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.
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

• Assessments, 4
• Grad Cohort, 11
• Secure Data Center (SDC), 24
• Review and Comment on EMIS Changes, 36
• EMIS Advisory Council, 43
• Other, 48
• Resources, 58
Assessments
Alternate Assessments

- April 22 – August 6, 2021
- FY20 Grade 3-8 scores should be reported in FY21 when available from the vendor (21-132)
  - EMIS Manual Special Section: COVID-19-Related EMIS Reporting Guidance has been updated
- Subject crosswalk for reporting FY20 high school converted course grades with SNR option W is being developed
- Missing report will be based on FY21 enrollment and vendor file once available
  - Will not include FY20 students
Acceleration Missing Report Reminders

• Whole-grade accelerated students on accelerated grade level Missing Report until accelerated grade level results reported
  – Example: Whole-grade accelerated from Grade 3 to Grade 4

• Subject-accelerated students on reported grade level Missing Report until accelerated subject result reported
  – Example: Subject accelerated from Grade 3 ELA to Grade 4 ELA

• SNR option N when no test at accelerated grade level
  – Example: Subject accelerated from Grade 5 Science to Grade 6 Science
CTE Assessment Reports

• (CTAC-001) CTE Accountability Program of Concentration Tech Assessment Results Report
  – Generated in CTE Accountability Assessment and Graduation Collections

• (CTAC-002) CTE Accountability March (D) POC Tech Assessment Only Report no longer generated

• (ICAC-001) Industry Credential Administrative Conflict Report
  – Generated in CTE Accountability Assessment, Other Accountability Assessment, Graduation, and March Follow-up Collections
(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 Recommendations

• Use as a reference to verify the student is on track to be considered a concentrator in the correct program

• Look up by SSID and filter on correct Program of Concentration
  – 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 Report

• 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
Grad Cohort
Data Used to Assign Cohort

• State Equivalent Grade Level (FD090) as of October 1 for student reported in the prior year
  – Example: In FY20 student reported in Ohio district; in FY21 State Equivalent Grade Level = 9; assigned 2024 cohort

• Fiscal Year that Student Began Ninth Grade (FN110) for student not reported in the prior year
  – Example: Student transfers into district from out of state; district places student in Grade 10 and Fiscal Year Student Began Ninth Grade = 2020; assigned 2023 cohort
## Level 2 Reports

Verify all cohort assignments

<table>
<thead>
<tr>
<th>Collection Request / Report Name</th>
<th>LEA</th>
<th>Fatal</th>
<th>Critical</th>
<th>Warn</th>
<th>Info</th>
<th>Total</th>
<th>Category</th>
<th>Dataset</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midyear Student Collection (FY21) (2021S2TRD)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Checkmark] (GRAD-002) Newly Assigned to Grad Cohort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>130</td>
<td>130</td>
<td>Graduate</td>
<td>S</td>
</tr>
<tr>
<td>![Checkmark] (GRAD-421) 2021 - Grad Cohort - 4th Year Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>109</td>
<td>109</td>
<td>Graduate</td>
<td>S</td>
</tr>
<tr>
<td>![Checkmark] (GRAD-422) 2022 - Grad Cohort - 3rd Year Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>154</td>
<td>154</td>
<td>Graduate</td>
<td>S</td>
</tr>
<tr>
<td>![Checkmark] (GRAD-423) 2023 - Grad Cohort - 2nd Year Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>140</td>
<td>140</td>
<td>Graduate</td>
<td>S</td>
</tr>
<tr>
<td>![Checkmark] (GRAD-424) 2024 - Grad Cohort - 1st Year Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>145</td>
<td>145</td>
<td>Graduate</td>
<td>S</td>
</tr>
<tr>
<td>![Checkmark] (GRAD-520) 2020 - Grad Cohort - 5th Year Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>136</td>
<td>136</td>
<td>Graduate</td>
<td>S</td>
</tr>
</tbody>
</table>
Cohort Reports Recommendations

• Verify students listed in each cohort
• Determine if any students are missing from cohort
• Confirm students should be included in district’s denominator
• Use to verify accountability
• Use GRAD-002 Newly Assigned to Grad Cohort to verify first year students before close of FY21 End of Year Student (S) Collections
Received Files

- 2021_GRAD_Cohort-EOC-Asmnt_Detail
- 2021_GRAD_Cohort-Non-EOC-Pts-Detail
- 2021_GRAD_Cohort-EOC-Path-Req-Stat
- 2021_GRAD_Cohort_SAT-ACT_Path_Req_stat
- 2021_GRAD_Cohort_WK-IndCred_Path_Req_stat
End of Course (EOC) results only

- Highest score or points per student in each subject area
- All submitted results considered when determining highest score or points
Points earned through means other than EOC

- AP and IB scores
- IEP exemptions
- Substitutes for EOC
  - College Credit Plus (CCP) course grade with SNR option X
  - Non-public transfer credits with SNR option 2
  - Coursework prior to test availability with SNR option W
- Course grade converted to points for students unable to take EOC exams in FY20 due to COVID with SNR option W
• Highest points earned per subject area
  – EOC and substitute tests
• Out-of-state and home-school transfers
  – Reported with SNR option Y
• Total of all points earned
  – Except students reported with SNR option Y
• Final pathway determination
• Highest score per ACT/SAT subject area
• Test date corresponding to highest score
• Remediation-free determination
• Final pathway determination
2021_GRAD_Cohort_WK-IndCred_Path_Req_Stat

• Total credential points earned in each career field
  – 12 points required in single career field
• Highest valid score per subject area per version of WorkKeys assessment
  – 13 points required on single version
• Determination for each part
• Final pathway determination
Grad Cohort Tab – ODDEX

• Includes data reported by other districts
• Can be useful in determining why a student is included or not included in cohort and grad rate
## FY21 Graduate Cohort Appeals

<table>
<thead>
<tr>
<th>Appeal</th>
<th>Appeal Opens</th>
<th>Appeal Closes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY21 Graduate Cohort Appeals</td>
<td>10/18/2021</td>
<td>10/29/2021</td>
</tr>
<tr>
<td>Impacted Organizations: Districts, community schools, STEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required to Approve: Superintendent [Instructions]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Included: Graduate Reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appealable Data

- Can update Fiscal Year that Student Began Ninth Grade and State Equivalent Grade Level
- Must use the 2021 Data Appeal for Cohort form available in OH|ID
  - Can include FY21 Cohort or beyond
Secure Data Center (SDC)
Three years of report card data will be available.
Enrollment and Attendance Rate data for the most recent 3 report card years are always displayed.
Buttons are consistently color-coded throughout the report for ease of use.
District Overall Grade Details

District Name/IRN

Select a School Year: 2019

Overall Grade
B

Achievement Component Total Points: 2.500
Graduation Rate Component Total Points: 4.200
Prepared for Success Component Total Points: 1.000
Progress Component Total Points: 3.700
Gap Closing Component Total Points: 5.000
Improving At-Risk K-3 Readers Component Total Points: 2.500

Achievement Component Weight: 0.20
Graduation Component Weight: 0.15
Prepared for Success Component Weight: 0.15
Progress Component Weight: 0.20
Gap Closing Component Weight: 0.15
Improving At-Risk K-3 Readers Component Weight: 0.15

Achievement Component Weighted Points: 0.500
Graduation Rate Component Weighted Points: 0.630
Prepared for Success Component Weighted Points: 0.150
Progress Component Weighted Points: 0.740
Gap Closing Component Weighted Points: 0.750
Improving At-Risk K-3 Readers Component Weighted Points: 0.375

Overall Grade Points: 3.145

Overall Grade Scale:
A: 4.125-5.000
B: 3.125-4.124
C: 2.125-3.124
D: 1.125-2.124
F: 0.000-1.124
District Name/IRN

Select a School Year: 2019

Overall Grade

B

Achievement Component Grade

C

Click for More Details

Progress Component Grade

B

Gap Closing Component Grade

A

Graduation Rate Component Grade

A

Click for More Details

Improving At-Risk K-3 Readers Component Grade

C

Click for More Details

Prepared for Success Component Grade

F

Click for More Details
Cards and colored highlights used to draw attention to specific data.
Visuals have been incorporated to help provide a quick overview of data.
## 4-Year Longitudinal Graduation Rate (District) - Demographic Overview

### Choose a Graduation Cohort Year
- Class of 2019

### Choose a District
- All

### 4-Year Graduation Rate by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Graduates</th>
<th>Non-Graduates</th>
<th>4-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>118,312</td>
<td>19,382</td>
<td>85.9%</td>
</tr>
<tr>
<td>American Indian Or Alaskan Native</td>
<td>150</td>
<td>48</td>
<td>75.8%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>2,815</td>
<td>251</td>
<td>91.8%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>16,068</td>
<td>5,346</td>
<td>75.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5,287</td>
<td>1,564</td>
<td>77.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4,845</td>
<td>1,097</td>
<td>81.5%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>89,147</td>
<td>11,076</td>
<td>88.9%</td>
</tr>
<tr>
<td>Female</td>
<td>59,444</td>
<td>7,643</td>
<td>88.6%</td>
</tr>
<tr>
<td>Male</td>
<td>58,868</td>
<td>11,739</td>
<td>83.4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>43,917</td>
<td>13,505</td>
<td>76.5%</td>
</tr>
<tr>
<td>English Learner</td>
<td>2,500</td>
<td>1,090</td>
<td>69.6%</td>
</tr>
<tr>
<td>Disabled</td>
<td>16,133</td>
<td>6,258</td>
<td>72.1%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2,733</td>
<td>1,782</td>
<td>60.5%</td>
</tr>
<tr>
<td>Migrant</td>
<td>56</td>
<td>42</td>
<td>57.1%</td>
</tr>
<tr>
<td>Military</td>
<td>363</td>
<td>19</td>
<td>95.0%</td>
</tr>
<tr>
<td>Foster</td>
<td>1,699</td>
<td>1,126</td>
<td>60.1%</td>
</tr>
<tr>
<td>Adjudicated Youth</td>
<td>118</td>
<td>515</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

### 4-Year Graduation Rate by Subgroup

- Military: 95.0%
- Asian or Pacific Islander: 91.8%
- White, Non-Hispanic: 88.9%
- Female: 88.6%
- All Students: 85.9%
- Male: 83.4%
- Multiracial: 77.2%
- Hispanic: 76.5%
- Economically Disadvantaged: 76.5%
- American Indian or Alaskan Native: 75.8%
- Black, Non-Hispanic: 75.0%
- Disabled: 72.1%
- English Learner: 69.6%
- Homeless: 60.5%
- Foster: 60.1%
- Migrant: 57.1%
- Adjudicated Youth: 18.6%
Review and Comment on EMIS Changes
Summary

• SB 89 requires the Department to create a process by which users of EMIS can review and provide public comment on new or updated EMIS Guidelines

• Starting in FY22, certain EMIS changes must be posted on the web in the spring for 30 days for public comment
  – Allow 30 days to respond to comments
  – Another 30 days of public review before considered “final”
  – Total of 90 days
Timeline

• Changes subject to public comment will start being posted on April 2, 2021
• These FY22 changes will go into effect July 1
• FY22 EMIS Manual will be posted in early July
Tier 1 Changes – Policy

Included in public comment process, subject to spring deadline for posting:

– New or updated data element, reporting option, reporting instruction that changes what districts are required to report (substantive) driven by a policy decision

– Change in which organization type is required to report existing data
Tier 2 Changes – Legislation

Included in public comment process, but *not* subject to spring deadline for posting:

– Newly enacted state or federal law
– New or updated federal rule
– Rule or resolution adopted by the state board of education
Tier 3 Changes – Data Quality

*Not* included in public comment process, *not* subject to spring posting deadline; the following are some examples:

– New/updated reports generated from EMIS
– Report explanations
– Non-substantive updates in EMIS Manual (e.g., correcting grammatical errors and unforeseen technical errors)
– Clarify implementation of EMIS guidelines
– Answer EMIS questions
– Provide training and related materials
Communication and Commenting

- Share implementation plan with stakeholder groups
  - EMIS Advisory Council
  - EMIS Change Committee and SIS vendors
  - EMIS trainings
  - EMIS Newsflash
  - Superintendents

- Comment deadlines and links will be available on the EMIS website
EMIS Advisory Council
Career Technical Education (CTE) Workgroup

• Third meeting January 26, 2021
• Focus has been on reports
• Consensus that work is complete for currently convened group
• Recommendations for adoption/approval at upcoming EMIS Advisory Council meeting
Statewide Longitudinal Data Systems (SLDS) Grant Workgroup

• Second meeting December 10, 2020
• Discussed graduation planning and data connections
• Reviewed Student Claiming Module coming to ODDEX
• Recommendations for upcoming focus groups
• Next meeting to take place in Spring 2021
Secure Data Center (SDC) Workgroup

- Three meetings over the past year
- Identified challenges and opportunities for improvement and set priorities for work
- Demonstration of new tool
- Recommendations approved by EMIS Advisory Council in February
- Work is complete for currently convened group
New Workgroup – Framework for EMIS Professionals

• To advise the EMIS Advisory Council on department initiatives needed to support EMIS coordinators
  – Develop and publish best practices for districts to follow regarding EMIS staffing, data, and reporting
  – Develop and publish a new EMIS Manual section that goes beyond EMIS reporting rules and includes best practices
  – Develop a more formalized, structured training for new EMIS coordinators

• Expected to begin May 2021
Other
OEDS Roles Synchronized with ODDEX User Records and Roles, 1

• New nightly process comparing roles coming from OEDS to users and roles assigned in ODDEX

• Inactivates any role no longer assigned in OEDS to an individual
  – Example: Employee has Verifier-SOES role inactivated by district in OEDS; that evening the Verifier-SOES role is inactivated in ODDEX

• If district removes all OEDS roles from employee, then user becomes inactive for that district in ODDEX
OEDS Roles Synchronized with ODDEX User Records and Roles, 2

Updates any changes individual has made in OEDS data that is not yet reflected in ODDEX

- Example: Email address changed in OEDS will be updated in ODDEX and displayed in user profile
Change in ODDEX Access

• Previously, SDC role granted access to ODDEX by default
• Now, user will need a specific ODDEX-related role for access
• Anyone impacted by this change should reference the new Roles Index at ODDEX Help
FY21 EMIS Changes

• Collect CTE Technical Assessment (GY) in Graduation Collection (21-92)
• Grad calendar logic adjusted to address summer grads when earliest first day of school is early July (21-95)
• New Withdrawal Reason 78 (21-127)
  – Students disenrolled for failure to participate
  – Only valid for internet- or computer-based community schools that are not dropout prevention and recovery schools
Additional FY21 EMIS Changes

• New Gen Issues check IS0488 (21-145)
  – Students with Disability Condition of 16 turning 6 years old

• CTAC-103 CTE Conc Unexpected received file (21-105)
  – Convert to Level 2

• CTAC-102 CTE Conc Missing received file (21-106)
  – Convert to Level 2
Unscheduled FY21 EMIS Changes

• Update Retained Status Element (FN070) options based on the updated retention reporting requirements (21-49)
  – No longer required to be collected for K-2 and 4-12
• Update to EMIS Manual Section 5.3 (21-59)
  – Add a table detailing DN attributes allowed/required/range of values by Org Type and Collection Request
Education Delivery Model, Hardware, and Connectivity Reporting Priorities

• Due to feedback indicating difficulties of reporting
• Unknown option and no consequences
• Prioritize reporting as follows
  1. District and Building data on education delivery model
  2. Individual student exceptions to education delivery model
  3. District-level data on district-provided hardware and connectivity
  4. Individual student access to internet connectivity
  5. Individual student access to hardware
New EMIS Coordinator Trainings

• Individual sessions via Microsoft Teams in April
  – Data Collector
  – Data Review and Appeals
  – EMIS Basics
  – End of Year EMIS Reporting
  – ODDEX
  – Reports
  – SDC

• Non-EMIS staff are welcome
Questions?
Resources
Evaluation Survey

Training Evaluation

Your evaluations of our trainings are now being collected via an online form. This will give us access to better, more immediate feedback and statistics about these trainings, which will allow us to be even more responsive to your input. This will also be easier for you as you will no longer have to email anything to us.

After completing the evaluation and clicking submit, you will see a message thanking you for your feedback and acknowledging your attendance at a training. If this is information you need, be sure to capture or print the page and retain it for your records. Once the evaluation period for the session ends (2 weeks after the final session), you will no longer be able to submit a response or receive an attendance acknowledgement. Note that this is the only way to receive this acknowledgement. We will no longer be emailing this information to participants.
Training Reminders

• A recorded version of this presentation will be posted to the EMIS Training webpage
• The Q and A, a collection of all questions asked during each session, will be posted to the EMIS Training webpage
• The next ODE ITC EMIS Training is June 1-17, 2021
  – Be sure to register in STARS
EMIS Manual

• COVID-19-Related EMIS Reporting Guidance
• 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
• 5.3 Organization – General Info (DN) Record
Report Explanations

• Assessment Missing Reports
• CTE Technical Assessment Summary Reports
• Grad Cohort Reports
• (Grad-002) Newly Assigned to Grad Cohort
• (ICAC-001) Industry Credential Administrative Conflict
(GNIS-xxx) General 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

- 2021_GRAD_Cohort-EOC-Asmnt_Detail
- 2021_GRAD_Cohort-Non-EOC-Pts-Detail
- 2021_GRAD_Cohort-EOC-Path-Req-Stat
- 2021_GRAD_Cohort_SAT-ACT_Path_Req_stat
- 2021_GRAD_Cohort_WK-IndCred_Path_Req_stat
Other, 1

• Coronavirus (COVID-19) Information for Ohio’s Schools and Districts
  – [http://education.ohio.gov/Topics/Student-Supports/Coronavirus](http://education.ohio.gov/Topics/Student-Supports/Coronavirus)

• EMIS Advisory Council

• EMIS Changes
Other, 2

• ODDEX Help

• Reset and Restart
  – http://education.ohio.gov/Topics/Reset-and-Restart
Office of Data Quality

- **EMIS Data Appeals**
  - [http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/Data-Appeals](http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/Data-Appeals)

- **EMIS Data Review & Verification**
  - [http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/EMIS-Data-Review-Verification](http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/EMIS-Data-Review-Verification)

- **Contact information**
  - dataquality@education.ohio.gov
  - (614) 466-7144
OH|ID Portal

• Help

• FAQ

• Contact
  – Profile.Help@education.ohio.gov