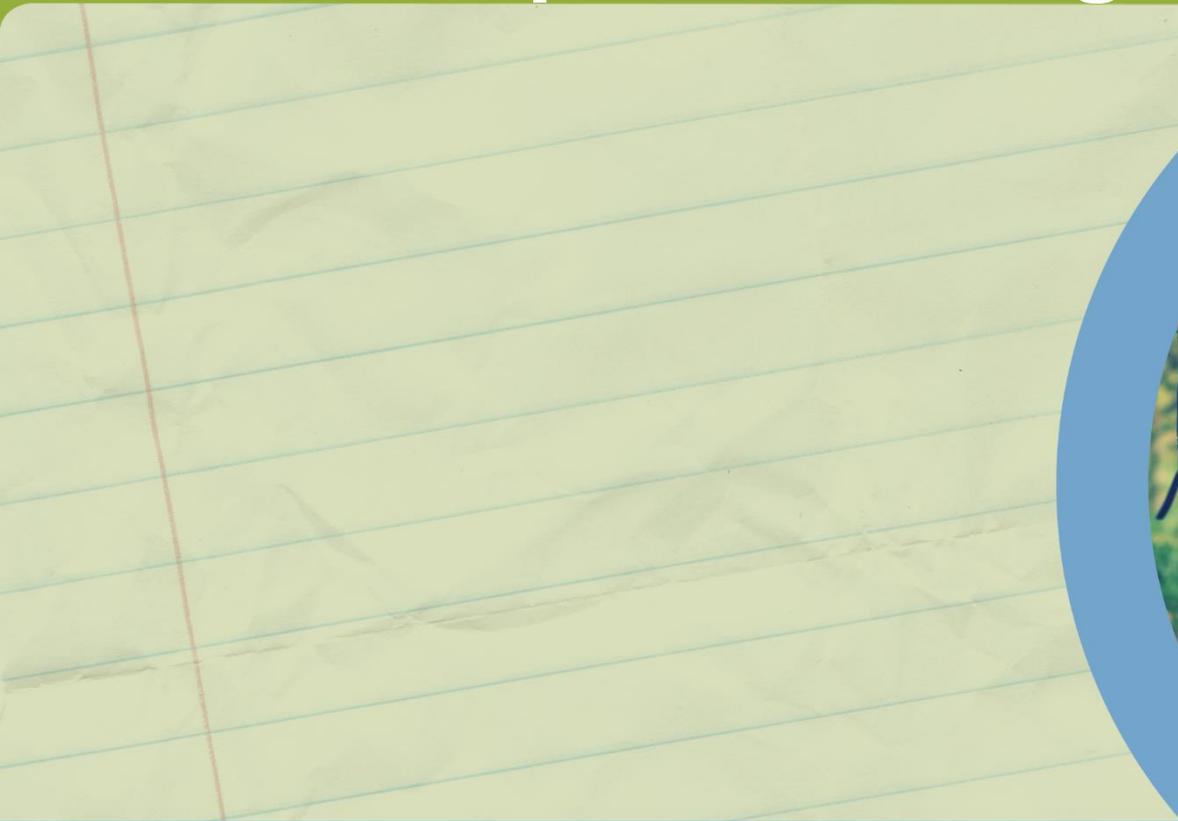


# EMIS Professional Qualifications and Development Workgroup



December 4, 2019

# Previous Meetings

- Qualifications and competencies
- Professional development and training
- State licensure and process
- OAEP certification and process
- Advantages/disadvantages of options
- Impact on data quality
- Issues/challenges addressed

# Certification or Licensure, Pros

- Allow time for training
- Framework for competencies
- A starting point
- Equity across state
- Accomplishment/validation/commitment

# Certification or Licensure, Cons

- Person with license may not be person doing work
- Potential changes during process
- Impacts: background checks, cost, increased liability
- Hiring limitations
- Wouldn't improve data quality
- Wouldn't increase status of position

# Other States

- Office of Educator Licensure contacted the National Association of State Directors of Teacher Education and Certification
- Survey regarding credentialing for data professionals
- Results are in...

# Conclusions

- This group did not indicate overwhelming support of either credentialing option
- The meetings taken together do show broad agreement on the main issues or challenges faced by EMIS coordinators

# Main Challenges



# Today

- We will look at an overall EMIS Framework that will address the challenges identified
- We will look at ways in which this Framework can provide solutions for these challenges

# Framework of Support for EMIS Coordinators

# Lack of Support

*Advocate for EMIS coordinators to be recognized and valued.*

- Educate on the importance of the EMIS coordinator position and EMIS reporting
- “Job description” for EMIS coordinator, including competencies and skills required (*discussed during Sept 23<sup>rd</sup> meeting*)
- Ensure understanding of the impact of EMIS data on funding and accountability

# Lack of Understanding, 1

*Increase awareness that quality data is a shared responsibility for all staff.*

- More regular communication to all district personnel on the role that EMIS data plays
- Quick resources—such as 1-pagers and short videos—with information about the importance of EMIS reporting, their role in supporting EMIS reporting, general impact of EMIS data on the Report Card and funding

# Lack of Understanding, 2

- Make it easier for non-EMIS coordinators to access, understand and use data
- Recommendations already provided by the Advisory Council
  - Read-only access to tools such as the Data Collector, designed with the novice user in mind
  - SDC resources for all users based on their roles
  - Report Card related resources

# Lack of Understanding, 3

*Increase awareness that everyone in a district is responsible for quality data.*

- Create and deliver targeted required training to all data owners in various roles about
  - Impact and importance of EMIS data
  - Their role associated with data reporting
  - How they should support their EMIS coordinator
  - Other related topics

# Support & Understanding Feedback?

- If we were to require role-based training for all data owners in a district about EMIS, what high-level topic areas would be the most useful?
- What additional suggestions do you have to address the lack of support and understanding?

# Lack of Collaboration

*Facilitate a more collaborative environment between EMIS coordinator and other district data owners.*

- Develop resources for “best practices” associated with implementing a district data team *(recommendation from Sept 23<sup>rd</sup> meeting)*
- Require districts have a data team in place
- Develop collaborative topic-driven trainings for EMIS coordinators and data owners to participate in together

# Collaboration Feedback?

- Thoughts about advocating for (or requiring) each district have a data team?
- What collaborative training topic areas would be the most useful?
- What additional suggestions do you have to address the lack of collaboration?

# Lack of Training, 1

*Enhance and require existing training and professional development for EMIS coordinators.*

- Advocate for, or require, a minimum level of training to be required of all EMIS coordinators
- Create a clearer pathway to competency for new and seasoned EMIS coordinators
- Training calendar further in advance to allow for better long-term planning and attendance  
*(recommendation from Sept 23<sup>rd</sup> meeting)*

# Lack of Training, 2

- Ensure coordination between various training content
- Continue to explore various delivery methods and opportunities to ensure all audiences are reached

# Training Feedback?

- Would requiring EMIS coordinators to participate in training and professional development increase data quality? General thoughts or suggestions?
- What additional suggestions do you have to address the lack of training?

# Lack of Resources, 1

- Fold many recommendations approved by the EMIS Advisory Council this past spring into the framework of support
- Enable EMIS coordinators increased efficiency and improved ability to perform their core job function

# Lack of Resources, 2

- Many recommendations related to data checks, EMIS reports, Data Collector, ODDEX, SDC
- Improve resources such as documentation, EMIS webpage, and communications
  - More situational “If this, then that” examples in the EMIS Manual
  - Review of data elements to identify items that could be deleted if not used
  - Search functionality on web
  - Consolidated communications

# How to implement solutions?

# Ohio Administrative Code

- OAC 3301-14-01
  - Operation of the EMIS System
  - Currently up for review
- Add to rule to include general requirements that address solutions, for example,
  - Requiring training for all data owners
  - Require a data team

# EMIS Guide

- Leverage EMIS Guide to operationalize updates to OAC rule
- Work with EMIS Advisory Council and workgroups on a regular, on-going basis to determine what goes into the EMIS Guide

# Potential Manual Section

- Strategic Plan and ORC/OAC
- EMIS Advisory Council
- Data Cycle
- Data Teams
- Suggested Training
- Training Inventory
- Role of an EMIS Coordinator
- Essential Skills of an EMIS Coordinator
- Pull Outs

# Enrollment to Graduation... *And Beyond*

From the time a student enrolls in a district until the time a student leaves school, multiple people within the district are involved with the creation and building of that student's record.

## Enrollment

When students first **enroll** in school, the **building secretary** inputs the relevant student information and attributes.

## Courses

From a student's enrollment and throughout her years in school, she will be enrolled in **courses**. **Curriculum directors** determine the courses that will be offered by the district. **Treasurers** ensure that teachers are properly licensed to teach those courses. **Counselors** assist students in determining which classes to take.

## Screenings & Services

At different times in their academic careers, students may be **screened** for different things like disability conditions or giftedness. **Gifted directors**, **intervention specialists**, and **teachers** are all involved in these screenings. If identified and **served**, additional staff members may be involved in the services provided.

## Attendance

Student **attendance** is generally entered daily by **attendance secretaries**. For students who have attendance issues, **truancy officers** work to locate students and encourage them to continue their educations.

# Quality EMIS Data:

## *The Role of the Superintendent*

### Why?

The data districts report to the Department through EMIS

- Help determine state and federal funding
- Drive the school and district performance results on the Ohio School Report Cards
- Help determine the support and incentives the Department can provide to districts

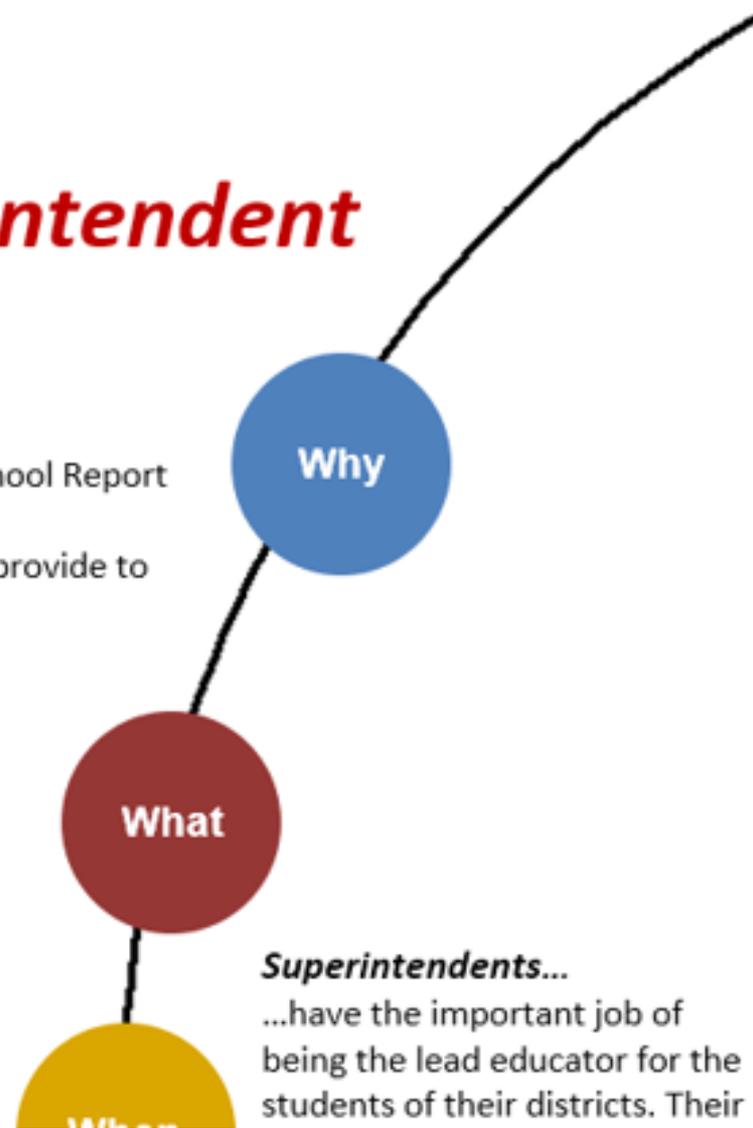
### What?

Districts report several different categories of data to EMIS.

- Assessment
- Calendar
- Financial
- Five-Year Forecast
- Graduate
- March
- Staff/Course
- Student

### When?

EMIS reporting is year-round. There is no EMIS holiday or summer



### *Superintendents...*

...have the important job of being the lead educator for the students of their districts. Their

# Other Positions?

- Assessment coordinators
- Principals
- EMIS coordinators
- Attendance secretary
- Special education coordinator

# Feedback?

- Main challenges?
- Framework?
- Manual section?
- Position one pagers?

# Next Steps

- Next meeting
  - Tues., Jan. 7, 2020, from 9am to noon