



# Counting All Students and Ed-Fi

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# Acronyms

**ACCESS** = ACCESS for ELLs, the annual English proficiency assessment for English learners

**APIB** = Advanced Placement International Baccalaureate

**EDIAM** = Education Identity and Access Management

**ESSA** = Every Student Succeeds Act

**FAQs** = Frequently Asked Questions

**GRR** = Graduation Requirements Records

**MARSS** = Minnesota Automated Reporting Student System

**MCA** = Minnesota Comprehensive Assessment

**MCCC** = Minnesota Common Course Catalogue

**MDE** = Minnesota Department of Education

**RMIC** = Regional Management Information Center

**RFP** = Request for Proposal

**SLEDS** = Statewide Longitudinal Education Data System

**WES** = Web Edit System

# Where Are We Today?

- Current student data collections are file uploads
  - Initially developed in early 1990's
- Separate collections
  - MARSS WES (Minnesota Automated Reporting Student System (MARSS) Web Edit System (WES))
  - Student Support Data Collections
    - Immigrant
    - SLIFE (students with limited interrupted formal education)
    - Active duty parent
    - Recently arrived English learners (RAEL)
- Need even more student data

# What Does the Legislation Require?

Maintains current categories for racial groups

Adds data disaggregation for ethnic groups:

- Three of most populous American Indian groups
- Seven of the most populous Asian groups and Karen
- Seven of the most populous Hispanic groups
- Five of the most populous African groups

# How Will Districts Collect This Data?

- See 2019-20 *Ethnic and Racial Demographic Designation Form*
- Stakeholder events

# New Form for 19-20 Racial Demographic Designation



## 2019-20 Ethnic and Racial Demographic Designation Form

Student's First Name: \_\_\_\_\_ Middle Name/Initial: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_

Schools are required to report ethnicity and race to the state and to the U.S. Department of Education. Because of recent changes to Minnesota state law, Minnesota disaggregates each category into detailed groups to further represent our student populations. Parents or guardians are not required to answer the federal questions (in bold) for their children. If you choose not to answer the federal questions (in bold), federal law requires schools to choose for you. This is a last resort—we prefer if parents or guardians complete the form. State questions are labeled as "Optional" and schools will not fill in this information for you.

This information helps improve teaching and learning for everyone and helps us accurately identify and advocate for students currently underserved. The information this form collects is considered private information. You can review the privacy notice to learn more about the purpose of collecting this information, how it will be used and not used, and how the detailed groups were identified. The privacy notice can be found in our [Frequently Asked Questions: Ethnic and Racial Designation Form](#).

**Is the student Hispanic/Latino as defined by the federal government? The federal definition includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.<sup>1</sup>**

*[You must select "yes" or "no" to this question.]*

- Yes** *[If yes, go to Question A.]*                       **No** *[If no, go to Question 1.]*

**Optional Question A:** If yes was chosen above, select all that apply from the list below *(this question will not be answered by school staff):*

- |  |                                       |  |  |
|--|---------------------------------------|--|--|
| <input type="checkbox"/> Decline to indicate | <input type="checkbox"/> Guatemalan   | <input type="checkbox"/> Salvadoran                            | <input type="checkbox"/> Other Hispanic/Latino |
| <input type="checkbox"/> Colombian           | <input type="checkbox"/> Mexican      | <input type="checkbox"/> Spaniard/Spanish/<br>Spanish-American | <input type="checkbox"/> Unknown               |
| <input type="checkbox"/> Ecuadorian          | <input type="checkbox"/> Puerto Rican |  |  |

Go to Question 1.

*[Select "yes" to at least one of the Questions (1-6) below.]*

**Question 1: Does the student identify as American Indian or Alaska Native as defined by the state of Minnesota? The state of Minnesota definition includes persons having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. [This question is needed to calculate state aid/funding.]**

- Yes** *[If yes, go to Question 1a.]*                       **No** *[If no, go to Question 2.]*

**Optional Question 1a:** If yes was chosen above, select all that apply from the list below *(this question will not be answered by school staff):*

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Decline to indicate | <input type="checkbox"/> Cherokee      | <input type="checkbox"/> Other North American Indian Tribal Affiliation |
| <input type="checkbox"/> Anishinaabe/Ojibwe  | <input type="checkbox"/> Dakota/Lakota | <input type="checkbox"/> Unknown  |

Go to Question 2.

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**Question 2. Is the student American Indian from South or Central America?**

- Yes [Go to Question 3.]  No [Go to Question 3.]

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**Question 3. Is the student Asian as defined by the federal government?** The federal definition includes persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.<sup>1</sup>

- Yes [If yes, go to Question 3a.]  No [If no, go to Question 4.]

Optional Question 3a. If yes was chosen above, select all that apply from the list below (this question will not be answered by school staff):

- |  |                                   |                                     |                                      |
|--|-----------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Decline to indicate | <input type="checkbox"/> Chinese  | <input type="checkbox"/> Karen      | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Asian Indian        | <input type="checkbox"/> Filipino | <input type="checkbox"/> Korean     | <input type="checkbox"/> Unknown     |
| <input type="checkbox"/> Burmese             | <input type="checkbox"/> Hmong    | <input type="checkbox"/> Vietnamese |                                      |

Go to Question 4.

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**Question 4. Is the student black or African American as defined by the federal government?** The federal definition includes persons having origins in any of the black racial groups of Africa.<sup>1</sup>

- Yes [If yes, go to Question 4a.]  No [If no, go to Question 5.]

Optional Question 4a. If yes was chosen above, select all that apply from the list below (this question will not be answered by school staff):

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Decline to indicate | <input type="checkbox"/> Ethiopian-Other | <input type="checkbox"/> Somali      |
| <input type="checkbox"/> African-American    | <input type="checkbox"/> Liberian        | <input type="checkbox"/> Other black |
| <input type="checkbox"/> Ethiopian-Oromo     | <input type="checkbox"/> Nigerian        | <input type="checkbox"/> Unknown     |

Go to Question 5.

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**Question 5. Is the student Native Hawaiian or Other Pacific Islander as defined by the federal government?** The federal definition includes persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.<sup>1</sup>

- Yes [Go to Question 6.]  No [Go to Question 6.]

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**Question 6. Is the student white as defined by the federal government?** The federal definition includes persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.<sup>1</sup>

- Yes  No

Parent(s)/Guardian Name \_\_\_\_\_ Date \_\_\_\_\_

Parent(s)/Guardian Signature \_\_\_\_\_

# How Did We Get to Ed-Fi?

- Feasibility study
- Ed-Fi chosen
- RFP to find a contractor to assist with the transition to Ed-Fi
- DoubleLine chosen
- Mapped data items from
  - MARSS WES
  - Student Support Data Collections (SSDC)
  - New ancestry data items



# What Exactly is Ed-Fi?

- Ed-Fi is a technology that your current student information system (SIS) vendors are familiar with; many are already providing Ed-Fi to customers in other states.
- It allows the transfer of detailed student information from a district or charter school to MDE without the user creating an intermediary file.
- This has the goal of eliminating separate file and spreadsheet uploads to different systems at MDE, e.g., MARSS WES, Student Support Data Collections.
- More frequent and timely data sent to MDE.

# What Are the Timelines?

- Implementation will occur in phases.
- Phase 1: Five districts and charter schools are piloting a subset of the full list of data items and the Ed-Fi reporting in 2018-19.
- Phase 2: Full set of data items will be reported via Ed-Fi starting in 2019-20.
- All districts and charter schools will need to report student data via Ed-Fi no later than 2021-22.
- Districts and Charters must decide which year to onboard in the next three years.
- Future Data Collection Systems: MCCC; Assessment Data; GRR

# What Are the Timelines? (2)

- Continue to provide data via current systems the first year (MARSS WES, other uploads)
  - Comparisons/validations between current systems and Ed-Fi will be conducted
- Districts that receive certification will only report using Ed-Fi the following year
- Last year for MARSS A and B files: 2022-23
- MARSS local and statewide edits and reports continue

# What is the Progress to Date?

- Working with partner schools and districts
- Working directly with MDE program area staff whose program data will be collected using Ed-Fi in 2018-19 and 2019-20
- Conversations with MDE Data Governance Committee
- Working with Ed-Fi implementation vendor (DoubleLine)
- Working with student information system (SIS) vendors
- Counting All Students/Ed-Fi webpages and regular updates

## 2018-19 School Year

- In aggregate across the five partner districts
- Enrollment Data
  - Counts of students
  - No cross tabulations
- Student Learning and Outcome Data
  - **MCA:** Reading, Math, and Science percent proficient (meeting or exceeding) will be reported.
  - **Graduation:** *We cannot report graduation rates for 18-19.* The adjusted cohort graduation rate is in ESSA.

## Phase II Reporting (depending on data)

- Student Learning and Outcome Data: MCA and Graduation Rates (see '18-'19)
- Growth Model: ESSA Growth
- English Language Development: ACCESS Test
- Postsecondary Academics: APIB; Source SLEDS
- School Safety and Engagement: Consistent Attendance
- Groups: English Learners, Home Language, Free Reduced-Priced Lunch, Foster Care

# Communication with Your Parents and Community Members

- MDE has developed resources for districts to use in their communication
- How will districts use this data?
- Counting All Students websites:
  - [Students and Families > Programs and Initiatives > Counting All Students](#)
    - Resources for parents and community members
  - [Districts, Schools and Educators > Business and Finance > Counting All Students](#)
    - Resources for vendors, RMICS, districts, schools, and educators
      - Help Document and Training Checklist for 2019-20 onboarding districts
      - Roles based documents

# Ed-Fi Roles, Access and Support

- MARSS coordinator, IT director, administration and/or student support positions (secretaries or guidance counselors).
- Access to Ed-Fi needs to be determined by the district IOwA; MDE anticipates this to be any district faculty wishing to have access to student district data. Access and level of access may be determined by the district IOwA using the new EDIAM process.
- EDIAM is the new revised IOwA process. MNIT has just given a brief training on EDIAM. EDIAM is a *system* allowing MDE system users to create a log-in, be given access to their systems from their IOwA and upon logging into EDIAM – obtain access.
- MDE hopes that a district can provide support for all positions directly affected by Ed-Fi by:
  - Allowing for uninterrupted time to train on the new system (from both MDE and SIS).
  - Allow for a additional time to correct discrepancies during a dual reporting year (MARSS and Ed-Fi)
  - Help identify roles of access within Ed-Fi

# District On-Boarding Process

## First year is dual reporting of both MARSS & Ed-Fi

**Staging** Phase – testing of real district data. Data quality checks and counts will be validated in the staging environment.

- ✓ Preparation
- ✓ Initiation
- ✓ Review

**Production** Phase – Production is the “live” environment in which a district is submitting data derived from their actual SIS and not any “testing” type of SIS data. MDE/MNIT will review the production data once with the fall submission and again with the EOY submission.

A Comparison Report is generated in both stages to allow for district, MDE and vendor to compare data both via MARSS and Ed-Fi.



# How Do I Run the Report?

**m1 DEPARTMENT OF EDUCATION**

Home About ▾ Students and Families ▾ Licensing ▾ Districts, ...

MDE > Data Center > Data Reports and Analytics

## EDFI / MARSS Comparisons

The EDFI / MARSS Comparison report allows authorized district staff to review the reporting differences. To run a report, comparison processing needs to be requested and completed at MDE. The comparison report provides detail information where the student data conflicts between the two systems. [View the Help Document](#)

District:

Year:

**Run Report**

Help Document to help users navigate the comparison report.

Help Document will also be posted under the Data Submissions page of the MDE website. During 2019-20, it will be updated once a month.

Fri 3/22/2019 11:10 AM

MARSSWES <marss@state.mn.us>  
EDFI/MARSS Comparison - EOY 2019 Submission for District 0625:01

To: Smith, Mary

**EDFI/MARSS Comparison - EOY 2019 Submission for District 0625:01**

Your most recent submission generated a comparison report between what is currently in EDFI and what was submitted in MARSS. A summary of the results is shown below. Please navigate to the [secure report](#) to view the details.

EDFI Comparison Results - STAGING	
Issue	Count of Occurrences
Fiscal Year = 2019 District ID = 0625-01	
EDFI Extract Date/Time = Mar 15 2019 12:13PM	
MARSS Last Submission Date/Time = Mar 6 2019 12:00PM	
Matching keys in EDFI and MARSS	45,215
MARSS keys missing in EDFI	270
statusEndCode	2
statusEndDate	1
specialEducationStatus	2
homePrimaryLanguage	215
title1Indicator	130

Comparisons run automatically and summary is emailed to the user.

# On-boarding set to begin in September for the 19-20 districts

- Vendors are releasing their 3.1 code to support full MARSS Scope, School Support Data Collections and nine additional data elements in September.
- Districts will complete a checklist prior to September
- Districts will begin attending hour and a half webinars in September with their vendor and MDE.
- Communication efforts will continue weekly with updates and more to the districts.
- MDE hopes districts are in Staging Sept/Oct and are able to move to Production by end of October thus looking at data submissions for both Fall and EOY collection cycles in Production
- MDE hopes districts' comparison reports indicate consistent data to exit dual reporting in FY 2021
- In the event data does not consistently match, districts would then dual report for another year.
- This will all be possible with the support of Administration to allow for training, time and thorough communication to those effected by Ed-Fi implementation

# Reporting Ed-Fi Only

Once both MARSS/Ed-Fi data is validated for a full year of MARSS timelines, a district becomes certified in Ed-Fi and able to report via Ed-Fi only.

Once certified in Ed-Fi, MDE is asking Superintendents to sign Memorandum of Agreement, essentially accepting that all data submitted via Ed-Fi only results in funding to the district.

# Memorandum of Agreement

Once a district is able to report via Ed-Fi only, MDE will ask the district Superintendent to sign a ‘Memorandum of Agreement’:

Memorandum of Agreement acknowledging that all data submitted by the district via Ed-Fi in future years will be vetted locally within the reporting timelines and considered the district’s official data for MDE use, including, but not limited to, funding, accountability, and state and federal reporting.

# Ed-Fi will have More Demographic Data Counts

- Ancestry ethnic origin and race counts
- Enrollments by school
- Active duty parent
- Migrant
- Homeless
- American Indian (state counts)
- English learner
- SLIFE
- Recently arrived English learner
- 504 counts
- Immigrant

# Nine new data elements collected in Ed-Fi

#	Data Element
1	Student in Coordinated Early Intervening Services
2	21 <sup>st</sup> Century Learning Center Grant Program
3	Student in Alternative Delivery of Specialized Instructional Services (ADSIS)
4	State Approved Alternative Programs Credits
5	Homeless Primary Nighttime Residence
6	Unaccompanied Youth
7	Preschool Screening Referral Status
8	Student in Early Intervening Services
9	Gifted Education

# What Can I Expect My First Year of Ed-Fi?

- Support from your Administration, SIS, MDE, and RMIC (if a member).
- Completing the district on-boarding process to Ed-Fi certification. This includes:
  - ✓ Training from MDE: Consistent webinars, business hours and documentation is available for our on-boarding districts. A detailed outline has already been communicated to our 2019-20 districts. As more districts on-board, the schedule will be shared with them.
  - ✓ Training from your SIS.
- Collect and input the extended ancestry data on students and student's family.
- Dual reporting of MARSS **WES/SSDE** and Ed-Fi.
- If a district decides to on-board after September of 2019, they will be placed on a waiting list.

# Who At MDE Will Provide Support?

- Tara Chapa: Technical support specialist to assist district and vendor staff in the transition to Ed-Fi technology.
- Email: [mde.cas@state.mn.us](mailto:mde.cas@state.mn.us)
- Brad Doboszenski: Communication specialist to assist with outreach to families, schools and other stakeholders regarding the data disaggregation law and Ed-Fi and to facilitate communications at MDE.



# How Do I Sign Up for Ed-Fi?

Send an email to [mde.cas@state.mn.us](mailto:mde.cas@state.mn.us), include:

- District name and number
- Contact person, email and phone number
- Name of SIS vendor
- Whether race/ethnic is collected from families by paper or electronically

**Monthly webinars:** Next webinar will be in August.

First half hour will be history and communication. Last half hour will focus on technical aspects.

Once available you can **register** on the [MDE Calendar](#). Search for **Data SIG Webinar**.

(<https://education.mn.gov/MDE/about/cal/>)

**Past presentations posted** on the [Counting All Students – Data Special Interest Group \(SIG\)](#) page.

(<https://education.mn.gov/MDE/dse/count/DataSIG/>)

Questions?

# Thank you!

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