



# Detroit Public Schools Community District

Open Data

About this Data

December 2018

# TABLE OF CONTENTS

Enrollment.....[3](#)

Attendance.....[6](#)

M-STEP & MI-Access.....[9](#)

WIDA Access.....[13](#)

SAT.....[16](#)

Graduation.....[18](#)

College Enrollment.....[23](#)

College Destination.....[25](#)



## Enrollment

The Enrollment report is based on data collected on legislated count day, which is the first Wednesday of October, and is pulled from both the Fall General Collection and the Early Childhood Collection in MSDS. Only students receiving school-based services are in this report. This means Early On and some Pre-K Special Ed students would not be included. Nonpublic school students and home schooled students are not included in the data.

During district reorganizations, school buildings are sometimes moved to different parent districts. In these cases, the building name and associated data will appear under the new district in the Location Settings hierarchy, and entity breakdown tables of the Student Count report. However, the aggregated district-level data will not change as a result of this. This is one scenario where building level data that appears in the data tables will not equal aggregated district-level data.

This is an unduplicated count, meaning a student is counted once and only once even if the student is attending more than one facility or is enrolled in multiple classes. This is contrary to a duplicated count where a student who is enrolled in multiple facilities would be counted multiple times. A student would be included in the district selected if that district was the Primary Education Providing Entity (PEPE) of the student on the legislated count day.

Additionally, students from multiple districts may attend Shared Educational Entities (SEEs). At the building level, data reported will appear under the operating district of the SEE. At the district level, SEE data is included in the aggregate data for the district in which the student is enrolled.

Pre-K students are included at the district level but not in the individual schools for school years after 2012-13. Therefore, school-level total enrollment will not always equal that of the district level. Pre-K students are not required to be reported at individual schools; they are only required to be reported at the district level.

Pre-K students are also not included in the ISD aggregate, but they are included in the statewide counts. So ISD totals will not equal statewide in the report.

### **Report Labels**

**Location Name:** You can select and compare data at different entity levels: statewide, by intermediate school district, by school district, and by individual schools which include all local education agency and public school academy schools.

**Student Type/Crosstab:** This report setting allows you to compare two separate demographic categories of students within the same report.



**Percent of Total:** Indicates the percentage of the total student count in a given location for a given group's student count.

**Race/Ethnicity:** Race and ethnicity definitions follow [U.S. Department of Education guidelines](#).

**Economically Disadvantaged (ED):** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

**English Learners:** English Learners are students who speak a language other than English as their primary language and who have difficulty speaking, reading, writing, or understanding English.

**Homeless:** Individuals who lack a fixed, regular, and adequate nighttime residence. The definition and guidelines come from the federal [McKinney-Vento Homeless Assistance Act](#).

**Migrant Students:** Students whose families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing.

**Students with Disabilities:** Students with one or more specific impairments that require special education or related services and have an Individual Education Plan (IEP).

**Ungraded:** Students receiving special education services who are not assigned a grade level. For school years through 2011-12, these students may be of any age. Beginning with the 2012-13 school year, a student must be age 18 or older as of December 1 to be included in the ungraded category.

## Data Collection

The Center for Educational Performance and Information (CEPI) collected the data used to compile this report. The source data for this report are collected in the Michigan Student Data System (MSDS). For more details on the data definitions and how the data is collected, please refer to the [MSDS Collection Details Manual](#) found on the CEPI website.

## Data Calculations



Percent of Total = Student Count in selected demographic / Total Student Count for selected demographic.



## Attendance

For the Attendance report, the attendance rates are calculated by dividing days attended by total possible attendance. Days attended is the number of days students were present at school. Total possible attendance is the number of days students could have attended from the first day of school, the date of new enrollment, or the beginning of a program (e.g., summer school). Prior to school year 2017-18, a student was counted as absent by a district only if they missed a full day of school. Beginning with school year 2017-18, that criteria changed so that students are counted as absent if they miss more than 50 percent of the school day. This aligns with Every Student Succeeds Act requirements. For details on this reporting, exemptions and other information, please see the MSDS Collection Details Manual on the CEPI website. The students are deduplicated in cases of shared enrollment. For 2013-14 and future school years, student count is based on the operating entity, or the entity where the students are seated; in most cases, the Primary Education Providing Entity (PEPE) and operating district are the same. Data are included in the attendance report at the school level, district level, the intermediate school district level (ISD), or the state level.

For school years 2014-15 and prior, students are included as chronically absent if they had 10 or more missed days. Beginning with school year 2015-16, they are considered chronically absent if they miss 10 percent or more of possible days.

The total number of chronically absent students in the state includes Grade 14 for school years prior to 2015-16, but Grade 14 is not included in the By Grade report category. Beginning with school year 2015-16, Grade 14 is excluded from the report.

The attendance rate for all students was added to the report beginning with the 2011-12 school year, so trend lines for Attendance Rate (All) begin with that year.

The report is updated annually in early fall.

### Report Labels

**Location Name/Type/Entity:** You can select and compare data at different entity levels: statewide, by ISD, by school district, and by individual schools that include all local education agency (LEA) and public school academy (PSA) schools. PSAs, also known as charter schools, are considered their own school district.

**Report Category:** Select to sort and filter your data including all students, grade level, and demographic groups.

**Attendance Rate (All Students):** The attendance rate for all students in the selected categories who were enrolled in a specific entity (number of days attended / number of total possible attended).



**Total Count (All Students):** K-12 students for whom attendance was required to be reported in MSDS, and who were enrolled in a district for at least 10 consecutive days.

**Attendance Rate (Chronically Absent):** School year 2014-15 and prior: The attendance rate for students in the selected categories with 10 or more absences at a specific entity (number of days attended / number of total possible attended).

School year 2015-16 and after: The attendance rate for students in the selected categories who missed 10 percent or more of possible days at a specific entity (number of days attended / number of total possible attended).

**# Chronically Absent:** School year 2014-15 and prior: Total count of students with 10 or more absences during the scheduled school year. School year 2015-16 and after: Total count of students who missed 10 percent or more possible days during the scheduled school year.

**% Chronically Absent:** School year 2014-15 and prior: Percent of students with 10 or more absences during the scheduled school year. School year 2015-16 and after: Percent of students who missed 10 percent or more possible days during the scheduled school year.

**Attendance Rate (Not Chronically Absent):** The attendance rate for students in the selected categories who missed fewer than 10 percent of possible days at a specific entity (number of days attended / number of total possible days attended).

**# Not Chronically Absent:** Total count of students who missed less than 10 percent of possible days during the scheduled school year. (Available beginning with school year 2015-16.)

**% Not Chronically Absent:** Percent of students who missed less than 10 percent of possible days during the scheduled school year. (Available beginning with school year 2015-16.)

**Race/Ethnicity:** Information about race and ethnicity categories can be found in the MSDS Collection Details Manual on the [CEPI website](#). Note: When viewing trend data, you may see gaps and breaks because federal race definitions and categories have changed throughout the years.

**Economically Disadvantaged (ED):** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.



**English Learners:** English Learners are students who speak a language other than English as their primary language and who have difficulty speaking, reading, writing, or understanding English.

**Homeless:** Individuals who lack a fixed, regular, and adequate nighttime residence. The definition and guidelines come from the federal McKinney-Vento Homeless Assistance Act.

**Migrant Students:** Students whose families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing.

**Students with Disabilities:** Students with one or more specific impairments who require special education or related services and have an Individual Education Plan (IEP).

### Data Collection

CEPI collected the source data for this report in the Michigan Student Data System (MSDS). For school years 2012-13 and earlier, student count data was based on the Primary Education Providing Entity (PEPE), or the entity that is financially responsible for students. For 2013-14 and future school years, student count is based on the operating entity, or the entity where the students are seated; in most cases, the PEPE and operating district are the same. For more details on the data definitions and how the data is collected, please refer to the MSDS Collection Details Manual on the CEPI website.

### Data Calculations

Rates are calculated for a school or district by dividing aggregated total days attended by aggregated total possible attendance. Using a simplified example, three students attend a small school. Their days were entered as:

Student 1: 45 days attended; 50 days possible (chronically absent student)

Student 2: 175 days attended; 180 days possible (not chronically absent student)

Student 3: 32 days attended; 176 days possible (chronically absent student)

Attendance rates would be calculated like this:

**All:**  $(45+175+32)/(50+180+176) = 252/406 = 62$  percent

**Chronically Absent:**  $(45+32)/(50+176) = 77/226 = 34$  percent

**Not Chronically Absent:**  $175/180 = 97$  percent



## M-STEP & MI-Access

This report reflects how students are performing on statewide assessment of learning.

The purpose of the state testing program is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students know and are able to do in key content areas. It also satisfies requirements of the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA) of 2015; and the Individuals with Disabilities Education Act (IDEA), as reauthorized in 2004.

All of the tests are administered in the late spring of the school year; data are updated as available after scoring is completed.

This report includes all valid tests taken by public school students. The only valid scores that are excluded are for private school or home schooled students.

The reports are aggregated by the building, district, and ISD where the test was taken, not where the student was enrolled.

Claim-subscore data is only available for All Students and only to users with secure login.

Claim scores represent a snapshot of student progress in key English language arts and mathematics learning areas. These scores help identify how well students know the subject and specific areas they may need to brush up on.

Because claim scores are calculated differently, on a different scale, than a student's overall score for English language arts, or mathematics, comparisons between claim and overall scores should not be made.

In order to ensure a more reliable and valid claim score, Mathematics Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) have been combined for reporting purposes. Content assessment items were similar for Claim 2 and 4 and the combination of these items into one combined score allows for a more accurate measure of student performance.

For more information on M-STEP performance levels follow the [Performance Level Descriptions](#) document.

For more information on specific grade level standards for math refer to the [Math Crosswalks: Claims, Targets, and Standards](#) document.

For more information on specific grade level standards for ELA refer to the [ELA Crosswalks: Claims, Targets, and Standards](#) document.



## Report Labels

**Location/Entity:** You can select and compare data at different entity levels: statewide, by intermediate school district (ISD), by school district, and by individual schools that include all local education agency (LEA) and public school academy (PSA) schools. Public school academies, also known as charter schools, are considered their own school district.

**LEA:** Local educational agency such as a school district or charter school/public school academy (PSA).

**Math:** For M-STEP Mathematics is a comprehensive subject that measures students on content standards in the areas of Concepts and Procedures, Problem Solving, Communicating Reasoning, and Modeling and Data Analysis.

**Science:** Grade 4: The elementary M-STEP science test includes items that measure grade-level content expectations for grades 2, 3, and 4. Grade 7: The middle school science M-STEP science test includes items that measure grades 5, 6, and 8.

**Social Studies:** Grade 5: The elementary M-STEP social studies test includes items that measure grade level content expectations for grades 3, 4, and 5. Grade 8: The middle school M-STEP social studies test includes items that measure grade level content expectations for grades 6, 7, and 8.

**Economically Disadvantaged (ED):** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

**Race/Ethnicity:** Information about race and ethnicity categories can be found on the [CEPI website](#).

**Gender:** The sex of the student, male or female.

**English Learners:** English Learners (ELs) are also historically known as English Language Learners (ELL) or Limited English Proficient (LEP) students. ELs are students who speak a language other than English as their primary language and have difficulty speaking, reading, writing, or understanding English.

**Students With Disabilities:** Students in the selected school district with one or more specific impairments that require special education or related services and have an Individualized Education Program (IEP).

**Performance Level:** A way of categorizing student test scores that provides a more detailed description of content mastery than the proficient/not proficient divide. For M-STEP tests, the performance levels are: Advanced, Proficient, Partially Proficient, Not

Proficient. Students who score Advanced or Proficient are considered to be proficient, while those who score Partially Proficient or Not Proficient are not proficient.

**Student Advanced or Proficient:** Student who score Advanced or Proficient are considered to be proficient, while those who score Partially Proficient or Not Proficient are not proficient.

**Percent Proficient:** Students who scored proficient on a state standardized assessment as a percentage of students who tested. Depending on the report, this may be restricted only to Full Academic Year (FAY) students or may include all tested students.

**Advanced:** The student's performance exceeds content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The Student needs support to continue to excel.

**Proficient:** The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.

**Partially Proficient:** The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level content standards defined for Michigan's students.

**Not Proficient:** The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.

**Adequate Progress:** Performance level indicator for M-STEP claim-subscore for ELA and Mathematics. Students making *adequate progress* are considered at or near the skill level needed for proficiency.

**Attention May be Indicated:** Performance level indicator for M-STEP claim-subscore for ELA and Mathematics. Students performing at the Attention May be Indicated performance level are considered near the skill level needed for proficiency but may need additional attention.

**Most at Risk of Falling Behind:** Performance level indicator for M-STEP claim-subscore for ELA and Mathematics. Students not making adequate progress are considered most at risk of falling behind.

**Number Assessed:** The total number of students tested.

**Mean Scaled Score:** The average scaled score for students who took the test.

**Standard Deviation:** Shows how widely scores vary from the mean; a high standard deviation indicates that scores are more "spread out" (scores are farther away from the mean); a low standard deviation means scores are clustered closer to the mean.

## Disclosure Avoidance



New disclosure avoidance rules were recently implemented on MI School Data. Please see [Grades 3-8 and High School Assessments Disclosure Avoidance](#) for more details.

### **Data Collection**

The Center for Educational Performance and Information (CEPI) collected the data used to compile this report. The databases used include:

- CEPI's Michigan Student Data System (MSDS), to locate the student's high school building, district, and intermediate school district as well as demographics. Specific rules about the collection can be found in the [MSDS Collection Details Manual](#).
- The Michigan Department of Education (MDE) Bureau of Assessment and Accountability, which sets policies for M-STEP administration, provided the test data.



## WIDA Access

The WIDA ACCESS Performance report includes only Michigan public school students.

This assessment can be administered online in grades 1–12. A paper/pencil form of the assessment is available in grades K–12 for schools and some students who may not yet be technology-ready or have an IEP/504 plan with specific needs requiring this form of an assessment.

Whenever report settings provide data with fewer than 10 students, less than 5 percent, or over 95 percent in any grouping, the data are suppressed to protect the privacy of individual students. More detailed information is available only to authorized users.

### Report Labels

**Location/Entity:** You can select and compare data at different entity levels: statewide, by intermediate school district (ISD), by school district, and by individual schools that include all local education agency (LEA) and public school academy (PSA) schools. Public school academies, also known as charter schools, are considered their own school district.

**LEA:** Local educational agency such as a school district or charter school/public school academy (PSA).

**Composite Score:** Scale scores and proficiency levels reported for four different combinations of language domains.

**Language Domain Scores:** Proficiency levels and scale scores for Listening, Speaking, Reading, and Writing.

**Overall:** A combination of all four language domains (Listening, Speaking, Reading, and Writing).

**Oral Language:** A weighted composite score combining Listening (50%) and Speaking (50%)

**Literacy:** A weighted composite score combining Reading (50%) and Writing (50%).

**Comprehension:** A weighted composite score combining Listening (30%) and Reading (70%).

**Listening:** Scores pertaining to students' ability to understand oral English language as defined by the [WIDA English language Development \(ELD\) Standards](#).

**Speaking:** Scores pertaining to students' ability to communicate orally in English as defined by the [WIDA English language Development \(ELD\) Standards](#).



**Reading:** Scores pertaining to a student's ability to understand the written English language as defined by the [WIDA English language Development \(ELD\) Standards](#).

**Writing:** Scores pertaining to a student's ability to communicate in Writing in English as defined by the [WIDA English language Development \(ELD\) Standards](#).

**Mean scaled Score:** The average scaled score for students who took the test.

**Median Scaled Score:** The midpoint of scaled scores for students who took the test.

**Low Scaled Score:** The lowest scaled score

**High Scaled Score:** The highest possible scaled score

**Economically Disadvantaged (ED):** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

**Race/Ethnicity:** Information about race and ethnicity categories can be found on the [CEPI website](#).

**Gender:** The sex of the student, male or female.

**English Learners:** English Learners (ELs) are also historically known as English Language Learners (ELL) or Limited English Proficient (LEP) students. ELs are students who speak a language other than English as their primary language or whose home environment may include primary use of a language other than English and have difficulty speaking, reading, writing, or understanding spoken English.

**Students With Disabilities:** Students with a qualifying disabling condition who requires specialized programming or services in order to progress and participate in the general curriculum. Such programs and services are outlined in an Individualized Education Program (IEP).

<10, <5%, >95%: These labels are used in place of the actual data when there is a risk of identifying an individual student (unless you have logged in as a secure user).

## Data Collection

The Center for Educational Performance and Information (CEPI) collected the data used to compile this report. The databases used include:



- CEPI's Michigan Student Data System (MSDS), to locate the student's high school building, district, and intermediate school district as well as demographics. Specific rules about the collection can be found in the [MSDS Collection Details Manual](#).
- The Michigan Department of Education (MDE) Bureau of Assessment and Accountability, which sets policies for WIDA ACCESS for ELLs 2.0 administration, provided the test data.

## SAT

The SAT College Readiness data are based on the SAT with Essay administration completed during the Michigan Merit Examination in the spring of grade 11.

The results are reported at the school where the students attend.

The SAT Total Score reported for Michigan is the combined Evidenced-Based Reading and Writing, and Math Student Score. The Total Score range is 400 – 1600.

The SAT Benchmarks represent the likelihood of success in entry-level college courses. The benchmark for Evidenced-Based Reading and Writing is 480 and 530 for Math. For additional information on understanding SAT scores, including the Essay scores, please visit the [College Board website](#).

The ACT College Readiness data are based on ACT administrations completed during the Michigan Merit Examination in the spring of grade 11 for years previous to 2015-16.

The results are reported at the school where the student tested.

The ACT Composite Score is the average of four test scores, rounded to the nearest whole number. Fractions less than one-half are rounded down; fractions one-half or more are rounded up. The scoring range for the composite score is 1 to 36.

Each ACT College Readiness Benchmark is the minimum score required on that multiple-choice ACT test- English, Math, Reading, or Science. The Benchmarks are empirically derived from the performance of a large, nationally representative sample of first-year students in two- and four-year postsecondary institutions. Therefore, each Benchmark represents a criterion for success for atypical student at a typical institution.

For additional information about the ACT, composite score, and scoring please refer to the [ACT website](#).

### Report Categories

**Location/Entity:** You can select and compare data at different entity levels: statewide, by intermediate school district (ISD), by school district, and by individual schools that include all local education agency (LEA) and public school academy (PSA) schools. Public school academies, also known as charter schools, are considered their own school district.

**LEA:** Local educational agency such as a school district or charter school/public school academy (PSA).



**Economically Disadvantaged (ED):** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

**Race/Ethnicity:** Information about race and ethnicity categories can be found on the [CEPI website](#). Note: When viewing trend data you may see gaps and breaks because federal definitions and categories have changed over the years.

**Gender:** The sex of the student, male or female

**English Learners:** English Learners (ELs) are also historically known as English Language Learners (ELL) or Limited English Proficient (LEP) students. ELs are students who speak a language other than English as their primary language and have difficulty speaking, reading, writing, or understanding English.

**Migrant Students:** A student whose family has moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing.

**Students With Disabilities:** Students with one or more specific impairments that require special education or related services and have an Individualized Education Program (IEP).

## Disclosure Avoidance

New disclosure avoidance rules were recently implemented on MI School Data. Please see [College Readiness Disclosure Avoidance Rules](#) for more details.

## Data Collection

The Center for Educational Performance and Information (CEPI) collected the data used to compile this report. The databases used include:

- CEPI's Michigan Student Data System (MSDS), to locate the student's high school building, district, and intermediate school district as well as demographics. Specific rules about the collection can be found in the [MSDS Collection Details Manual](#).
- The Michigan Department of Education (MDE) Bureau of Assessment and Accountability, which sets policies for M-STEP administration, provided the test data.



## Graduation

The Graduation Rate report contains data collected from each public school district, including public school academies (charter schools). This report is updated annually every February/March. More detailed information regarding how graduation and dropout rates are calculated as well as historical reports for a school can be found on the [at Michigan Cohort Graduation and Dropout reports web page](#).

Each student is assigned to a graduation cohort the first time he or she is reported as a ninth grader, or, if a transfer student, immediately upon being reported as enrolled in a high school grade.

Students who transferred out of state, to a private school, or who began home schooling aren't included in the data. Buildings that exclusively serve court-placed students as defined by Title I, Part D have a building-level graduation/dropout rate, but are not included in the district rate.

Students will be included if they're reported for a least one count day, based on fall and spring counts. If students have not been in the district for at least one count day, they'll only be included in the state-level rates. Students included in building rates must have been reported to the state for two or more count days.

After the school year ends, districts can review and request changes to graduation and dropout information on individual students from mid-July through mid-September. Intermediate school districts then conduct an audit between October and December.

Some districts may have "N/A" for both the graduation rate and the drop rate. These districts do not graduate students, so they do not have graduation or drop counts. They've been included in the report to ensure records for graduating buildings within the non-graduating district are included.

More detailed information regarding how graduation and dropout data are collected and managed can be found on the [Graduation and Dropout Review and Comment Application \(GAD\) web page](#).

To protect the privacy of individual students, CEPI uses data suppression rules. Whenever report settings would yield fewer than 10 students, less than 5 percent, or over 95 percent in any grouping, the data will not display.

### **Report Labels**

**Location Name:** You can select and compare data at different entity levels: statewide, by school district, and by individual schools, including all traditional public schools (Local Education Agencies) and Public School Academies (Charter Schools).



**Report Category:** The rates can be broken down further by various demographic data.

**Crosstabs:** Beginning with the 2017-18 update, student subgroups of Migrant, Military Connected, Foster Care and Early Middle College were added to the Report Category menu, and additional cross-tabulations for student type subgroups were added to the Race/Ethnicity and Gender groups already available. Cross-tabulated options now include:

- Economically Disadvantaged crossed with:
  - All Students
  - English Learners
  - Gender
  - Race/Ethnicity
- English Learner crossed with:
  - All Students
  - Gender
  - Race/Ethnicity
- Race/Ethnicity crossed with:
  - All Students
  - Gender
- Students With Disabilities crossed with:
  - Economically Disadvantaged
  - English Learners
  - Gender
  - Race/Ethnicity
- Students Without Disabilities crossed with:
  - Economically Disadvantaged
  - English Learners
  - Gender
  - Race/Ethnicity

**4-year rate year:** Total number of students who completed high school with a regular diploma in four years or less; or if enrolled in an early/middle college, completed high school with a regular diploma AND an associate degree or other advanced certificate in five years or less.

**5-year rate year:** Total number of students who completed high school with a regular diploma in five years or less; or if enrolled in an early/middle college, completed high school with a regular diploma AND an associate degree or other advanced certificate in six years or less.

**6-year rate year:** Total number of students who completed high school with a regular diploma in six years or less.

**Cohort Graduation Year:** The year in which a cohort group would be expected to graduate high school (four years after enrolling in ninth grade).

**Total Cohort:** The total number of students who were enrolled as first-time ninth graders in a given year, adjusted for transfers in and transfers out.

**Total Graduated:** Total number of students who completed high school with a regular diploma during the 4-, 5-, or 6-year period (depending on which rate year is displayed in the report).

**Dropouts:** Total number of students who left high school permanently at any time during the 4-, 5- or 6-year period (depending on which rate year is being reviewed) or whose whereabouts are unknown (Missing Expected Record - MER).

**Off-Track Continuing:** Total number of students who did not complete high school in 4, 5 or 6 years (depending on which rate year is being reviewed) and are still continuing in school.

**Other Completer (GED, etc.):** Total number of students who earned a GED or other certificate or reached special education maximum age.

**Graduation Rate:** The percentage, calculated as Graduated divided by the Cohort, of the total number of students who completed high school with a regular diploma in 4, 5 or 6 years (depending on which rate year is being reviewed) or less.

**Dropout Rate:** The percentage, calculated as Dropouts divided by the Cohort, of the total number of students who left high school permanently at any time during the 4-, 5- or 6-year period (depending on which rate year is being reviewed), or whose whereabouts are unknown.

**Early Middle College:** Students who participated in an early middle college program and were reported with participation code “3500” in the Michigan Student Data System. This group has five years to complete high school with a regular diploma and an associate degree, 60 transferrable college credits, or other advanced certificate, to be considered “On Track Graduated.” The four-year rates setting in the Graduation/Dropout report on MI School Data reflects the outcome of this subgroup after five years in the program. For the calculation of four-year graduation rates, students in the early middle college adjusted cohort year (their fifth year of high school) who only complete the high school diploma portion of their EMC program will be considered “Off-Track Continuing,” but will be included in future five-year and six-year rates as “Off-Track Graduated.”

**Economically Disadvantaged (ED):** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food

(Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

**English Learners:** English Learners are students who speak a language other than English as their primary language and who have difficulty speaking, reading, writing, or understanding English.

**Foster Care:** If the student was in foster care at any point during the school year, they will be reported in the foster care subgroup.

**Homeless:** Individuals who lack a fixed, regular, and adequate nighttime residence. The definition and guidelines come from the federal McKinney-Vento Homeless Assistance Act.

**Military Connected:** The student has at least one parent who is a member of the Armed Forces on active duty and is reported as military connected at any point during the school year.

**Migrant Students:** Students whose families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing. Students will be identified in this subgroup if they identified as migrant eligible for the selected school year in the Migrant Education Data System.

**Race/Ethnicity:** Race and ethnicity definitions follow U.S. Department of Education guidelines.

**Students with Disabilities:** Students with one or more specific impairments that require special education or related services and have an Individual Education Plan (IEP).

**<10, <5%, >95%:** The data are not displayed when there is a risk of identifying an individual student.

## Data Collection

CEPI collected the data used to compile this report. The databases used include:

- CEPI's Michigan Student Data System (MSDS) to locate the student's high school building, district, and intermediate school district, as well as grade (used to calculate the expected high school graduation year), exit status, demographics, and subgroup information.



- CEPI's Graduation and Dropout Application (GAD) using audit findings submitted by ISD auditors during the exit status audit period to update a student's graduation status.

For more details on the data definitions and how the data is collected, please refer to the [CEPI web page](#). You can find additional documentation on the [Michigan Cohort Graduation and Dropout Reports](#) section of the website.

### **Data Calculations**

Graduation Rate = Total Graduated / Total Cohort

Dropout = Dropouts / Total Cohort

## College Enrollment

In the College Enrollment report, the number of months to enrollment is cumulative. That is, students who enroll in college within 6 months of graduation will be reflected in all subsequent month categories (0-6, 0-12, 0-16, 0-24, 0-36 and 0-48 months). When no data are presented for a given time frame category, more than likely it's because the time frame has not yet elapsed since the graduation year. For example, 0-48 month enrollments will not show up for the 2010-11 graduation year until 2014-15, after 48 months have elapsed.

Students may have enrolled in more than one college in the four years after graduating high school, but they are counted only once, for either a community college or a university, as of the time they enroll. Students are counted for their first college enrollment, favoring the university if a student happened to enroll at a university and community college at the same time.

Not every instance of college enrollment is counted in this report. For example, those students participating in dual enrollment or Early/Middle College programs have not yet graduated high school and are not included in this report. Only once a student earns their high school diploma does the report follow these high school graduates into postsecondary enrollment.

Demographic categories (gender, race and ethnicity, economically disadvantaged, English language learners, homeless, migrant students, and student with disabilities) are based on the student's high school record.

High school graduates identified in the Michigan Student Data System (MSDS) are matched against Michigan's Student Transcript and Academic Record Repository (STARR) Collection, a collection agency within the MSDS, and national college enrollment data from the National Student Clearinghouse (NSC) StudentTracker to create this report. Michigan acquires NSC StudentTracker student-level records by a matching process which includes the first name, middle name, last name, suffix, and date of birth. If a student's name or date of birth in the NSC StudentTracker database doesn't exactly match the state's graduation record, a match may not be made. Another limitation is that most, but not all, colleges and universities provide data to NSC. Both situations can result in lower enrollment totals.

The data are collected from high schools after the high school year closes, and are matched against college enrollments after at least 6 months have elapsed. For example, college enrollment data for the high school class of 2009-10 were first captured in the 2011-12 college school year, and were included beginning in CEPI's 2012 report updates.

The report is updated annually in the fall and winter. The ‘within 6 months of graduation’ timeframe is first updated in December/January for the current year’s high school graduation class from data provided by National Student Clearinghouse (NSC) StudentTracker. These metrics are subject to change once the ‘within 12 months’ timeframe due to incorporating the next year’s worth of STARR data. These data were first posted in the fall of 2012. In the October 2013 update cycle, we refined how enrollments are calculated to more closely align with other postsecondary MI School Data reports. CEPI also refined rules in fall 2014, counting the first school a student enrolled in. Because of this, if you generated a report before fall 2014, it may not match reports generated after.

For example: before the fall 2014 update, a student who enrolled in a community college within 6 months of graduating high school, and also enrolled in a 4-year university within 12 months of graduating high school, would only have counted in the 4-year university. Now, both enrollments are reflected in the data. Before this change, community college enrollment by high school looked much lower given the favor granted to 4-year universities.

You may notice that other college enrollment numbers might not align across reports on MI School Data. This is because these data were updated at different times. The numbers best reflect what was available at the time of the run of the report. Historical data for **College Enrollment Destination** was run in late 2016, **College Progression by High School** was run in late 2015, and **College Enrollment by High School** in late 2014.

## Data Definitions

**Location:** You can select and compare data at different entity levels: statewide, by intermediate school district (ISD), by school district, and by individual schools which include all local education agency (LEA) and public school academy (PSA) schools.

**School Year:** The high school graduation year.

**College Type:** You can select from community colleges, 4 year colleges and universities, or all college types.

**Enrolling within # Months of Graduation:** The number of months (0-6, 0-12, 0-16, 0-24, 0-36, 0-48) after high school graduation within a student enrolled in a college or university.

**Subgroup:** The selected demographic category.

**Total H.S. Graduates:** The total number of public high school graduates who received a diploma during the high school graduation year.



**H.S. Graduates Enrolled in College:** The total number of high school graduates enrolled in a college or university that submits data to either STARR or NSC.

**% of H.S. Graduates Enrolled in College:** The total percentage of high school graduates enrolled in a college or university that submits data to either STARR or NSC.

**Economically Disadvantaged:** Students who have been determined to be eligible for free or reduced-price meals via locally gathered and approved family applications under the National School Lunch program, are in households receiving food (Supplemental Nutrition Assistance Program) or cash (Temporary Assistance to Needy Families) assistance, are homeless, are migrant, are in foster care, or, beginning in 2017-18, certain MEDICAID eligible children. When any of these conditions are present, a student is considered economically disadvantaged.

**English Language Learners:** Limited English Proficient (LEP) students who speak a language other than English as their primary language and who have difficulty speaking, reading, writing, or understanding English.

**Homeless:** Individuals who lack a fixed, regular, and adequate nighttime residence. The definition and guidelines come from the federal [McKinney-Vento Homeless Assistance Act](#). The data is available for the 2011-12 high school graduation year and beyond.

**Migrant Students:** A student whose family has moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing.

**Students With Disabilities:** Students with one or more specific impairments that require special education or related services and have an Individual Education Plan (IEP).

**<10, <5%, >95%:** These labels are used in place of the actual data when there is a risk of identifying an individual student (unless you have logged in as a secure user).

## Data Collection

The [National Student Clearinghouse \(NSC\)](#) and the Center for Educational Performance and Information (CEPI) collected the data used to complete this report. The databases used include:

- CEPI's Student Transcript and Academic Record Repository (STARR), which is a collection agency within MSDS, to locate IHE enrollment in a Michigan public community college or university. For details on the data definitions and how the data are collected, refer to the [STARR Data Collection Manual](#).
- The NSC StudentTracker database to locate enrollment from out-of-state or non-STARR participating colleges or universities.



- CEPI's Michigan Student Data System (MSDS), to locate the student's high school building, district and intermediate school district as well as high school graduation year and demographics. For details on the data definitions and how the data is collected, refer to the [MSDS Collection Details Manual](#).

### **Data Calculations**

- $\% \text{ Enrolled in College} = \text{Total Graduates Enrolled in College} / \text{Total Graduates}$
- $\text{Enrolled within X months} = \text{Number of months between high school exit date and the earliest enrollment date after high school graduation}$

## College Destination

The College Destination report explores the various community colleges and universities in which Michigan's public school students enroll after high school graduation. The report follows enrollment up to 48 months after high school graduation. When no data are available for a given time frame category, it's likely because the time frame has not yet elapsed since the graduation year. For example, data for Enrollment Within 48 Months will not appear for the 2014-15 graduation year until 2018-19, after the appropriate time has elapsed.

Users can search by individual school, district, intermediate school district (ISD) or by the statewide view, and as early as the 2007-08 high school graduation year. There are no subgroup data available in the report and thus no data suppression rules. While College Enrollment Destination was designed to be approached from the K-12 perspective, colleges and universities can use the report by downloading the statewide or school downloadable data files and filtering by their institution to see the top Michigan public high schools their enrollees attended.

College Enrollment Destination includes in-state and out-of-state colleges and universities and allows differentiation between college level (community college or university) and college control (publicly-controlled or independently-controlled).

A rank number is calculated and included for each high school graduation year and enrollment within period. While one college might be the most attended within 6 months of high school graduation for one graduation year, it could be ranked third-most attended college within 36 months. The ranks will not change if you narrow your Report Settings. For example, if the first independent university that appears in the list for a location is ranked #8 when college control is set to Public and Independent, adjusting the search to Independent colleges will list the same university as #8.

Two available Count Types allow users to view data for initial enrollment or all college enrollments.

- **Initial Enrollment:** This count type reflects a list of the first colleges or universities in which students enrolled. This is complimentary to the **College Enrollment by High School** report, which shows the number and percent of students who enrolled in college after high school. College Enrollment Destination shows the institutions in which they enrolled. Students might elect to enroll first in a local community college despite having plans to later enroll in a university. The Initial Enrollment Count Type features a percentage, which is the number of students who enrolled in a college divided by the total number of high school graduates.
- **All College Enrollments:** This count type reflects every college and university that students attended up to 48 months after high school graduation. This aggregation

shows that once students leave the secondary setting, their postsecondary pathway might see more than one college as they tailor their postsecondary experience. All College Enrollments is cumulative. For example, a student who first enrolls in a community college and then enrolls in a university will be counted in both entities in the list. The All College Enrollments Count Type features a percentage, which is the number of enrollments in a college divided by the number of enrollments in any college.

The Snapshot and both Trend views exclude those colleges that have less than 1% enrollment to provide a more concise and relevant overview. All data including those with enrollment of less than 1% are available in Data Explorer and the downloadable school or statewide data files.

Note that any dual enrollment or Early/Middle College postsecondary enrollment is not included in this report, as those students have not yet graduated high school. If, after either scenario, the student graduates from high school and enrolls in any college or university, the postsecondary destination will be captured at that point.

High school graduates identified in the Michigan Student Data System (MSDS) are matched against Michigan's Student Transcript and Academic Record Repository (STARR) Collection, a collection within the MSDS, and national college enrollment data from the National Student Clearinghouse (NSC) StudentTracker to create this report. Michigan acquires NSC StudentTracker student-level records by a matching process which includes the first name, middle name, last name, suffix and date of birth. If a student's name or date of birth in the NSC StudentTracker database doesn't exactly match the state's graduation record, a match may not be made, and data pertaining to the student would be excluded from the report. Another limitation is that most, but not all, colleges and universities provide data to NSC. If a college or university does not provide data to NSC, data pertaining to that institution would not appear in the report. Both situations can result in lower enrollment totals.

The Center for Educational Performance and Information (CEPI) does not collect any college application or admissions data, and recommends school or districts participate with Parchment in order to pull reports by high school graduation class and to investigate where students are sending their transcripts.

The report is updated annually in the fall and winter. The "within 6 months of graduation" timeframe is first updated in December/January for the current year's high school graduation class from data provided by NSC. These metrics are subject to change once the "within 12 months" timeframe is added, due to incorporating the following year's STARR data. These data were first posted in early 2017.

You may notice that other college enrollment numbers might not align across reports on MI School Data. This is because these data were updated at different times. The

numbers best reflect what was available at the time of the run of the report. Historical data for College Enrollment Destination was run in late 2016, **College Progression by High School** was run in late 2015, and College Enrollment by High School in late 2014.

## About the Views

The **Snapshot** view for College Enrollment Destination quickly identifies the colleges and universities that students from a school or district have enrolled in to continue their education.

In the event that there are more than 25 colleges to view for a location, there is a Display Colleges dropdown that allows users to page through results. The Snapshot view will not necessarily show every college and university; depending on the Count Type selected, any college or university with less than 1% of high school graduates or total college enrollments will be excluded.

The **H.S. Graduation Year Trend** view is similar to other trend graphs in Postsecondary Outcomes. After selecting an Enrollment Within period, the colleges and universities that have data across five high school graduation years will be displayed. On the trend graphs, 10 colleges or universities will be displayed at a time, so the Display Colleges dropdown can be adjusted to page through more colleges or universities. Similar to the Snapshot view, any college or university that had at least a 1% market share in any of the past five high school graduation years will be included.

The **Enrollment Within Trend** view is a different way to longitudinally approach this college destination information. This trend view follows the colleges and universities where students have enrolled across 48 months after high school graduation. While the counts are cumulative, the report shows the college destination of students who delayed college enrollment after high school graduation with Initial Enrollment Count Type. This view also shows the multiple destinations for students who transfer or dual enroll with All College Enrollments Count Type.

The **Data Explorer** view is conducive to focusing on particular colleges or universities of interest. This data table allows users to sort and keyword search across multiple parameters to filter for information of interest. Data Explorer provides all colleges and universities for a given high school graduation year and Enrollment Within period, so quick statistics could be pulled, such as how many unique colleges and universities graduates enroll into, by using a descending sort of the Rank column.

To use the Data Explorer filter capabilities, first type in your keyword of interest into the box located under the column headers, then select the small filter icon to the right of the text box. "Contains" and "EqualTo" are recommended as the most user-friendly options. Note that the search is currently case sensitive, so "michigan" will not return any results as the M in Michigan is typically capitalized.

Data Explorer will experience minor updates after its initial release to enhance its ease of use.

## Report Labels

**Location:** Select and compare data at different entity levels: statewide, by intermediate school district (ISD), by school district, and by individual schools, which includes all local education agency (LEA) and public school academy (PSA) schools.

**High School Graduation Year:** The year that students graduated from high school, regardless of their 4-, 5- or 6-year cohort available in the Graduation/Dropout Rate report.

**College Level:** Entity descriptor of whether a college is a community college or university as defined by Michigan legislation and the Integrated Postsecondary Education Data System (IPEDS).

**College In-State/Out-of-State:** Entity descriptor of whether or not a college is within the state of Michigan.

**State Abbreviation:** Indicates the state that each college or university resides in. You can find a full list [using the United States Postal Service Appendix B](#).

**College Control:** Entity descriptor of whether a college is either financially controlled publicly or independently.

**Enrollment Within:** The number of months after high school graduation to measure the number of high school graduates who have enrolled into a particular college or university.

**Count Type:** Allows user to select from two different aggregation rules:

**Initial Enrollment:** This count type reflects the first college or university where each student enrolls. The Initial Enrollment Count Type features a percentage, which is calculated as the number of students who enrolled in a college over the total number of high school graduates.

**All College Enrollments:** This count type reflects every college and university where each student enrolls, up until 48 months of high school graduation. The All College Enrollments Count Type features a percentage, which is calculated as the number of enrollments in a college over the number of enrollments in any college.

**Rank:** Describes the position that a college or university has for a unique high school graduation year and Enrollment Within time period.

**Display Colleges:** Dropdown that allows users to page through colleges or universities on Snapshot (25 at a time) or Trend (10 at a time) views.

## Data Collection

The National Student Clearinghouse (NSC) and CEPI collected the data used to complete this report. The databases used include:

- CEPI's Michigan Student Data System (MSDS), to locate the student's high school building, district and intermediate school district as well as high school graduation year and demographics. For details on the data definitions and how the data is collected, refer to the MSDS Collection Details Manual.

Student Transcript and Academic Record Repository (STARR), which is a collection within MSDS, to locate enrollment in a Michigan public community college or university. For details on the data definitions and how the data are collected, refer to the STARR Data Collection Manual.

- The NSC StudentTracker database to locate enrollment from out-of-state or non-STARR participating colleges or universities. For a list of all colleges and universities that CEPI has available in its postsecondary data system, refer to the Postsecondary Entity List.

## Data Calculations

- % Enrolled in College (for Initial Enrollment Count Type) = High School Graduates Who First Enrolled in College X / Total High School Graduates
- % Enrolled in College (for All College Enrollments Count Type) = High School Graduates Who Ever Enrolled in College X / All Unique College Enrollments for the High School Graduating Class