

# Please Note

This presentation is being provided for informational purposes only.

The information in this presentation may have changed since it was created.

This presentation is not meant to provide detailed reporting instructions and is not a replacement for the EMIS Manual, Report Explanations, or other documentation provided by ODE.



# ODE ITC EMIS Training

January 2018

# The Usual Reminders

- ▶ Manual sections posted after this training prevail in a conflict between this presentation and the manual
- ▶ Some questions may be deferred to helpdesk
- ▶ Hierarchy of support
  - ▶ EMIS Manual
  - ▶ EMIS Coordinator
  - ▶ ITC
  - ▶ Helpdesk

# Topics

- ▶ Midyear Student (S) Collection and SOES  
End of Year Student (S) Collection
  - ▶ Student Truancy and Excessive Absence (FT) Record
  - ▶ Preschool Scenarios
- ▶ Staff/Course (L) Collections
  - ▶ TLC Status Report
- ▶ Assessment (A) Collections
- ▶ March Follow-up (D) Collection
- ▶ ODDEX Updates and Reminders

# MIDYEAR STUDENT (S) COLLECTION AND SOES END OF YEAR STUDENT (S) COLLECTION

# Midyear & End of Year Student (S) Collections Elements

- ▶ Foreign Exchange Student Graduation Plan (FD190)
- ▶ Homeless Status (FD150)\*
- ▶ Homeless Unaccompanied Youth (FD160)
- ▶ Immigrant Status (FD200)
- ▶ Migrant Status (FD180)
- ▶ Preschool Poverty Level (FD120)
- ▶ Student being served by 504 Plan (FD140)

# Student Truancy and Excessive Absence (FT) Record

- ▶ Unexcused absences due to suspension
  - ▶ Do not count toward truancy trigger
  - ▶ Will count toward excessive absence measure
- ▶ Does not apply to preschoolers

Last Name	First Name	Building IRN	EMIS Student ID Number	State Student ID	Absence Event	Event Date	Record Is Valid
Not Available	Not Available	000222	Not Available	AA0001234	A	20171130	No
Not Available	Not Available	000222	Not Available	BB0012345	B	20171130	Yes
Not Available	Not Available	000222	Not Available	CC0123456	C	20171130	Yes
Not Available	Not Available	000222	Not Available	DD1234567	D	20171130	No

# CCP Attendance Under HB410

- ▶ Onsite for any part of school day
  - Full day – district would apply absence to both district and CCP portions of student's day
  - Partial day – district would apply absence to relevant portion of student's day
- ▶ Offsite, part time (college campus or online)
  - District only responsible for tracking attendance for time required to be at district
- ▶ Offsite, full time (college campus or online)
  - District has no responsibility for tracking attendance



# Reading Diagnostic Result (FN370)

- ▶ Districts must administer Reading Diagnostic assessment to
  - All students in grades KG-3
    - Enrolled 30 or more days
    - Students newly enrolled throughout the year
    - Students transferring in throughout the year
- ▶ Assessed more than once during the school year
  - Only report initial results

# Valid Options

- ▶ \*\* – Not required
  - Only report for students enrolled fewer than 30 days and not given a diagnostic
- ▶ EX – Exempt from Diagnostic Assessment
  - Only report for students with the most significant cognitive disabilities
- ▶ RN – Required, not assessed
  - Report for students enrolled 30 or more days, not assessed

# Reading Improvement and Monitoring Plan (RIMP)

- ▶ Not on track students must have a RIMP written and implemented within 60 days of return of diagnostic result
  - RIMP specific interventions reported in EMIS
    - Student Program Code (GQ) Record
- ▶ On track students may be placed on a RIMP if district determines student is in need of intervention
  - Same rule applies
    - 60 days from vendor results available

# RIMP, cont.

## Student Program (GQ) Record

- Only report if on a RIMP and interventions provided
- Start dates not collected in EMIS
- Districts responsible for maintaining documentation/data to support reporting

# Preschool Reporting Scenarios

## ► Scenario 1: Student with a disability (SWD) at BDD

Who Reports?	How Received Element	How Received IRN	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
District of Res	*	*****	3	0	MR/BDD IRN/0%

## ► Scenario 2: SWD, open enrolled to District B, at ESC

Who Reports?	How Received Element	How Received IRN	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
District of Res	*	*****	3	0	OE/District B IRN/0%
District B	9	DOR	3	0	ES/ESC IRN/0%
ESC	H	District B	1	50	NA/*****/0%

# PS Scenarios, cont.

- Scenario 3: Typical, 4 yr old, Early Childhood Education (ECE) Grant funded, at ESC

Who Reports?	How Received Element	How Received IRN	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
ESC	E	DOR	1	50	NA/*****/0%

- Scenario 4: SWD, 4 yr old, ECE Grant funded, at ESC

Who Reports?	How Received Element	How Received IRN	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
District of Res	*	*****	3	0	ES/ESC IRN/0%
ESC	E	DOR	1	50	NA/*****/0%

# PS Scenarios, cont.

- Scenario 5: Typical, enrolled in ESC operated preschool, direct pay

Who Reports?	How Received Element	How Received IRN	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
ESC	H	DOR	1	50	NA/*****/0%

- Scenario 6: SWD, receiving itinerant intervention specialist services at home from ESC

Who Reports?	How Received Element	How Received IRN	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
District of Res	*	*****	3	0	ES/ESC IRN/0%
ESC	H	DOR	1	50	NA/*****/0%

# PS Scenarios, cont.

## ► Scenario 7: SWD, receiving speech as instruction at home from ESC

Who Reports?	How Received Element	<i>How Received IRN</i>	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
District of Res	*	*****	3	0	ES/ESC IRN/0%
ESC	H	DOR	1	50	NA/*****/0%

## ► Scenario 8: SWD, receiving speech services at home from ESC

Who Reports?	How Received Element	<i>How Received IRN</i>	District Relationship	Percentage of Time	Sent To Reason/IRN/% of time
District of Res	*	*****	3	0	ES/ESC IRN/0%
ESC	I	DOR	2	0	NA/*****/0%



# STAFF/COURSE (L) COLLECTIONS

# Initial Staff/Course (L) Collection – TLC Status Report

- ▶ Review regularly before close of collection
  - January 31, 2018
- ▶ Report can change even if you have not changed your data
  - Updated daily
  - Data changes at other entity
- ▶ Use Report Explanation when working with the report

# TLC Status Report Explanation

ODE Home > Topics > Data > EMIS > EMIS Documentation  
> EMIS Validation and Report Explanations

Report Name	Date Posted
CTE Error Detail Report	8/13/15
Current Enrollment Headcount Summary and Detail	12/22/14
Expenditure Detail Report (EXPD-001)	6/26/17
Federal Child Count Detail and Federal Child Count Statement of Assurances	11/16/17
FTE Detail Report	10/20/17
General Issues	8/30/17
General Missing Data (H)	7/10/14
Student Cross Reference (SCR) Conflicts	2/17/17
Staff Missing	10/21/13
Student Grad Info	11/18/13
Student Missing	10/21/13
Teacher Licensure Course Status	12/19/17
Where Kids Count	4/7/17

# TLC Status Report Explanation

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# Teacher Evaluated

Where there is only one teacher reported for a course, that is the teacher who will appear on the TLC Status Report. Where there is more than one teacher reported for a course, a determination must be made of which teacher to consider.

The amount of time the teacher was with the course is considered first. If one teacher has a greater percentage of time with the course than any other, then that is the teacher who will appear. If there are multiple teachers that match the greatest percentage of time with the course, the report will list the first one found with a proper cert flag of Y. If in this case no teacher is found with a proper cert flag of Y, then the first teacher found for the course will appear on the report.

# Collections and Records

The data for the TLC Status Report is taken from the Initial Staff/Course (L), Beginning of Year Student (S), SOES Beginning of Year Student (S), Midyear Student (S), and SOES End of Year Student (S) Collections. Data from the following records appear on or are used for the TLC Status Report.

- Contractor Staff Employment (CJ) Record
- Course Master (CN) Record
- Grade Schedule (DL) Record
- Staff Course (CU) Record
- Staff Demographic (CI) Record
- Staff Employment (CK) Record
- Student Attributes–Effective Date (FD) Record
- Student Course (GN) Record

The credential information used for this report is taken from the CORE database. This information is available to you through the CORE Educator Profile. Organization type is taken from the Ohio Educational Directory System (OEDS). From these records and sources, the following data is used in processing and creating the TLC Status Report.

# Submitted Data

*Table 1. Submitted Data Used in Creating the TLC Status Report*

Element Name	Record Field #	Record/Source
Building Name		OEDS
Course End Date	CN290	Course Master Record
Course Enrollment End Date	GN170	Student Course Record
Course Enrollment Start Date	GN160	Student Course Record
Course Start Date	CN280	Course Master Record
Curriculum Code	CN310	Course Master Record
Delivery Method	CN320	Course Master Record
Disability Condition	FD130	Student Attributes-Effective Date Record
Education Level	CI100	Staff Demographic Record
Educational Option	CN330	Course Master Record
Employee ID	CI050	Staff Demographic Record
First Day of School	DL080	Grade Schedule Record
First Name	CI290	Staff Demographic Record
Highly Qualified Teacher	CU100	Staff Course Record
Last Day of School	DL090	Grade Schedule Record

# Layout and Fields

The TLC Status Report is a Level 2 Report in the Data Collector. The report name is *(TLCS-001) Teacher Licensure Course Status*. As with other Level 2 reports, it is possible to view the entire report or portions of the report by Severity Code. The reports are sorted by Severity Code, Location IRN, Last Name, First Name, Subject Code, and then Local Classroom Code. The Severity Code order is Fatal, Critical, Warning, and then Informational.

Collection Request / Report Name	LEA	Fatal	Critical	Warn	Info	Total	Category
▼ Initial Staff and Course Collection (FY18) (2018L1STR)							
✓ <a href="#">(TLCS-001) Teacher Licensure Course Status</a>	Liberty Center_000222	0	<a href="#">1</a>	<a href="#">6</a>	<a href="#">141</a>	<a href="#">148</a>	Staff
<a href="#">Generate a single.zip file for all reports</a>   <a href="#">Export report information to a .csv file</a>							



# Report Example

Given the number of fields, a complete picture is not provided here. Only the first few columns are represented; however, all fields are listed in the report explanation, with explanations or definitions provided as warranted.

Rpt Dest IRN	Loc IRN	Location Name	Severity Code	Subject Code	Subject Descr	Tchr State ID	Last Name	First Name	Middle Name	Local Classrm Code
123456	123456	Hogwarts	I	199999	Potions	HW1234567	Snape	Severus	Riddle	0987ZYX6W

***RPT DEST IRN (Report Destination IRN).*** This is the IRN to which the report has been sent.

***LOC IRN (Location IRN).*** This is the building in which the course is located.

***LOCATION NAME.*** This is the name of the building in which the course is located.

# Result Codes

Result Code	Result Code Description	Severity Code
TL0001	Course is Properly Certified and course is HQT (HQT Flag set to Y)	I
TL0002	Course is Properly Certified and HQT reported/calculated as Not a Core Course or Not Evaluated (I) (HQT Flag set to blank)	I
TL0003	Course is Properly Certified and HQT reported as Not HQT (N) (HQT Flag set to N)	W
TL0004	Course is Properly Certified but incorrectly reported as Not a Core Course or Not Evaluated (I) (HQT Flag set to N)	C
TL0005	Course is Not Properly Certified as no students scheduled into the course (HQT Flag set to N)	C
TL0006	Course is Not Properly Certified as no current valid credential or incorrect student population (HQT Flag set to N)	F
TL0007	Course is Not Properly Certified as substitute credential is not valid as the teacher of record in a traditional district (HQT Flag set to N)	F
TL0008	Course is Not Properly Certified as Org IRNs are not matching (HQT Flag set to N)	F
TL0009	Course is Not Properly Certified as students enrolled are outside the grade range for the relevant credential (HQT Flag set to N)	F
TL0010	Course is Not Properly Certified as no Staff Course Record reported (HQT Flag set to N)	F

# Error Detection and Correction

- ✓ Check the subject code (course) being taught. Is the subject code reported the one most closely aligned with the content of the course?
- ✓ Are the Student Population, Delivery Method, Educational Option, and Curriculum Code all reported correctly?
- ✓ Are students enrolled in the course? If the report shows no students in the course, then the Proper Cert Flag is set to N.
- ✓ Is the correct Grade Level entered for students enrolled in the course? The TLC Status Report looks to the most recent FD Record for both the Disability Condition and the State Equivalent Grade Level for each student.
- ✓ Does the teacher have the correct teaching field on their credential to teach the course? The Certification and Licensure Search and the Certification and Licensure Dictionary are both resources that can be used to determine which teaching fields can properly teach each subject code. (Use the search box on any ODE webpage to find either the Search or the Dictionary.)

# Final Staff/Course (L) Collection Elements

- ▶ Staff Demographic (CI) Record
  - Absence Days (CI150)
  - Absence Days – Long Term Illness (CI155)
  - Attendance Days (CI140)
- ▶ Staff Employment (CK) Record
  - High Quality Professional Development (CK280)
- ▶ Student Course (GN) Record
  - High School Credit Earned (GN150)
  - Partial/Override Credit (GN152)

# New Principal Report

- ▶ Awaiting additional information from business office
- ▶ Will be available toward the end of Initial Staff/Course (L) Collection or just after
- ▶ Will be separate report per building
- ▶ Purpose is for Principals to verify staff/course data that impacts the TLC Status Report

# ASSESSMENT (A) COLLECTIONS

# Assessment (A) Collections – Reminders

- ▶ ODE Home > Topics > Data > EMIS > EMIS Reporting Responsibilities > EMIS Data Collection Calendars
  - Changes announced via Newsflash
- ▶ Assessment record required for student when
  - Enrolled during administration window
  - District Relationship (FS140) = 1
- ▶ Upload results to student software when available
  - Collections open before results returned

# Missing Lists – Availability

- ▶ Kindergarten Readiness Assessment (A) Collection
  - Closing February 2, 2018
  - Only opportunity to report
- ▶ Fall DORP (A) Collection
  - Closing February 2, 2018
- ▶ Early Learning Assessment (A) Collection
  - One full year collection for both administrations
    - Fall and Spring
    - Open through June 29, 2018
  - Missing report for each administration



# Why Students Are On Missing Lists

- ▶ Enrolled in Test Window
  - Check student enrollment reporting
- ▶ Has vendor test results
  - Compare FA records with vendor file
- ▶ Enrolled in Test Window and has vendor test results
  - Check both of the above
- ▶ Fatal
  - Check Level 1 Validation errors

# MARCH FOLLOW-UP (D) COLLECTION

# March Follow-up (D) Collection

- ▶ Opens February 2, 2018
- ▶ Districts can begin preparing now
  - ▶ Identify prior year CTE concentrators who have left secondary education
  - ▶ Send out surveys
- ▶ FY18 documents now available
  - ▶ ODE Home > Topics > Career Tech > Data and Accountability > Perkins Resources > Perkins IV Secondary CTE Follow-Up

# FY18 Concentrator Appeals

- ▶ Will open sometime after receipt of March D list of students
- ▶ Identify CTE Program of Concentration data reporting issues excluding students from 2018 March list
- ▶ Potential issues
  - ▶ Not reporting concentrator data
  - ▶ Reporting concentrator data that does not align to student courses

# Important Appeals Information

ODE Home > Topics > Data > EMIS > EMIS Reporting Responsibilities > EMIS Data Appeals

## Special Notes:

Appeals must include student-level data using the **2018** **Concentrators Appeal Student Data template**. If incomplete or inaccurate data is provided, the appeal may not be accepted.

## Resources:

For CTE data and calculation related questions, please see the [FY2017 Program Matrix](#), [CTE Report Card Technical Documentation](#) or contact the Office of Career-Technical Education.

# Appeals File, Read First Tab

2018 CTE March Concentrators Appeal File	
<b>Purpose:</b>	
Allow districts the opportunity to identify 'CTE Program of Concentration' data reporting errors in the past that are on the March list. Errors could include not reporting any concentrator data or reporting concentrator data that does not align to the March list.	
<b>Instructions:</b>	
<hr/>	
<b>Subject Code</b>	The subject code of the CTE class that the student was enrolled in (receiving CTE weighted funding) for the student's Concentrator. The subject code MUST align to the New Program of Concentration for the student.
<b>Local Classroom Code</b>	The local classroom code for the subject code provided.
<b>Did this student graduate or dropout during the 2016-2017 school year?"</b>	(YES/NO) Verify that the student either graduated or dropped out during the 2016-2017 school year. If the student has "left school" during this year in order to be included in the 2018 March list.
<b>Resources:</b>	
<b>Resource Link</b>	<b>Description</b>
<a href="#">CTE Report Card Technical Documentation</a>	Describes how Concentrators are calculated and CTE March data is used in the calculations on the report card.
<a href="#">FY2017 Program Matrix</a>	Crosswalk showing which subject codes align to each CTE Program of Concentration code.
<hr/>	
<div><span>Read First</span> <span>Students</span> <span>+</span></div>	



# Appeals File, Student Tab

- ▶ Student data template to submit data within an appeal

District IRN	District Name	SSID	School Year Student was (or should have been) reported as a Concentrator	<u>Current Program of Concentration</u>
123456	Anytown City	AB1234567	2016-2017	A1
123456	Anytown City	CD9876543	2014-2015	**
123456	Anytown City	EF4567891	2015-2016	N0

<u>New Program of Concentration</u>	Subject Code	Local Classroom Code	Did this student graduate or dropout during the 2016-2017 school year?"
A0	010610	HS-GRE-1610-01	YES
M1	174130	HS-COS-1450-01	YES
N1	145090	HS-IT-1220-02	YES

- ▶ [Melissa.Maynard@education.ohio.gov](mailto:Melissa.Maynard@education.ohio.gov)

# ODDEX UPDATES AND REMINDERS



# SOES Derived Enrollment

- ▶ Student's enrollment date range
  - Impacts Student Contact Address (FG) Record reporting
- ▶ Begin date derived from later of
  - First Day of School (DL080)
  - Effective Start Date (FS060)
  - Effective Start Date (FD060)
- ▶ End date derived from earlier of
  - Last Day of School (DL090)
  - Effective End Date (FS090)
  - Effective End Date (FD070)

# Student Contact Address (FG) Record

Effective Start Date (FG150) must fall within SOES Derived Enrollment date range for the student in order for address to attach

- If not, address will not attach
- If reported with default value (blank/no date), prepare date becomes effective start date
  - Address will not attach if prepare date not within SOES Derived Enrollment range

# SOES Derived Enrollment Examples

Derived Enrollment date range of student is 8/21/17 – current

- Student Contact Address (FG) Record reported with Effective Start Date (FG150) of 8/18/17
  - Address will not populate
- Student Contact Address (FG) Record reported with Effective Start Date (FG150) of 8/21/17 or later
  - Address will populate

# ODDEX – Enhancements

## ▶ SOES

- ▶ “Not Reviewable By District” modified to include reason
  - ▶ 75 days since last community school update
  - ▶ No address
  - ▶ Auto approved/aged out

## ▶ SCR

- ▶ Admission Reason added to data exports

## ▶ CCP

- ▶ Ability to approve previously rejected agreement
- ▶ Ability to reject previously approved agreement

# ODDEX – Problems Corrected

## ► SOES

- “Escalated” flags remained active even after district had closed or cancelled flag

## ► History – Assessment

- Duplication of records under different collections
  - No new duplications will occur going forward
  - Existing duplications will be cleaned up at a later date

# Questions?



A close-up photograph of a hand with a finger pointing at a tablet screen. The screen is illuminated with a bright blue light, creating a strong blue glow that dominates the left side of the image. The hand is in the foreground, and the background is blurred.

[education.ohio.gov](http://education.ohio.gov)

# Social Media

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