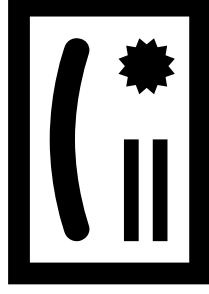
Reporting Students Who Attend Multiple Buildings

- **Scenario 2:** The student attends their virtual PEPE school for most courses but takes a course in a non-virtual school.
 - **Solution: Multiple entry reporting**
 - Report the student multiple times in the collection, once at each of the buildings attended.
 - Report the courses at each building attended as applicable.

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Reporting Credits Granted

- At a minimum, we would expect to see this characteristic submitted for high school courses
- If courses were successfully completed, we expect to see a value greater than zero



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EOY Focus Areas – TSDL

- Data Quality Checks:
 - DQMS2103 – TSDL Submission Status
 - DQMS1022-1024 – Inconsistent Course Reporting
 - DQMS1601 – Students with Only One Course Reported
 - DQMS2203 & 2204 – Sec 23a DQs
- Helpful Reports:
 - TSDL Student Roster
 - Report showing complete list of all students and their courses by building.
 - General TSDL Missing Students Report
 - Shows list of students missing from your General TSDL Collection.

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Migrant TSDL

Run the Migrant Student Report to determine who to report

Year-long reporting window with ongoing certification

For grades 9-12

Coursework must be reported within 10 days of the student enrolling or exiting the district.

MSIX Course Section ID and Clock Hours, Credits Granted, and Course Grade must be reported.

The Course Grade and Credits Granted should be updated when a course is completed.

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MSDS Data Quality Report

Old	New
1. DQ alerts received through email 2. Two snapshots - collection midpoint and certification	1. DQ alerts available in MSDS using Power BI 2. Weekly refreshes

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How to Locate the MSDS Data Quality Report

MSDS

MSDS Home

Manage Requests...

Student Data Submission...

Student Data Downloads...

Search...

Certified Data Reports...

Audit FTE...

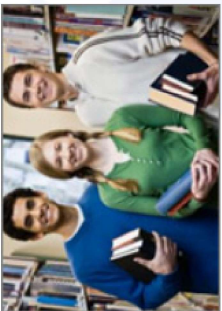
Data Quality...

Data Quality Report

Grad Cohort...

General Reports...

Section 25e...



The Student Data System is a repository that contains information regarding students receiving education in the State of Michigan.

What's New



View All

SDS Home

Michigan Student Data System

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MSDS Data Quality Report

Navigation

MSDS

MSDS Home

Manage Collections...

Manage Users...

System Maintenance...

Manage Requests...

Administrative Reports...

Student Data Submission...

Student Data Downloads...

Search...

Certified Data Reports...

Audit FTE...

Data Quality...

Data Quality Report

Grad Cohort...

General Reports...

Section 2...

A-1A+

Data Quality Report



CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

CEPI Collections' Summary and Data Quality Checks

This report provides a comprehensive summary of the data you have submitted into our collection system(s). It is designed to offer you an organized and clear overview of your submissions, allowing you to quickly and easily review the details. Additionally, the report highlights any areas where your data has failed to meet our quality checks, enabling you to identify and address any issues promptly. By reviewing this report, you can ensure the accuracy and completeness of your data, facilitating a smoother and more efficient data management process.

Select a collection system and entity from what is available according to your access. If you do not see the collection or entity you were expecting, please reach out to CEPI@michigan.gov

Collection Name

MSDS - Early Childhood

Entity Name

Select a single collection and entity

MSDS Data Quality Report

Dashboard

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MSDS - 2024-25 Early Childhood Fall - Kent ISD

Collection & Data Quality Summary

3,259

UICs Submitted

1.9%

% Change from Last Collection

1

of Data Quality Checks to Review

Note: This data is for testing purposes only and is not used for reporting

Data Quality Check:

Fiscal Entity Federal Poverty Level Summary

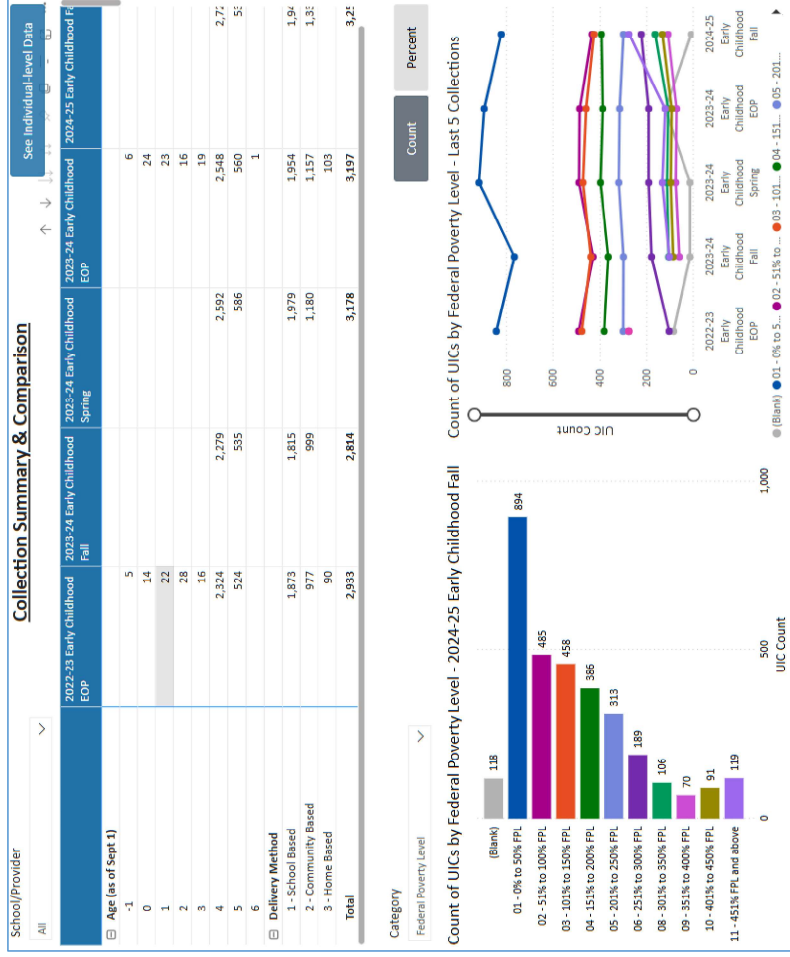
DESCRIPTION: Your entity has been reported as the fiscal agency in the current Early Childhood Collection by the submitting entity(ies) below. This message provides a child count submitted under each Federal Poverty Level range based on certified or error-free records submitted by these entities as of the snapshot date (note: records with errors or requiring UIC resolution are not included in these counts). Only records that indicate services were provided (at any time) during the collection reporting period are included in these counts.

IMPACT: Misreporting Federal Poverty Level data could have negative impacts on your program, as the Michigan Department of Education uses these data to monitor program compliance.

ACTION: Run the staging or certified Early Childhood Student List report in the MSDS and compare that report with data in your local system. After review, please follow one of the action items at the beginning of this email.

Entity Name	Federal Poverty Level	Count of UICs
Kent ISD	0% to 50% FPL	821
Kent ISD	51% to 100% FPL	432
Kent ISD	101% to 150% FPL	424
Kent ISD	151% to 200% FPL	392
Kent ISD	201% to 250% FPL	297
Kent ISD	251% to 300% FPL	221
Kent ISD	301% to 350% FPL	162
Kent ISD	351% to 400% FPL	107
Kent ISD	401% to 450% FPL	131
Kent ISD	451% FPL and above	274

MSDS Data Quality Report Dashboard, Cont.



When will I see my Data Quality alerts for EOY?

- Early Childhood Collection
 - MSDS DQ report – Data refreshed weekly
- EOY General Collection
 - MSDS DQ Report – Data refreshed weekly
- Email
- TSDL
- MSDS DQ Report – Data refreshed weekly
- Email

Any Questions?

We are here to help!

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Thank you.



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