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

- Lack of Support
- Lack of Resources
- Lack of Training
- Lack of Understanding
- Lack of Collaboration
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 23rd 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 23rd 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 23rd 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.

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

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.

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.

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

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