

# EMIS Professional Qualifications and Development Workgroup



February 4, 2020

# Previous Meetings

- Qualifications and competencies
- Professional development and training
- State licensure and process
- OAEP certification and process
- Advantages/disadvantages of options
- Five main challenges as identified by group
- Framework of support for EMIS coordinators
- Solutions/Implementation

## PROS

Formalized pathway for the profession, best practices – III

Accomplishment – II

Recognition for self and others that you have EMIS knowledge – II

Standardization of basic knowledge, baseline competencies – II

Acknowledges the commitment

Depth of understanding/increased knowledge

Employability

Equity across state

Improve data quality

Require certain training

Sense of community

Value as a professional

### Color Key

Red = mentioned by all 4 groups

Purple = mentioned by 3 groups

Green = mentioned by 2 groups

Black = mentioned by 1 group

## CONS

Budgetary impacts, cost – IIII

Any recommendation committee makes could be changed at any time in approval process – III

How would it affect EMIS coordinators who currently hold the position? – III

Additional pressures on EMIS coordinators—additional liability, legal, financial – II

CEUs do not = knowledge – II

EMIS deferred to already licensed staff member/administrator – II

Requirements, processes for acquiring/renewing certification – II

Credentialing processes can be confusing

Districts do not value the position

Do EMIS coordinators want to be part of rapback?

Fear of the unknown

Hiring challenges

Inflated sense of knowledge

It doesn't solve problem

Might limit data quality

No/unknown compensation

Not recognized by districts or in general

# Main Challenges



# Lack of Support

Coordinators are not valued; their importance is not recognized

- Lists of skills and competencies, i.e., job description
- Ensure EMIS data impacts are clearly communicated

# Lack of Understanding

Administrators and other district staff don't understand their role in EMIS data, EMIS data reporting, and EMIS data quality

- Enrollment to graduation to show staff involvement with and ownership of EMIS data
- Impact and use of EMIS data by position

# Lack of Collaboration

Other staff in districts don't work with and support the work of EMIS coordinators

- Outline best practices
- Encourage data teams
- Build understanding

# Lack of Training

Some EMIS coordinators are not allowed to leave the district for necessary training; all EMIS training is left to the coordinators

- Recommend certain trainings
- Recommend certain amount of training
- Recommend including other staff with EMIS coordinator



# Lack of Resources

- Being addressed in part by goals of other workgroups
- Developing additional training and resource formats

# Solution Implementation

Two parts

–OAC §3301-14-01

- Operation of the EMIS System
- Currently up for 5-year review

–EMIS Manual

- Leverage guide to operationalize updates to the rule
- New section addressing the main challenges

# **Ohio Administrative Code**

## **§3301-14-01**

# Five Year Review

- Applies to all Ohio Administrative Rules
- This review has been twice delayed
- Currently due June 2020

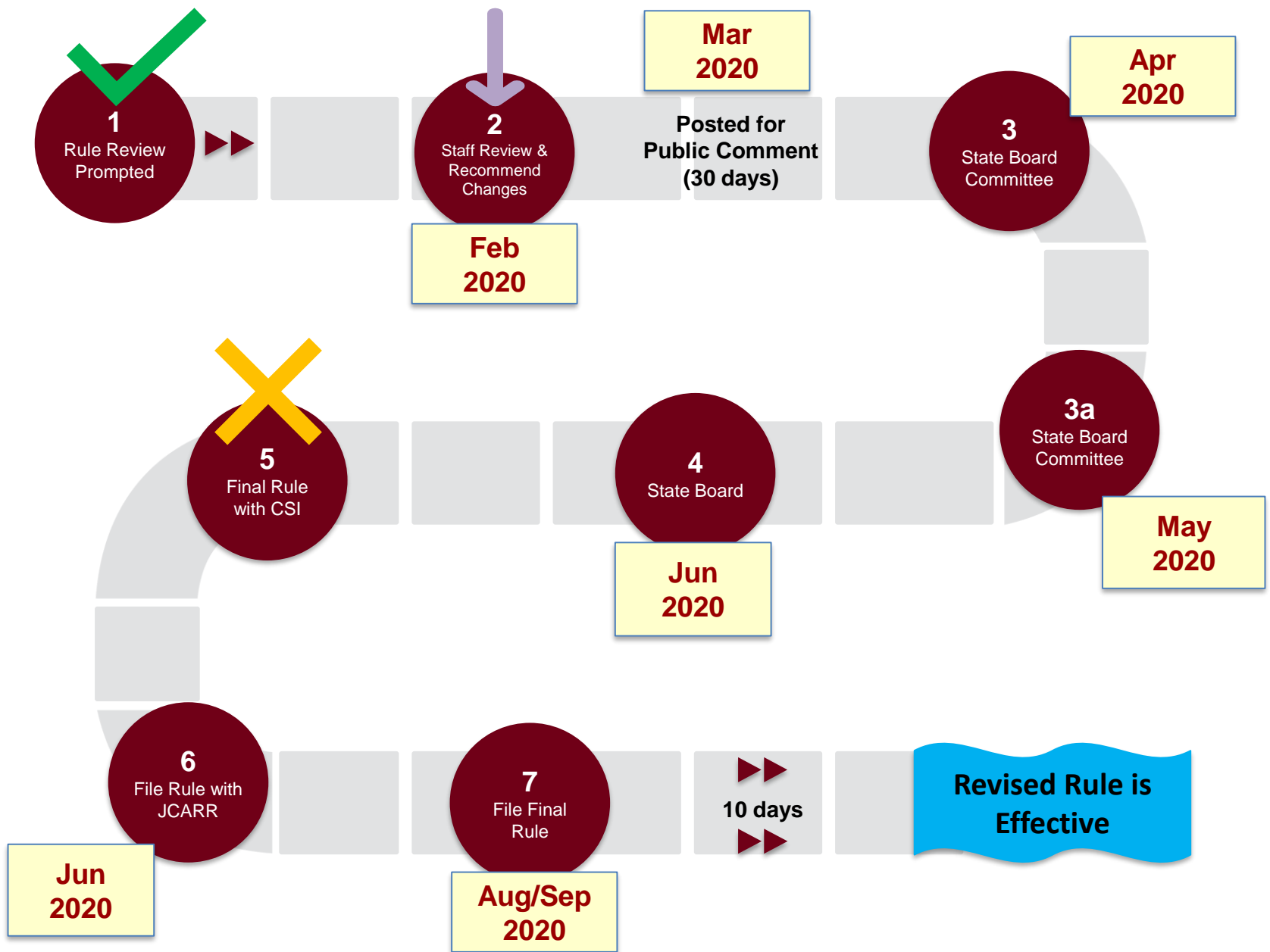
R.C. [119.032](#) review dates: 06/13/2014 and 06/13/2019

Promulgated Under: [119.03](#)

Statutory Authority: [3301.07](#), [3301.0714](#)

Rule Amplifies: [3301.0714](#)

Prior Effective Dates: 4/1/91, 4/25/2009



(C) The education management information system shall contain, but not be limited to, automated school district student, staff, and financial information.

The information to be collected and reported shall be defined in the "EMIS guidelines". This publication shall be developed by the department and shall include, but not be limited to:

(1) Definitions of all data pursuant to divisions (A)(1), (B), and (C) of section [3301.0714](#) of the Revised Code.

(2) Procedures for collecting, transferring, and reporting data to the department pursuant to divisions (A)(2) and (D) of section [3301.0714](#) of the Revised Code.

(3) Procedures for the security, privacy, and retention of school district data records collected pursuant to section [3301.0714](#) of the Revised Code.

(4) Procedures for compiling the data pursuant to divisions (A)(3) and (E) of section [3301.0714](#) of the Revised Code.

(5) Procedures for annually reporting the data to the public pursuant to divisions (A)(4) and (F) of sections [3301.0714](#) of the Revised Code; sections [3319.32](#) and [3319.321](#) of the Revised Code; and 20 U.S.C. 1232(g). In accordance with these statutes, no data, such as a social security number, shall be used to release personally identifiable student information to the department.

(6) Procedures for user access to the education management information system data.

(D) School districts shall provide all data required by section [3301.0714](#) of the Revised Code as set forth in the "EMIS guidelines".

# EMIS Manual!

## OAC §3301-14-01

# Two Step Process

- Step 1: General rule
  - Generic language in the rule requiring training and structural requirements as stated in the Manual
- Step 2: Specifics
  - Specific language in the Manual requiring, e.g., a certain number of hours of training
  - Prior to any rule revision, can move forward with Manual; would be recommendations rather than requirements

# Recommended Addition

*(D) School districts shall comply with any training or structural requirements as specified in the EMS guidelines.*



# New EMIS Manual Section

# Process

- Work with EMIS Advisory Council and workgroup on a regular, on-going basis to determine what goes into the EMIS Manual
- Training requirements and structural requirements would be developed and reviewed by the Council and workgroup

# To Include

- Strategic Plan and ORC/OAC
- EMIS Advisory Council
- Data cycle
  - High level
  - Illustrate the scope and impact of EMIS data
  - A picture of how EMIS works
- Data teams
- Recommendations regarding training
- Pull-outs/One-pagers

# Pull Out Documents

One-page documents designed such that they can be printed separately and used for education and training within districts

- Training Inventory
- Role of an EMIS Coordinator
- Essential Skills of an EMIS Coordinator
- Enrollment to Graduation
- EMIS data by position

# 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

Why

What

**Superintendents...**

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

# EMIS Data Owners

**Who?** EMIS data owners, EMIS coordinator, principal, superintendent

**Why?** Ensuring data quality

**What?** Assessment, course, staff, graduate, etc.

**When?** Year-round

**Action!** ODDEX, SDC, DC, Forms, deadlines

**Tips.** Training, timing, team

# Principals

**Who?** Chief instructional leader

**Why?** Funding, report cards, educational policy, progress/effectiveness

**What?** Assessment, course, staff, graduate, etc.

**When?** Year-round

**Action!** Ensure support/tools, allow training, use data for daily decisions, data standards

**Tips.** Data-friendly culture, training, assign data owners



# Assessment Coordinators

**Who?** Oversees assessments given/taken

**Why?** Funding, report cards, progress, graduates

**What?** Assessment data: types, SNR reasons, vendor files

**When?** Year-round, assessment dependent

**Action!** Ensure support/tools, review data and reports

**Tips.** Assessment data is EMIS data, training, team

# Special Education Coordinators

**Who?** Oversees IEPs, special education curriculum

**Why?** Funding, report cards, IDEA

**What?** IEP related dates and deadlines, assessments

**When?** Year-round

**Action!** Timelines, deadlines, ODDEX

**Tips.** EMIS reports, state and federal guidelines

# Discussion

- A few members of the workgroup have reached out to the Department via email.
- They have concerns and suggest that the workgroup is moving too quickly.
- This is time for those members—and any other members—to speak any concerns they may have in order for the group as a whole to discuss and address them.

# Next Steps

- Council meeting
  - Today at 1:00 p.m.
  - Room 102



**@OHEducation**

