

# 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



September/October 2020

# 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

- Federal Child Count (FCC), 4
- Statewide Longitudinal Data Systems (SLDS) Grant, 16
- Career Technical Education (CTE), 33
- ODDEX, 48
- OEDSA Q & A, 52
- Resources, 64

# Federal Child Count (FCC)

# Federal Child Count (FCC)

- Number of special education students meeting initial selection criteria
  - Based on current year Beginning of Year and prior year End of Year Student Collections
  - December 21, 2020, is closing date of collections
- One of many components used for determining amount of Special Education funds allocated to state

# Students Included in FCC

- Enrolled on October 31
  - Effective Start Date (FS060) and End Date (FS090)
- Disability Condition (FD130) in effect as of October 31
- Between the ages of 3-21 as of October 31
  - Date of Birth (GI070)
- IEP in effect on October 31
  - Outcome Beginning Date (GE140) and End Date (GE150)
  - Current Beginning of Year and prior End of Year Student Collections

# Impact of Changes on FCC

- Age *and* grade level will now determine how 5-year-old students count (EMIS Change 21-27)
- 3 to 5-year-olds in preschool = count as preschool age
- 4-year-olds in kindergarten = still count as preschool age
- 5-year-olds in kindergarten or higher = now count as school age
- 6 to 21-year-olds = still count as school age

# Impact of Changes on Least Restrictive Environment (LRE)

- Age *and* grade level determine expected LRE
- 3 to 5-year-olds in preschool = preschool LRE outcome
- 4-year-olds in kindergarten = preschool LRE outcome
- 5-year-olds in kindergarten = school age LRE outcome
- 6 to 21-year-olds = school age LRE outcome
- Updated October 31 IEP Outcome (FN270) must be reported if current IEP outcome is not age appropriate

# Preschool Disability Condition

- Temporary change: kindergarten students can be reported with “16 – Developmental Delay” through December 1, 2020 (EMIS Change 21-54)
- Permanent change: 6-year-old preschool students can be reported with “16” through December 1 (EMIS Change 21-55)
- Fatal errors will be generated if “16” still reported as of December 2

# New Gen Issues Report

- IS0482 generated in Beginning of Year Student Collections
  - EMIS Change 21-78
- To help districts identify kindergarten students still reported with “16 – Developmental Delay” as of December 2 (EMIS Change 21-54)

# FCC Detail Report, 1

Status as it relates to inclusion in FCC

Meets criteria to be included in FCC

FED CCT STATUS CODE	FED CCT STATUS CODE DESCR	FED CCT FLAG	FED CCT LRE CODE	LEGAL DIST OF RES IRN	DISAB CNDTN CODE	STDNT AGE NUMBER
FC0002	Unable to translate LRE – must report FN270 element	N		000222	12	4
FC0004	No LRE reported for Oct 31 date – assigned no services LRE	N	IENS	000222	15	12
FC0005	Student does not meet inclusion filter in this district	N		000222	09	11
FC0008	No errors identified in ODE processing	Y	IE13	000222	10	12

Determined from most recent IEP in effect

# FCC Detail Report, 2

Least Restrictive Environment (LRE) source

DIST LRE SRC CODE	DIST LRE SRC DESCR	FED CCT ALT IRN	ADMSN DATE	SENT REA-SON 1 CODE	SENT TO 1 LEA IRN	SENT REA-SON 2 CODE	SENT TO 2 LEA IRN	LEVEL 2 REC TYPE CODE	ERR SEV NUM
5	No IEP Reported	001001	2017-01-26	AU	020202			FCCD-001	63
7	FN270 Override	001001	2015-09-01	JV	020202			FCCD-001	79
8	GE Record	001001	2016-10-04	MR	020202			FCCD-001	39
9	How Received = 6	001001	2017-01-20	SE	020202			FCCD-001	15

When student does not count in your district, displays IRN of district where student does count

# FCC Statement of Assurances Report

One-page summary of total count by disability condition

DISAB CNDTN CODE	DISABILITY DESCR	STUDENT COUNTS
--	3, 4, and 5 Year Olds With a disability (Any)	47
01	Multiple Disabilities (other than Deaf-Blind)	15
02	Deaf-Blindness	1
03	Deafness (Hearing Impairment)	3
04	Visual Impairments	1
05	Speech and Language Impairments	37
06	Orthopedic Impairments	2
08	Emotional Disturbance (SBH)	15
09	Intellectual Disabilities (Formerly Mental Retardation or -see Mar	47
10	Specific Learning Disabilities	129
12	Autism	29
13	Traumatic Brain Injury (TBI)	3
14	Other Health Impaired (Major)	0
15	Other Health Impaired (Minor)	68
16	Developmental Delay	0

# Troubleshooting, 1

- Student not on report
  - No disability condition in effect on October 31
  - Verify Student Attributes – Effective Date (FD) Record
- FC0004: Student reported with disability condition, but no IEP in effect on October 31
  - Check Student Special Education (GE) Record

# Troubleshooting, 2

- Multiple districts reporting student using tie breaker criteria
  - FC0006: Student counts for district indicated in FED CCT ALT IRN column
  - FC0007: Criteria cannot determine district where student should count
- Districts should work together to resolve

# Statewide Longitudinal Data Systems (SLDS) Grant

# Early Warning Systems (EWS)

- Common indicators used to identify students at risk of not graduating
  - Attendance
  - Course performance
  - Grade point average
  - Behavioral performance
- Allow for early intervention
  - Monitor response
- To get student back on track for on-time graduation

# Graduation Risk Project Components

- Enhancement of existing systems and data reporting
- Creation of reports on progress towards graduation
- Calculation of risk related to likelihood of graduation (early warning system)

# ODDEX Enhancements

- Student Claiming will provide student information at time of enrollment
- Summaries of risk indicators based on grades
  - Both final and intermediate grades
- Functionality within ODDDEX to produce PDF reports

# Student Claiming, 1

- Allows faster access to data within ODDEX
- Uniquely identifiable data locates student
  - Name and date of birth
  - Prior district attended
  - Other data related to the student
- Enrollment in student information system still required
- New roles for other staff to have access to this module

# Student Claiming, 2

- Requires affirmation of enrollment
  - Current district will receive notification of intent to transfer
- Inclusion in EMIS submissions expected once claimed
  - Including Student Cross Reference (SCR)
- Allows access to other data based on OEDS roles
  - Assessment
  - Special education
  - Enrollment history

# Data Used to Predict Risk

- Discipline
- Attendance
- Course grades
- Credit progress
- Graduation seals
- Assessments

# Discipline and Attendance

- Important Early Warning System (EWS) indicators
- Include in all main student collections as they occur throughout the year
- No changes to options
- EMIS Changes 21-72 and 21-73

# Course Grades

- Required for courses earning high school credit (EMIS Change 21-74)
  - Optional for non-credit courses at any grade level
- Student Course Grade (FR) Record
  - EMIS Manual Section 4.8, draft version available
- Student Course Grade (L) Collection
  - October 8, 2020 – September 15, 2021

# Student Course Grade (FR) Record

- Student information
- Local Classroom Code (FR060)
- Grade (FR080)
  - A-F, I-incomplete, P-pass, U-unknown
- Term (FR070)
  - YE-year end, S1-first semester, Q1-first quarter/9 weeks, X1-first 6 weeks, and others
- Grade Status (FR090)
  - F-final, I-interim, P-in progress

# Reporting Grades, 1

- FR Record reported by entity that reports Student Course (GN) and Course Master (CN) Records
- Final grades required
- Interim grades
  - Required if issued for specific term
  - Strongly encouraged, but not required, for contracted courses, CCP courses, and JVS satellite courses
- In progress grades can be reported, but are not required

# Reporting Grades, 2

- Terms will vary from district to district
  - Could be semester grades reported as final
  - May have semester grades plus final yearend grade
  - May have term options for 6 weeks, quarter/9 weeks, and trimester/12 weeks grading periods
- Grades not updated beyond end of collection
- ODE will not be calculating GPA or creating transcripts
- Reporting is not retroactive

# Example of Year-Long Course

Grades issued for a year-long course

Time of Year Reporting	Term	Status	Grade
Early in year	Q1	P (in progress)	B
<b>January</b>			
January	Q1	I (interim)	B
	Q2	I (interim)	A
	S1	I (interim)	B
	Q3	P (in progress)	C
<b>End of year</b>			
End of year	Q1	I (interim)	B
	Q2	I (interim)	A
	Q3	I (interim)	B
	Q4	I (interim)	C
	S1	I (interim)	B
	S2	I (interim)	C
	YE	F (final)	B

# Example of Semester-Long Course

Grades issued for a semester-long course

Time of Year Reporting	Term	Status	Grade
Early in year	Q1	P (in progress)	B
January	Q1	I (interim)	B
	Q2	I (interim)	A
	S1	F (final)	B

# Credit Progress

- Student Graduation – Core Summary (GC) Record for students in grades 9-11
  - Update credits earned throughout year
  - New credit area options to be added
- Current Graduation Credit Progress (S) Collection
  - November 5, 2020 – September 15, 2021

# Graduation Seals and Assessments

- Graduation seals
  - FY20 added program codes for those earned
  - FY21 will add program codes for
    - Seals student plans to earn
    - Specific parts of seal requirements student has completed
- Assessments
  - A few assessments count towards seals that do not already have specific assessment area codes

# New Reports in ODDEX

- To reflect progress towards meeting graduation requirements
  - PDFs
  - Currently exports of data or screen shots
- Share information with those who do not have ODDEX access
  - Parents, students, counselors, and administrators
- Potential uses
  - Graduation planning tool
  - Transfer students
  - Management of district options
- Multiple test reports expected later this year

# Career Technical Education

# Concentrator

- Work-force development is part of the course completion definition
  - Not stated in concentrator definition
  - Outlines which courses count towards concentrator status
- Students who achieve concentrator status in more than one district will be in the March Follow-up file at the last district reporting aligned coursework

# Completion

- A student who satisfies either of the conditions is considered to have completed the course
  - Enrolled for 90% or more of the course, regardless of pass/fail/earned credit
  - Earned full or partial credit
- Partial credit awarded at the semester will indicate completion and will count toward concentrator status

# CTE-26

- Districts can use the CTE-26 app through the OH|ID portal to search for applications up for renewal
  - Email will go out late October to notify districts with applications set to expire
  - EMIS coordinators will be included
- Districts are not limited to courses outlined in the CTE-26
  - Must be aligned to an approved program

# Level 2 Reports – Collections

- (CTAC-001) CTE Accountability Program of Concentration Tech Assessment Results Report
  - CTE Accountability Assessment, Graduation, March Follow-up
- (CTAC-002) CTE Accountability March (D) POC Tech Assessment Only Report
  - March Follow-up
- (ICAC-001) Industry Credential Administrative Conflict
  - CTE Accountability Assessment, Other Accountability Assessment, Graduation, March Follow-up

# **(CTAC-001) CTE Accountability Program of Concentration Tech Assessment Results Report**

- Generated for all entities with reported courses or tests for the same student
  - Current year Workforce Development (WFD) course enrollment
  - Current or prior year CTE assessment results
- Includes all programs of concentration (POC) aligned to reported assessments
  - Not based on district POC reporting
- Work collaboratively to ensure completeness and accuracy

# CTAC-001 Helpful Hint

- Use as a reference to verify student on track to be considered a concentrator in the correct program
- Look up by SSID and filter on student's POC
  - Are assessment counts complete and accurate?
  - Is the ODE-calculated summative score accurate?
- Update reporting as needed
  - Submit additional assessments
  - Correct Program of Concentration reporting

# (ICAC-001) Industry Credential Administrative Conflict

- More than one entity requesting reimbursement for Industry Credential within the same year
  - Required Test Type of “IPD”
- Resolved when district not seeking reimbursement changes Required Test Type to “INP” or does not report
- Once all conflicts are resolved in specified collection, the report will no longer be generated

# Received Files – Contacts

- Kelsey.Stephens@education.ohio.gov
  - CTE\_INDUSTRY\_CREDENTIAL
  - CTE\_LEA\_Tech\_SKILL\_PROGRAM
  - CTE\_POST\_PROGRAM\_DISTRICT
  - CTE\_CTPD\_ENROLL\_BY\_LEA
  - CTE\_CTPD\_ENROLL\_BY\_SSID
- Melissa.Maynard@education.ohio.gov
  - CTE\_CTAC-102\_ACCNT\_FY\_POC\_MISSING
  - CTE\_CTAC-103\_ACCNT\_FY\_POC\_UNEXPT

# CTE\_CTAC-102\_ACCNT\_FY\_POC\_MSSNG

- Students with more than one completed Workforce Development (WFD) course
  - ODE-derived POC based on current year enrollment in a funded course if none reported by district
- Generated after CTE FTE reports start going out
- Count as concentrator in derived POC
  - Make needed corrections prior to close of student and staff/course reporting

# Example: Missing POC

FY	RPTING_LEA_IRN	SSID	CTE_PROG_OF_CONCNTRT_CODE	ALIGNED_COURSE_FLAG	FY20 LLC
2020	010101	AA1234567	J0	Y	CTPGM-J0
2020	010101	AA1234567	J6	Y	CTPGM-J6
2020	010101	AA1234567	J7	Y	CTPGM-J7

More than one J0 course

Potential accountable POCs

Enrolled in aligned courses

MULTI_COURSE_COMPLTD_FLAG	ALIGNED_CTE_TECH_ASESMNT_CODE	PROF_CODE	IRN
Y	**	I - Incomplete	010101
N	**	I - Incomplete	010101
N	**	I - Incomplete	010101

# CTE\_CTAC-103\_ACCNT\_FY\_POC\_UNEXPT

- Students reported with a Program of Concentration not aligned to derived completed Workforce Development (WFD) course
- Only report POC when student is reported as enrolled in an aligned course
- Generated after CTE FTE reports start going out
- Count as concentrator in reported POC
  - Make needed corrections prior to close of student and staff/course reporting

# Example: Unexpected POC

FY	RPTING_LEA_IRN	SSID	CTE_PROG_OF_CONCNTRT_CODE	ALIGNED_COURSE_FLAG
2020	010101	AA1234567	J0	N
2020	010101	BB1234567	J0	N
2020	010101	CC1234567	J0	N

Reported  
POC

Reported  
legacy codes

Not enrolled in  
aligned courses

MULTI_COURSE_COMPLTD_FLAG	ALIGNED_CTE_TECH_ASESMNT_CODE	PROF_CODE	IRN
N	47MC	N	010101
N	47MC	N	010101
N	47MC	N	010101

# New Enrollment Files

- First distributed to CTPD lead districts on September 4
- CTE\_CTPD\_ENROLL\_BY\_LEA
  - Course enrollment count by member district
- CTE\_CTPD\_ENROLL\_BY\_SSID
  - Course enrollment by SSID
- Used for CTPD Report Card ungraded enrollment measure

# Brown Bag Series

- See September 14, 2020, EdConnection for details
- Dates and topics
  - Sept. 24: Director's Update
  - Oct. 1: Work-based Learning
  - Oct. 8: Perkins Data and Accountability Updates
  - Oct. 15: Quality Program Review
  - Oct. 22: Program of Study and Capstone Courses
  - Oct. 29: CTE-26 Applications

# ODDEX

# CCP Enhancements, 1

## Status Flags screen now includes all reviews

### Status Flags [Help](#)

- Not Enrolled: Student not enrolled in this district as of CCP Enrollment snapshot date.
- Beyond Full Time: Student beyond full time for CCP; total of CCP semester hours and HS grad credits x3 is greater than 30; course may not be fully funded.
- Student is enrolled in this district as of snapshot date; but not in this course or dropped course before census date
- Student is enrolled in this district as of snapshot date; but also in another LEA who should be paying for this course', 'NONE
- Student is enrolled in this district as of snapshot date; but LEA has alternative payment agreement that is not indicated for this student
- Data issue
- Student not enrolled at this institution.

Note

**Note:** This review will not be reflected in the LEA Payment Responsibility section immediately.

[Save Flags](#) [Reviewed - No Flags](#) [Clear Flags & Mark Reviewed](#) [Cancel](#)

### Reviews

Date Range	Review Flags	Comments
09/09/2020	<ul style="list-style-type: none"><li>Not Enrolled: Student not enrolled in this district as of CCP Enrollment snapshot date.</li><li>Data issue</li></ul>	<ul style="list-style-type: none"><li>Posted By: <a href="#">qa</a> On 09/09/2020, 13 minutes ago Remark: Flagging a data issue for this one.</li></ul>
09/09/2020 - 09/09/2020	<ul style="list-style-type: none"><li>Not Enrolled: Student not enrolled in this district as of CCP Enrollment snapshot date.</li></ul>	<ul style="list-style-type: none"><li>Posted By: <a href="#">qa</a> On 09/09/2020, 15 minutes ago Remark: Wrong kid</li></ul>

# CCP Enhancements, 2

- Course age out process modified
- Now uses later of last updated date or
  - Fall term: September 1
  - Winter term: December 1
  - Spring term: February 1
  - Summer term: September 1

# Access

- Based on OEDS roles
  - District OEDS administrator assigns roles
  - ODDEX tile available on OH|ID portal page
- EMIS Coordinator, Superintendent, Treasurer roles provide default access
- OH|ID authentication
  - User logs into OH|ID account
  - Selects ODDEX tile
  - Directed to ODDEX Landing page

# OEDSA Q & A

# Calendar, 1

**Q1** *Should calamity day and blizzard bag be reported for remote learning days as we did in the spring?*

**A1** No. For the 2020-2021 school year, calamity days and blizzard bags should be reported based on regular guidance in place before the statewide building closure last spring.

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**Q2** *Should a calamity day be reported if school closes due to fog?*

**A2** If the closure was due to unforeseen circumstances and all instruction cancelled, report as a calamity day. If students were directed to use blizzard bags during the closure, blizzard bag should also be reported.

## Calendar, 2

- Q3** *Should days that a building was closed due to COVID be reported as calamity/blizzard bag days if the building switches to online/remote learning?*
- A3** No. Only report calamity day for days when no instruction – face-to-face or online – was provided due to an unforeseen closure. If students were directed to use blizzard bags, report as blizzard bag days.

# Attendance

**Q4** *How should attendance be reported for virtual learning?*

**A4** EMIS reporting has not changed. For policy guidance, see the Attendance Considerations for Remote Learning Plans information at the Reset and Restart webpage:

ODE Home > Topics > Reset and Restart > Planning for Blended or Remote Learning > Attendance Considerations for Remote Learning Plans

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**Q5** *In some cases, remote learning instructional hours may not equal face-to-face hours. How should this be approached in relation to HB410?*

**A5** See the information referenced above in **A4**.

# Certification, 1

**Q6** *Will long-term substitute becoming teacher of record guidance be added to the special COVID section of the EMIS Manual?*

**A6** Yes. In prior years, the Position Code for a long-term sub as teacher of record had to be changed from 225 to 230. For FY21, no change is needed. The fatal error will return for FY22.

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**Q7** *Will a long-term substitute reported with Position Code 225 who becomes teacher of record still need to meet certification requirements?*

**A7** Yes. This temporary reporting change does not make someone with only a substitute license properly certified. See the Reset and Restart webpage for more information.

# Certification, 2

**Q8** *Will the TLC Status Report be updated to consider the provisions that teachers can teach grade levels and subjects they are not certified in?*

**A8** Yes, these staff will show on the report as validly certified. There will be an additional Check Type Code option to indicate courses valid due to flexibility.

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**Q9** *Will the proper certification process ever continue beyond the close of the Initial Staff and Course Collection?*

**A9** This is a business office decision. Currently, there is no plan to extend the timeframe.

# Assessments, 1

**Q10** *How should FY20 EOC course grades be reported in FY21 with Score Not Reported option of W if the student withdrew before the start of the new year?*

**A10** Scores for withdrawn students should be reported by the next district. Prior year EOC assessment data can be reported in any collection that includes the EOC assessment.

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**Q11** *Should final course grades be reported as EOC test scores?*

**A11** Yes. For guidance on course grade substitution, go to:

ODE Home > Topics > Integrated Student Supports > Coronavirus (COVID-19)  
Information for Ohio's Schools and Districts > Graduation Flexibility – 2021 and Beyond

# Assessments, 2

**Q12** *Are districts expected to give assessments to students instructed virtually or will they be excused from testing in the fall?*

**A12** If new guidance becomes available, it will be shared on the Reset and Restart webpage.

# EMIS Changes, 1

**Q13** *Will KG students need a new IEP in place as of December 2 if the prior IEP was written for Disability Condition “16 – Developmental Delay”?*

**A13** IEP/ETR policy questions should be directed to the Office of Early Learning and School Readiness. That said, a KG student’s ETR with the preschool disability condition will generate a fatal error after December 1.

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**Q14** *Can EOC course grades be reported as test scores for FY20 graduates?*

**A14** No, these records cannot be reported in the FY20 Graduation Collection as this was an FY21 change.

# EMIS Changes, 2

**Q15** *Will work-based learning hours need to be entered manually or with program codes? Will other data be required?*

**A15** Updated guidance for the CTE Workforce Development Follow-up (GV) Record can be found in EMIS Manual Section 2.12, version 7.1. Additional information is available at:

ODE Home > Career Tech > Career Connections > Work-Based Learning

# Data Quality

**Q16** *Will FY20 Data Review windows be extended?*

**A16** Review windows are not extended, but reviews can still be completed and submitted late, even though the deadline data has passed. The list of districts that have submitted data reviews posted on web will not be updated after deadline. However, districts can see the completion status in the OH|ID portal app.

# Questions?



# Resources

# Evaluation

ODE Home > Topics > EMIS > EMIS Training

## Training Evaluation

Training evaluations should be emailed to your trainer, either [kelli.rinehart@education.ohio.gov](mailto:kelli.rinehart@education.ohio.gov) or [stacy.hurtt@education.ohio.gov](mailto:stacy.hurtt@education.ohio.gov).

[Training Evaluation Form, New](#) 

» Please note that this form will not work with Microsoft Edge. In order to fill out the form electronically and either save it or email it, be sure it opens in another browser.

# EMIS Manual, 1

- COVID-19-Related EMIS Reporting Guidance
- 2.2 Student Demographic (GI) Record
- 2.4 Student Standing (FS) Record
- 2.5 Student Attributes – Effective Date (FD) Record
- 2.6 Student Attributes – No Date (FN) Record
- 2.8 Student Assessment (FA) Record
- 2.9 Student Program (GQ) Record

# EMIS Manual, 2

- 2.11 Student Discipline (GD) Record
- 2.12 CTE Workforce Development Follow-up (GV) Record
- 2.13 Student Special Education (GE) Record
- 2.15 Student Graduation – Core Summary (GC) Record
- 4.8 Student Course Grade (FR) Record – *Draft*
- 5.2 Grade Schedule (DL) Record
- 5.3 Organization – General Info (DN) Record

# Report Explanations

- CTE Technical Assessment Summary Reports
- Federal Child Count
- (ICAC-001) Industry Credential Administrative Conflict
- (TLCS-001) Teacher Licensure Course Status

# Gen Issues

- Level 2 reports generated by business offices on student, staff/course, assessment, and financial data
- Announced via Release Notes
  - ODE Home > Topics > EMIS > EMIS Technical Documentation > EMIS Release Notes
- For assistance, contact data manager on report and in report explanation
- Do ***not*** include student identifiable information in communications

# File Descriptions

- CTE\_INDUSTRY\_CREDENTIAL
- CTE\_LEA\_Tech\_SKILL\_PROGRAM
- CTE\_POST\_PROGRAM\_DISTRICT
- CTE\_CTPD\_ENROLL\_BY\_LEA
- CTE\_CTPD\_ENROLL\_BY\_SSID
- CTE\_CTAC-102\_ACCNT\_FY\_POC\_MISSING
- CTE\_CTAC-103\_ACCNT\_FY\_POC\_UNEXPT

# Other, 1

- Coronavirus (COVID-19) Information for Ohio's Schools and Districts
  - Keyword: "Coronavirus"
  - ODE Home > Topics > Integrated Student Supports > Coronavirus (COVID-19) Information for Ohio's Schools and Districts
- EMIS Changes
  - Keyword: "Changes"
  - ODE Home > Topics > EMIS > Documentation > EMIS Changes
- ODDEX Help
  - <https://wiki.ssdtohio.org/pages/viewpage.action?pageId=21135503>

## Other, 2

- Office of Early Learning and School Readiness
  - Keyword: “Early Learning”
  - ODE Home > Topics > Early Learning
- Office of Educator Licensure
  - Keyword: “Educator Licensure”
  - ODE Home > Topics > Teaching > Educator Licenses
- Reset and Restart
  - Keyword: “Reset”
  - ODE Home > Reset and Restart

# Office of Data Quality

- EMIS Data Appeals
  - Keywords: “EMIS Data Appeals”
  - ODE Home > Topics > EMIS > EMIS Reporting Responsibilities > EMIS Data Appeals
- EMIS Data Review & Verification
  - Keywords: “EMIS Data Review”
  - ODE Home > Topics > EMIS > EMIS Reporting Responsibilities > EMIS Data Review & Verification
- Contact information
  - [dataquality@education.ohio.gov](mailto:dataquality@education.ohio.gov)
  - (614) 466-7144

# OH|ID Portal

- Help

- <http://education.ohio.gov/Topics/Department-of-Education-OH-ID-Portal-Help>

- FAQ

- <http://education.ohio.gov/Topics/Department-of-Education-OH-ID-Portal-Help/Department-of-Education-OH-ID-Portal-Help-Frequent>

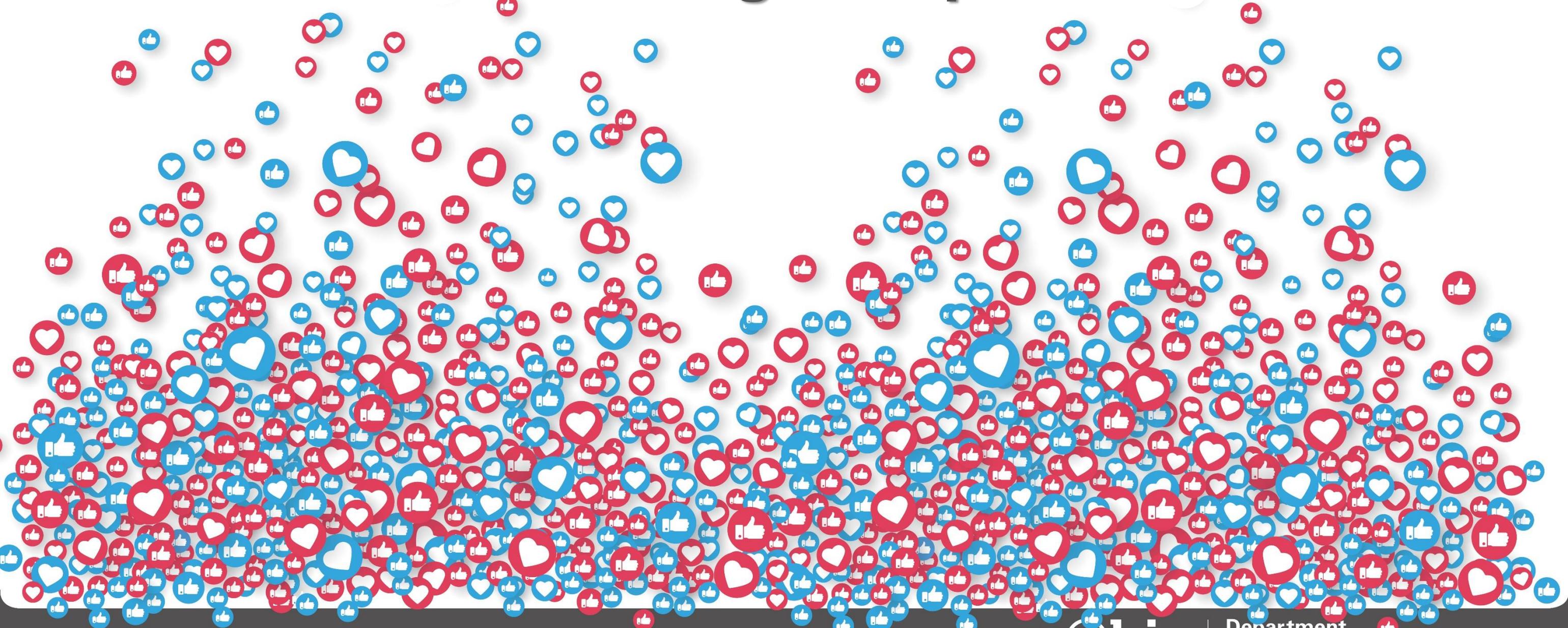
- Contact

- [Profile.Help@education.ohio.gov](mailto:Profile.Help@education.ohio.gov)



@EMISOhio

[education.ohio.gov/Topics/Data/EMIS](https://education.ohio.gov/Topics/Data/EMIS)



Ohio

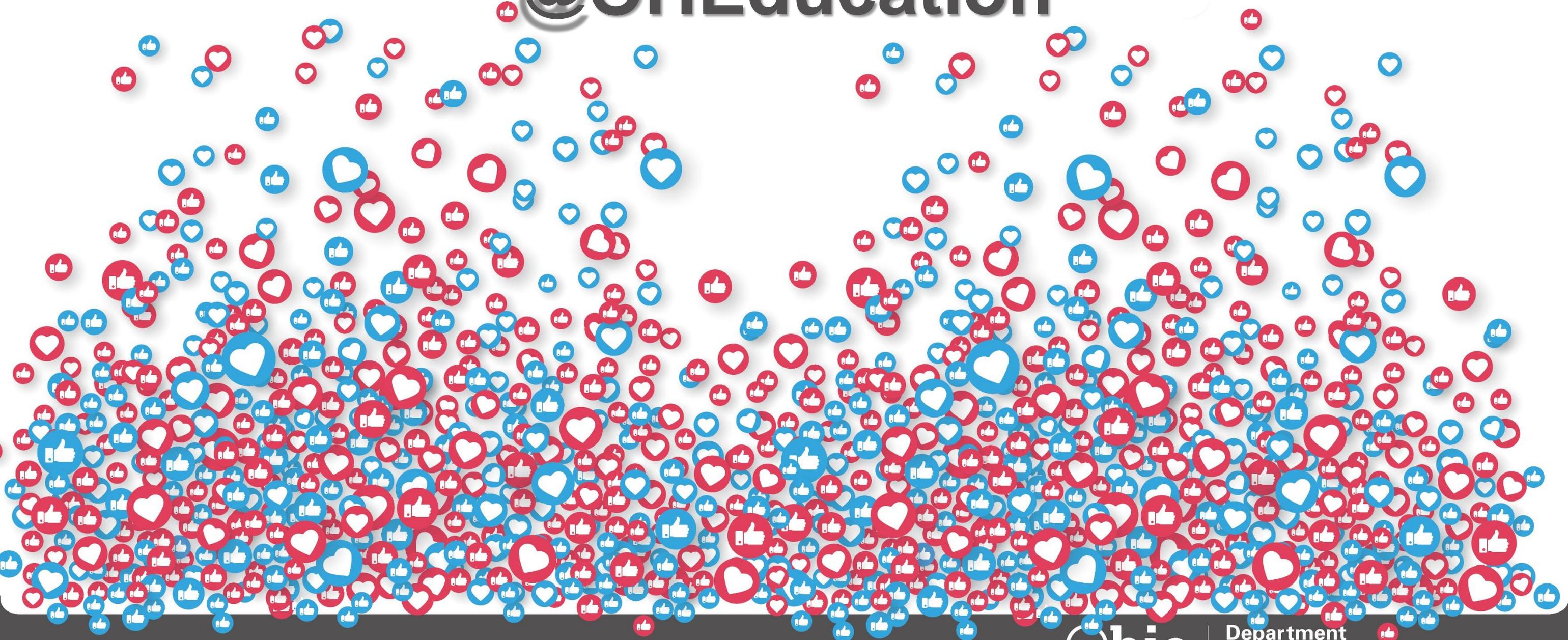
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