

Student Data Collection: *All Together Now*

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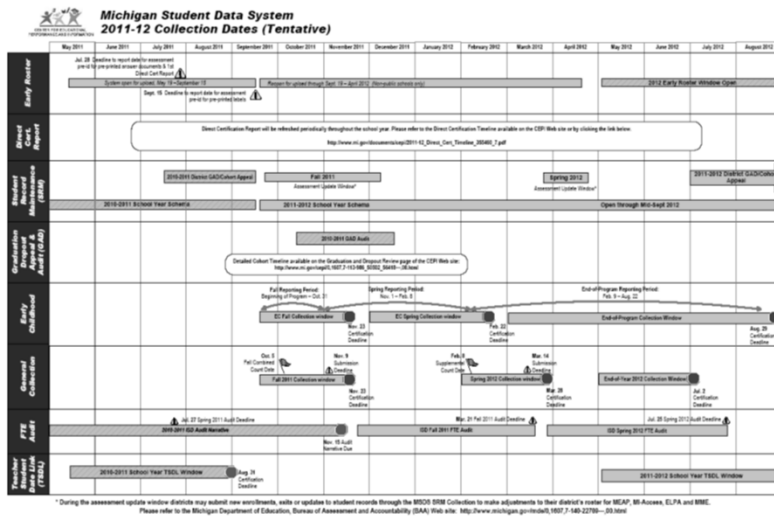
CEPI Student Data Team Business Analyst

Overview

- Happy School Year!
What's New for 2011-2012
- Data Quality
- Teacher Student Data Link
- Special Education Update
- What's on the Horizon



Student Data Timeline



Four Collections in One Submission

- 1) Fall Pupil Membership Count
- 2) Special Education Child Count
- 3) Supplemental Nutrition Eligibility Count
- 4) Assessment Enrollment Roster & Demographic Data

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Major Changes



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Discipline Data

- Now in **ONE** component (Discipline)
- Report all consequences in the same component as the incident
 - Initial Consequence, Start Date & Days
 - Secondary Consequence, Start Date & Days
 - Other Consequence, Start Date & Days

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Discipline data

- Must report *Initial* info when reporting *Secondary*
- Must report *Secondary* info when reporting *Other*
- When there are discrepancies, we'll use the last record reported
- **Recommendation:** Only report component after all consequences have been determined for an incident

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Discipline data

- Reduced Incident Type codes
- New Serious Bodily Injury & Sexual Assault indicators
- Retired Characteristics:
 - Location of Incident
 - Time of Incident
 - Estimated Cost of Property Damage
 - Primary Victim

EC Special Education Assessment

- Component may be submitted twice per record
- If two are submitted, one must be for an entry assessment and one must be for an exit assessment

Membership Component

- Date of Count:
 - Validation error issued if date reported is not during the collection period
 - Quality review error issued if the dates reported are not the same for all students in a building
 - Quality review warning issued when the date reported is different than the count date

Migrant Curriculum

Will not be collected in MSDS this fall

- Anticipated that these data will be collected at some point in a different system

School Demographics

- Specialized Shared Educational Entity (S2E2)
 - Must be a member district to report
 - Must also report the School Facility Number of the location the student is served
 - May report the EEM code for any educational entity or school belonging to any member district

Early Childhood Collections

Now three single certification collections:

- ✓ Clarifies what children to report
- ✓ Improves Accuracy
- ✓ Allows data correction

Early Childhood Collections

Fall

- **Open:** late September - November 23, 2011
- **Reporting Period:** start of program year through October 31, 2011
- **Certification Deadline:** November 23, 2011

Spring

- **Open:** November 30, 2011 - February 22, 2012
- **Reporting Period:** Nov. 1 - February 8, 2012
- **Certification Deadline:** February 22, 2012

End-of-Program

- **Open:** March 1 - August 29, 2012
- **Reporting Period:** Feb 9 - August 22, 2012
- **Certification Deadline:** August 29, 2012

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Early Childhood Collections

- Each collection has its own unique schema & different header information
(make sure your vendors are aware)
- Schema data structure is the same for each collection

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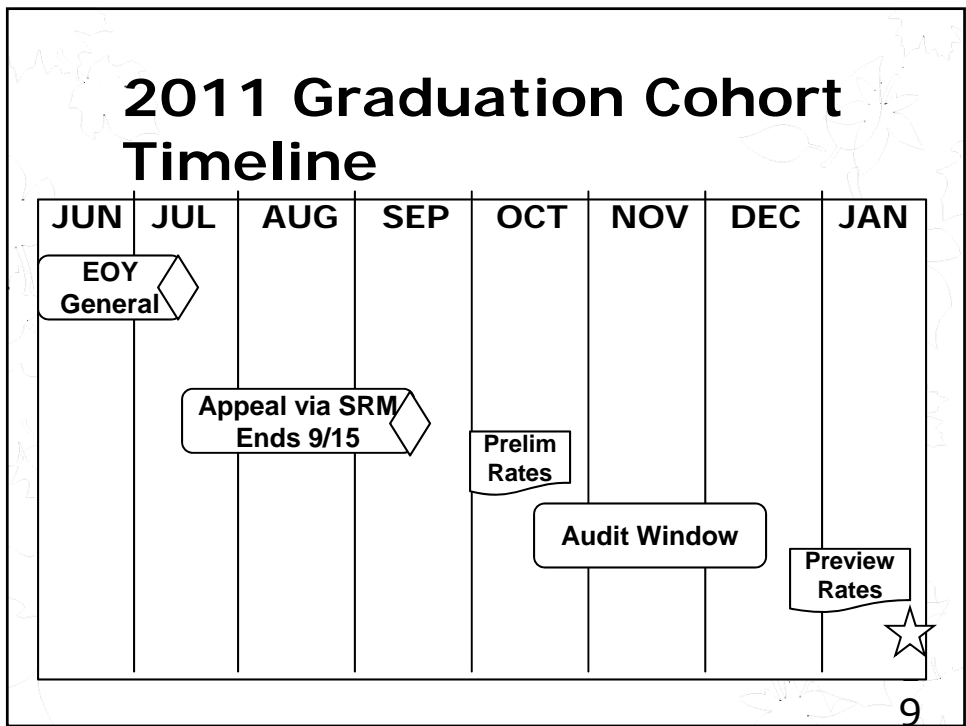
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Early Childhood Collections


- **Fiscal Entity Changes**
 - Fiscal Entity Component - retired
 - Fiscal Entity Characteristic – added to ECPrograms Component
 - GSRP program – Fiscal will always be an ISD

GAD/Cohort Update





Can a Graduate be claimed for



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- Approximately **900** of the 2010 cohort graduates were submitted for FTE in the Fall 2010 collection
- **600** by the same district that graduated the student
- MSDS allowed for claiming the FTE because often the student was erroneously graduated

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Last year auditors had to review and make modifications in the GAD to change student back to a non-grad; or make an FTE audit adjustment

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The PROBLEM

Once a graduation exit code was reported, the system no longer updated cohort status even if new continuing records were submitted for the student

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- Graduation records are considered final terminating records
- This rule was set at beginning of the cohort process with SRSD data
- Many of these were legitimate records – SRM corrections were submitted but not processed

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The FIX

**MSDS System revisions
have been completed
allowing cohort status
to be updated**

Fall and Spring General Collection Changes

Will be an **ERROR** if FTE is
submitted on a student
with a cohort status of
Graduate

How can PEPE district fix this?

- PEPE district submits an SRM record with a continuing status and the MSDS will update *NOTE: Must be the same PEPE district and building that submitted the student as graduated.*
- This update must be submitted within the appeal window
- Once the snapshot for GAD is taken, PEPE records will not update 4 year plus cohort records

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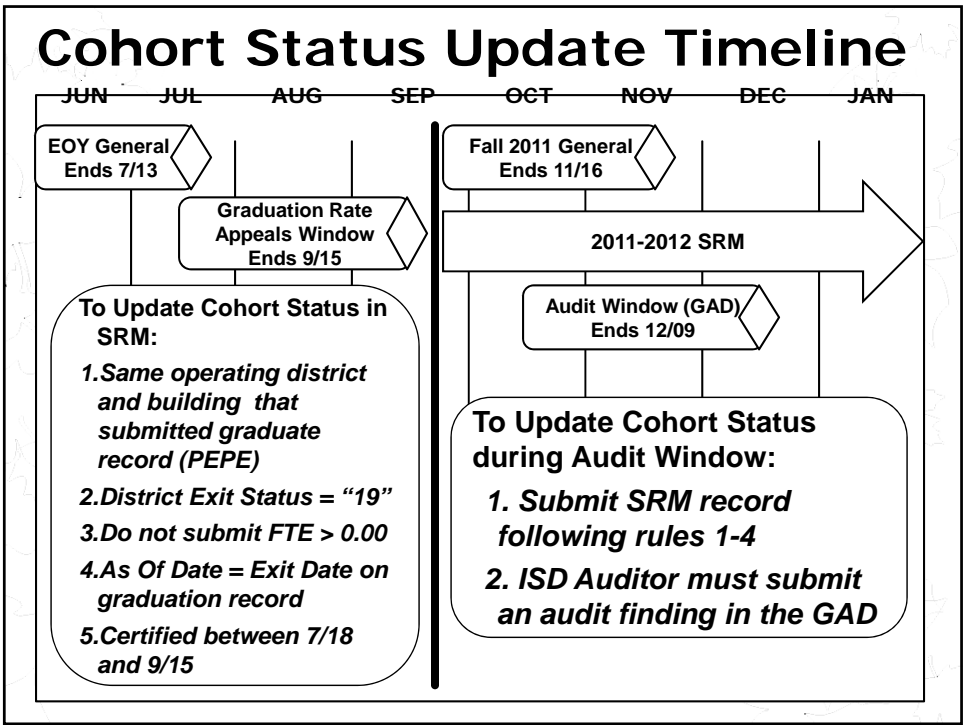
I am not the PEPE district? What now?

- The auditor for the PEPE district will need to make the exit status change via audit finding in the GAD during the fall collection
- Real time updates run between GAD and MSDS – will remove the error (need to recheck file)

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If the student *did*
in fact graduate,
**FTE can not be
claimed**

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Data Quality



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Data Quality



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Data Quality

- Perform comparisons that cannot be done in the applications
- Identify potential problems as early as possible
- Focus on high-stakes areas

Data Quality ALERTS

- Informational
- Indicate data are outside of the expected range
- Corrections may not be needed

Data Quality ERRORS

- Action is needed to resolve a problem
- Generally high-stake issue

What to Do

- Review message carefully
- Check system reports against your SIS
- Confirm data are accurate or make necessary adjustments



Teacher Student Data Link



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The Numbers

- 4,735 file uploads
- 1,976 failed uploads
- 3,791 customer support contacts in August alone

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The Numbers

- 766 districts certified
- 1.5 million student records certified
- 13,452,221 PICs in certified records
- 13,135,587 courses in certified records

What We've Learned

- Grading/Course schedule
- Summer school
- Courses outside of grade level
- Course type

What's Next?

- Late September:
 - Internal post-mortem
- October:
 - Workgroup regroup
- Early December:
 - Plans for 2011-2012 TSDL announced
 - Schema & Business Rules posted

Special Education Update



Special Education Child Count

- Part of the Fall General Collection
- Who submits & who certifies?
The district(s) providing services
 - PEPE district
 - Other district
 - ISD district



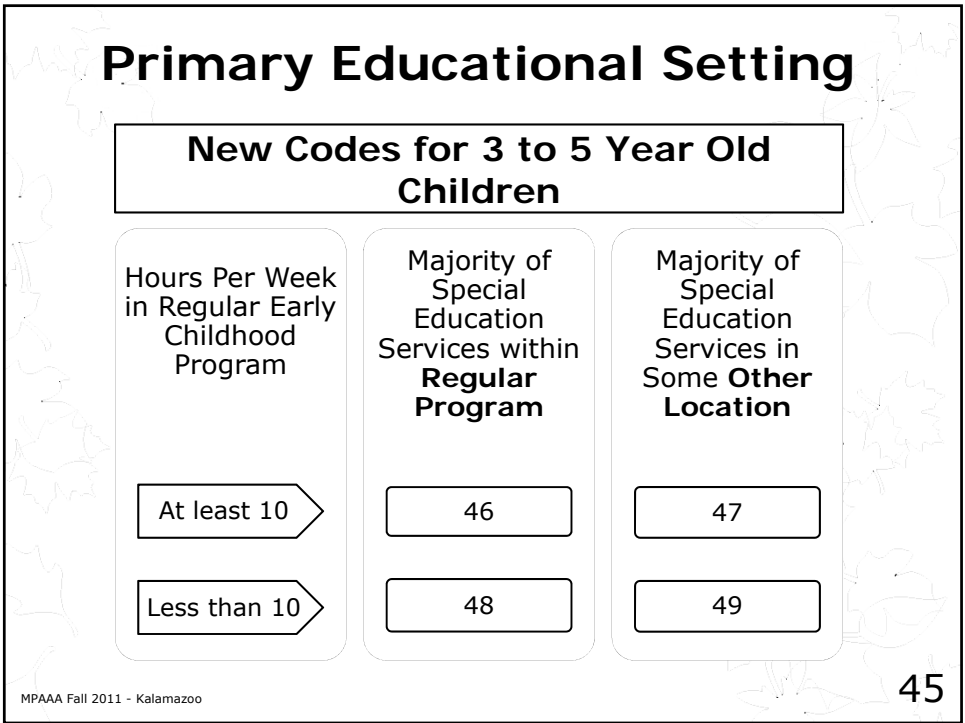
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FTE ≠ Primary Educational Setting

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Discipline

- Report all removals of students with active IEPs lasting more than half the school day
 - In-School Suspension
 - Out-of-School Suspension
 - Unilateral Removal
 - Removal by Hearing Officer
 - Expulsion

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Data Quality Issues for Special Education

Top Issues of 2010-2011

- Over reporting of Initial IEPs
- Inaccurate discipline data for special education students
- Reporting children with disabilities, in early childhood special education programs, with Grade or Setting "14"

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Timely Reporting

- Fall General
- Spring General
- End-of-Year
- Student Record Maintenance

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What's on the Horizon?



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- End-of-Year 2012
 - Certification Deadline: July 2

- 2012-2013 School Year
 - Early On data collected in MSDS

- Fall 2013
 - Mi-CIS daily system retired

Questions??

- State Agency Panel tomorrow afternoon
- Or
- Email to CEPI@michigan.gov
Subject line "MPAAA Question"

Contact Information

- CEPI

- Customer support: CEPI@michigan.gov
- Doris Mann: MannD@michigan.gov
- Sharon Singer: SingerS@michigan.gov

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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

June 10, 2010

MEMORANDUM

TO: Intermediate and Local School District Superintendents
Public School Academy Administrators

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: Changes in Reporting Educational Environment Data of Three to Five Year-Olds

On May 3, 2010, the United States Office of Management and Budget issued a revised special education data collection and reporting requirement effective immediately. The requirement affects data that will be reported by local educational agencies (LEAs), intermediate school districts (ISDs), and public school academies (PSAs). This will be reported in the Michigan Student Data System (MSDS) general collections and the third Wednesday in November (formerly December first) special education annual child count.

Specifically, the change affects the Primary Educational Setting characteristic (field) and is in the data collection for three through five (3-5) year-olds who receive a portion of their educational programs/services in a regular early childhood setting. The existing codes for these children are:

- Early childhood program for typically developing peers 80 percent or more of the program week.
- Early childhood program for typically developing peers between 40 percent and 79 percent of the program week.
- Early childhood program for typically developing peers less than 40 percent of the program week.

These codes are being replaced by the following:

Text	Description
Regular Early Childhood Program at least 10 hours per week	Child attends a regular early childhood program for 10 or more hours per week and receives the majority of hours of special education and related services in the regular early childhood setting.
Regular Early Childhood Program at least 10 hours per week – Some	Child attends a regular early childhood program for 10 or more hours per week and receives the majority of hours of special education and related services in some other location.

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other location	
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Memorandum
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Text	Description
Regular Early Childhood Program fewer than 10 hours per week	Child attends a regular early childhood program <i>fewer than 10</i> hours per week and receives the majority of hours of special education and related services in the regular early childhood setting .
Regular Early Childhood Program fewer than 10 hours per week – Some Other Location	Child attends a regular early childhood program <i>fewer than 10</i> hours per week and receives the majority of hours of special education and related services in some other location .

There are no changes in the data collection of three through five year-olds in special education who receive their education only in a separate class, separate school, residential facility, home, or service provider location. In addition, there are no changes in the reporting of educational setting data for children 6 to 26 years old.

The U.S. Department of Education (USDOED) has advocated on behalf of the states asking for a one year extension in implementation. That is not possible. Therefore, Michigan must proceed with the change. The USDOED is also continuing to explore whether they can avoid penalizing states for missing or invalid data relative to the 2010 special education collection. Because of the late federal notification, and because full 2010 implementation would require amended analysis and reporting of preschool individualized education programs (IEPs) that occurred beginning November 2009, Michigan will prepare an estimated data crosswalk report for the 2009-2010 school year.

In order to meet the new data collection requirement relative to the 2010-2011 school year, please begin recording the necessary information immediately on all IEPs for children 3 through 5 years old. This will enable LEAs, ISDs, and PSAs to report the data in the MSDS 2011 special education collection.

The Center for Educational Performance and Information is completing all necessary changes to data collection fields, definitions, and technical manuals. These will be released to district software vendors next winter when other 2011-2012 data changes are released.

The Michigan Department of Education appreciates your cooperation in this matter. If you have any questions or concerns, please contact Darren Warner at (517) 241-0786 or via e-mail at warnerd@michigan.gov.

- c: Intermediate School District Directors of Special Education
- Local Educational Agency Special Education Contacts
- William Mayes, MASA
- David Martell, MSBO
- Dan Quisenberry, MAPSA
- Billie Wimmer, MCCSA
- Kathy Hayes, MASB
- Julie Beishlag, MPAAA
- MSDS Listserv



Office of Special Education and Early Intervention Services

How to Determine and Report Educational Setting Data (for students ages 6-26)

Why correct reporting of this characteristic is important:

1. The educational setting data are required by the United States Department of Education (USED) under the *Individuals with Disabilities Education Act*.
2. The educational setting data are required for ED Facts, the *Annual Performance Report (APR)* and local public reporting. Primary Educational Setting data are used by the state and federal governments to measure state and district progress on the *State Performance Plan* targets for Educational Environments (Indicator B-5).
3. The educational setting data serve as a basis for state monitoring activities.
4. Educational setting data are not related to special education membership.

Primary Educational Setting characteristic¹ of the Michigan Student Data System (MSDS)

In reporting data on the educational setting of each student with an individualized education program (IEP), please note the following:

1. The Primary Educational Setting characteristic is a measure of where the student receives instruction.
 - a. Primary Educational Setting is reported as a percentage and indicates the percentage of time spent in the general education classroom.
 - b. The percentage is calculated by dividing the number of minutes of instructional time spent in general education by the number of minutes of instructional time in a school day.

¹ Characteristics are fields or data elements associated with a student per the MSDS Manual for 2010-2011

- c. The percentage is then reported in one of the following categories. One of the following percentage ranges must be reported for all students in general education schools.

In general education 80% or more of the time (MSDS Code 11)

In general education from 40-79% of the time (MSDS Code 12)

In general education less than 40% of the time (MSDS code 13)

- d. Time in the general education setting includes general education/special education team-teaching that occurs in a general education class.
 - e. Those responsible for data reporting must report the percentage of time the student is *physically* in the general education class setting. Use the time the student is physically in the general education setting on the count date or, if the time varies from day-to-day, the time the student is in general education during the count week. Do not average the time over the course of a month or a year.
2. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses, worksite-based learning, or vocational sites, should be counted as time spent in a general education class. (Source: *USED Table Instructions*)
 3. Time spent outside the general education class receiving services unrelated to the student's disability (e.g., Title I, Title III) should be considered time inside the general education class. (Source: *USED Table Instructions*)
 4. Primary Educational Setting data are NOT related to special education membership (FTE) or the associated funding. Membership and state funding are determined using other characteristics.
 5. There are no specific forms or worksheets required for reporting of educational settings.

If you have questions, please contact Darren Warner at
warnerd@michigan.gov.



Office of Special Education and Early Intervention Services

How to Determine and Report Full-time Equivalency (FTE)

Why correct reporting is important:

The FTE data are required by the Michigan Department of Education for the purpose of calculating membership and state funding.

Special education FTE characteristics¹ (Section 52 and Section 53) of the Michigan Student Data System (MSDS)

In reporting data on the FTE of each student with an individualized education program (IEP), please note the following:

1. A student's special education FTE (Section 52 and Section 53) is a measure of how much time the student is receiving specialized instruction through a special education program regardless of where the student is receiving that instruction.
2. FTE count is a "snapshot" on the official pupil membership count dates (two times per year). FTE should be reported by what the student is *actually* receiving on the count date or during the week of the count date. Use the actual time on or during the count week.
3. If a student is in a co-taught class, the time may be counted as general education FTE, special education FTE, or a combination of both, depending on the service time written in the IEP.
4. FTE count may be reported in hundredths or tenths, but this must be consistent throughout the district for all students. It is possible that a student receiving a special education program (not services) may be counted as a -0- special education FTE.
5. Related services provided by special education personnel do not generate FTE.
6. If a student receives *only* related services (not programs), the FTE is counted only in general education. For example, a student with a speech and language impairment who receives speech services only generates a 1.0 general education FTE.

¹ Characteristics are fields or data elements associated with a student per the MSDS Manual for 2010-2011

Note: Students receiving homebound and hospitalized services (Rule 46²) generate a full special education FTE if they are receiving services two non-consecutive hours per week. If they do not, the student does not generate any FTE. Students receiving early childhood special education services (Rule 55²) generate special education FTE according to the number of hours of specialized instruction provided.

7. Worksheets A (Section 53) and B (Section 52) are required for documentation of FTE/memberships. Worksheets A and B document the FTE calculation obtained by determining the number of hours in special education and general education during the count week. The special education FTE is determined by dividing the number of hours of specialized instruction by the total number of hours in school during the count week. The special education FTE and the general education FTE must not add up to more than 1.0 FTE.

If you have questions, please contact your ISD pupil accounting auditor.

² Michigan Administrative Rules for Special Education / April 2009

Sample FTE/Primary Educational Setting Possibilities

Chris is an 8th grader in a middle school that has six (6) class periods.

Chris' Scenarios	FTE (Worksheet B)	Primary Educational Setting
#1: Chris sits in a general education classroom all day every day.		80% or more of the day in general education (MSDS Code #11)
During science, history, and English classes, a special education co-teacher is in these general ed classrooms for the full class period specifically to support Chris and two other students with disabilities per their IEPs.	0.50 GE 0.50 SE	
#2: Chris sits in a general education classroom all day every day.		80% or more of the day in general education (MSDS Code #11)
During science, history, and English classes, a special education co-teacher is in these general ed classrooms for the full class period. However, Chris is only receiving support from his co-teacher in science per his IEP.	0.84 GE 0.16 SE	
#3: Chris sits in a general education classroom all day on three days and all but 30 minutes on Tuesday/Thursday.		80% or more of the day in general education (MSDS Code #11)
Chris receives speech therapy and occupational therapy twice a week in a pullout setting.	1.00 GE 0.00 SE	
4: Chris sits in a general education classroom for 5 of 6 classes every day.		80% or more of the day in general education (MSDS Code #11)
His English class (1 of 6 classes) is taught in a special education classroom. Science is taught in the general education classroom and Chris is supported by a special education co-teacher in that class.	0.67 GE 0.33 SE	

Which district counts the student for the annual special education child count¹?

1. If only one district reports special education data for a student, that is the district that gets the count.
2. If more than one district reports special education data for a student, then CEPI looks first to see if one of the reporting districts is the Primary Education Reporting Entity (PEPE). If so, then the PEPE gets the count.
3. If more than one district reports special education data and none of them are the PEPE, then additional rules are applied to determine what district gets the count.
 - a. Whichever reports the greater special education FTE gets the count
 - b. If the special education FTE are equal, and one district is an LEA and the other an ISD, the LEA gets the count.

District(s) Reporting Special Ed	District(s) Reporting General Ed	Primary Education Providing Entity(PEPE)	Which district is the child attributed to for the unduplicated special education annual child count?
1. Lansing	Lansing	Lansing	Lansing
2. Holt and Lansing	None	Lansing	Lansing
3a. Holt (.30 SE fte) and Haslett(.25 SE fte)	Lansing	Lansing	Holt
3b. Ingham ISD and Holt	none	Lansing	Holt

¹ Formerly the “December 1” Count. In 2010 it was the third Wednesday in November (3WiN) Count. It is now incorporated into the October 5 MSDS Collection.