

**ODE ITC EMIS Training Q & A
August 2020**

Below are some of the questions that were asked during the ODE ITC EMIS Training sessions held between August 11 and 21, 2020. The questions are in order by topic and include the answer and, in many cases, a link to EMIS documentation where the information can be found. Questions received via Skype IM and the phone have been included. These Q&A documents, as well as training schedules and presentations, are available on our [EMIS Training webpage](#).

FY20 Graduation

Q1 *Previously, only students reported as graduates before the first day of the new school year were counted as 2020 graduates. Is that date now September 30 instead of the first day of school?*

A1 It is still the case that to count as a 2020 graduate, the reported diploma date must be a date that is before the earliest first day of the new school year.

Q2 *Is the diploma reporting directive shared in this presentation a permanent change?*

A2 This is not a change, but a clarification of the reporting guidance in [EMIS Manual](#) Section 2.6. The clarification is to report the diploma date as the date that students completed graduation requirements and have left formal secondary education.

Q3 *Districts with year-round schools will have summer graduates with a diploma date that falls after the year-round school's first day. These students won't be counted as 2020 grads?*

A3 As is always the case, if the summer grads are finishing after the start of the new year, then they'll count as grads for the new year. Change 20-215 addresses the date we will consider as the district's first day in cases where there are multiple calendars with different start dates. Watch the [EMIS Changes webpage](#) for updates and the status of the change.

Q4 *Which entities receive the CTAC-001 and ICAC-001 reports? How often are they updated?*

A4 Both are Level 2 reports updated with regular nightly processing. Public districts currently receive the reports in both the Career Tech Accountability Assessment Collection and the Graduation Collection. JVSs receive it in the Career Tech Accountability Assessment Collection. The CTAC-001 report is generated when current year CTE course enrollment or current or prior year CTE assessment results are reported for a student. All entities reporting the same student and receiving the report should review all data being reported for accuracy and work collaboratively, looking at the student's whole education.

The ICAC-001 report is generated when more than one entity requests credential reimbursement via reporting Required Test Type of "IPD". All entities involved in the conflict will receive the report. Once reimbursement conflicts are resolved and only one entity is requesting reimbursement with the IPD test type, the ICAC report will no longer be generated.

Q5 *The June Q & A says to only report the graduation pathway program code if the student completed the pathway. Is the information provided in this presentation different, and should the codes now be reported whether or not the student met the pathway?*

A5 The information shared in the August presentation is not a change from what was shared in June. Graduation pathway program codes are only to be reported for students meeting a pathway.

Q6 *When will the new diploma seals be added to the EMIS Manual?*

A6 The new diploma seals are now in [EMIS Manual](#) Section 2, version 11.1. They can be reported for 2020 graduates in the FY20 Graduation Collection.

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- Q7** *Are course grades to be reported for EOC assessments not taken by 2020 graduates in the Graduation Collection?*
- A7** FY20 course grades will be reportable as EOC scores in the FY21 Summer and Fall EOC Assessment Collection with Score Not Reported option “W”. They are not reportable in the FY20 Graduation Collection. This is [EMIS Change 21-56](#).
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- Q8** *Does a graduate’s withdrawal date also need to be before the earliest first day of the new school year for a student to be counted as a 2020 graduate?*
- A8** Diploma data is what is used to count a student as a graduate, not the withdrawal date. The withdrawal date should be reported per reporting rules. That said, if a student is reported as still being enrolled in the next school year, that would negate the diploma data and that student would not count as a graduate.
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- Q9** *For a student who graduated by meeting one of the CORE Graduation Requirement Exemptions, should the CORE Economics and Financial Literacy Requirement Met, Fine Arts Requirement Met, and CORE Graduation Requirement Met elements be reported with “No”?*
- A9** As always, report what is. If any of the requirements were met, they should be reported with option Y, even if the student is graduating under one of the CORE exemptions.
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FY21 Retention – Grade 3 Only

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- Q10** *What files are needed for the FY21 Retention – Grade 3 Only Collection?*
- A10** Only the Retained Status element in the Student Attributes – No Date (FN) Record is reported in Retention collections.
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- Q11** *Which Grade 3 students are reported in the FY21 Retention Collection – those from the 2019-2020 or 2020-2021 school year?*
- A11** The FY21 Retention – Grade 3 Only Collection is for reporting Retained Status options for 2019-2020 school year Grade 3 students.
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- Q12** *Should students not meeting the Fall 3rd Grade Reading threshold score or any of the alternative assessment thresholds be reported with Retained Status option of “*”?*
- A12** The “*” should be reported for students meeting the ELA promotion score of 683 or Reading sub score of 46 on the Fall 3rd Grade Reading assessment. The “*” should also be reported for students being promoted with the HB 197 flexibility. Districts will need to make local decisions for promoting students.
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- Q13** *Should Retained Status option “G” be reported for students who have significant cognitive disabilities and are exempt per their IEP?*
- A13** Yes. Report what is. All Retained Status options are still valid for the FY21 Retention – Grade 3 Only Collection.
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- Q14** *Do districts need to process the Retention Collection if they have no Grade 3 students being retained?*
- A14** All of FY20s Grade 3 students are required to be reported in the Retention Collection with the most appropriate Retained Status option for each student, even if no students were retained. All Retained Status options are valid this year and so as always, the most appropriate code should be reported.
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Q15 *What are the business rules for a student to be included on the Retention Collection missing list?*

A15 The missing list will display any Grade 3 student who ended the 2019-2020 school year at the district who is not included in the latest Retention Collection submission.

Q16 *What does it mean when students appear on the Excluded report with no exclusion reason?*

A16 These are likely new year students who were included in the upload file for the Retention Collection but are not reportable. No action is required.

Q17 *Will Gen Issues reports be sent out in the Retention Collection?*

A17 As a result of COVID-19 and the statewide mandated building closure, no Retention Collection Gen Issues reports will be run this year.

FY20 Review & Verification and Appeals

Q18 *Will the Data Review and Verification completion status spreadsheets be available again this year?*

A18 The FY20 Data Review for Report Card Data spreadsheet was made available on August 24 on the [EMIS Data Review & Verification webpage](#). It will be updated weekly. Spreadsheets for later reviews will be added as they occur.

Q19 *Is an appeal required to remove a withdrawal reported in the Student Collection in error as long as no diploma data is reported in the Graduation Collection and the student remains enrolled in the new year?*

A19 There's no need to file an appeal just for this reason. If other issues do require a Student collection appeal, the district can include removal of the withdrawal along with the other issues as part of the appeal.

Q20 *If an appeal must be filed, does the Data Review and Verification process have to be completed first?*

A20 Technically, the data review should be completed before an appeal is submitted. The need to submit an appeal can be indicated as part of the review process. Then the appeal must be submitted separately.

Q21 *If a district did not report any RIMP program codes, how will this affect their data?*

A21 RIMP reporting is part of the Improving At-Risk K-3 Readers measure calculation which spans multiple years. If RIMP codes should have been reported, an appeal request should be submitted.

Q22 *Can Program of Concentration reporting be appealed?*

A22 Yes, Program of Concentration can be appealed as part of Student appeals and CTE March Concentrators appeals. See the [Data Appeals webpage](#) for details.

Q23 *If a district has no Early Learning Assessment results to report, should records be reported with a Score Not Reported reason, or do they just not submit the collection?*

A23 The ELA collection was available for reporting any results a district may have for any students who were assessed. For additional guidance, see the [COVID-19 webpage](#).

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FY21 Initial Calendar

- Q24** *Should districts use pre-COVID guidelines for reporting calendar exceptions? For instance, if a district starts the school year with in-person instruction but then ends up closing after the start of the year, should the closing be reported as calamity days?*
- A24** At this time, districts should report such situations per regular EMIS reporting instructions. That said, discussions are ongoing. Any new guidance will be shared in a Newsflash and in the COVID-19 Related EMIS Reporting Guidance special section of the [EMIS Manual](#).
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- Q25** *How should staggered student start days be reflected in calendar reporting?*
- A25** Guidance provided during the [August 10 ITC Conference Call](#) was that for differences of just a day, creating separate calendars is not advised.
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- Q26** *Should separate remote calendars be created for students being educated virtually full time? The assumption is that it would be possible that students who attend in person may have a calamity day, but the remote students may not.*
- A26** It's difficult to say without knowing how that virtual education is being provided. Additional guidance is being developed; watch the Newsflash to know when it is published.
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FY21 Beginning of Year Student

- Q27** *Does the Alianna Alert Law apply to remote and blended learning situations or just in cases where students are physically in the buildings?*
- A27** Questions regarding the Alianna Alert Law are beyond the scope of EMIS reporting and should be referred to district legal counsel.
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- Q28** *How should attendance be reported for a student who is quarantined due to a household member who has been tested? Should they be counted absent (excused) even though they are participating remotely with their peers in class? If the student contracts COVID and is not participating remotely, would they be considered absent?*
- A28** A student participating in remote learning would be considered receiving instruction and so would be counted as attending. For additional guidance, see the [Attendance Considerations for Remote Learning Plans](#) section of the Reset and Restart webpage.
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- Q29** *Are there any changes to reporting HB410 data for truancy and excessive absences?*
- A29** No changes are known at this time. See "Local Attendance and Absenteeism Policies" at the [Attendance Considerations for Remote Learning Plans](#) section of the Reset and Restart webpage.
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- Q30** *Should a How Received option other than "X" be reported for directly enrolled students with a disability condition?*
- A30** Non-public and homeschooled students directly enrolled for career tech education are to be reported with How Received option of "X" and Disability Condition option of "***". Even if the students are being served, the career tech program provider is not entitled to special education weighted funding and, therefore, the Disability Condition element should be reported with "***". See Disability Condition Element reporting instructions in [EMIS Manual](#) Section 2.5.
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Q31 *Regarding EMIS Changes 21-54 and 21-55, will a new Student Attributes – Effective Date (FD) Record be required to report the school-age disability condition?*

A31 Yes, whenever there is a change in disability condition, a new record is required.

Q32 *Will the Student Graduation – Core Summary (GC) Record for non-grads only be required for students in grades 9-11, not for any student earning high school credit?*

A32 At this time, [EMIS Change 21-44](#) only involves resuming collection of the Student Graduation – Core Summary (GC) Record for students in grades 9-11. Watch the [EMIS Changes webpage](#) for updates and the status of the change.

Q33 *Do the changes extending the use of the 16-Developmental Delay disability condition affect the Federal Child Count?*

A33 Extending the use of the 16-Developmental Delay disability condition through December 1, 2020, does not affect the Federal Child Count date of October 31. Nor does it change the [reporting guidance of the Updated October 31 IEP Outcome \(FN270\) element](#), which reflects the student’s Least Restrictive Environment (LRE), not the disability condition.

Q34 *Our special ed director was told that we need to amend the IEP of any student choosing remote learning to change the LRE. Will a new LRE code for remote learning be added? If not, which LRE code should be reported?*

A34 The Office for Exceptional Children is discussing the LRE for remote learning questions right now. We'll be sure to share any updates if any happen.

Q35 *Will districts lose funding if they do not report changes to SCR within 30 days of the change?*

A35 Funding implications have not been initiated yet. That said, the 30-day reporting rule is in law and should be adhered to.

Q36 *An SOES record was escalated to the area coordinator last year and never resolved. What is our recourse?*

A36 Districts will need to work with their area coordinator regarding unresolved escalated records.

Q37 *When will the default year be switched to 2021 in ODDEX?*

A37 The default year was changed to 2021 on Friday, August 21, 2020.

FY21 Initial Staff and Course

Q38 *Is there any guidance yet on how to set up courses in the following situations:*

- *Computer-based remote learning courses with teachers contracted from an ESC*
- *Contracting through NOVA for online learning, local teacher supervising students*
- *Districts and the ESC are partnering in the purchase of on-line curriculum*
- *Teacher in one building monitoring their students plus those in other buildings*

A38 Refer to Course Master reporting instructions in [EMIS Manual](#) Section 4.2. It provides guidance on most if not all the situations mentioned. For contracted staff situations, refer to Reporting Contracted Staff in Section 3.2. If the district can't find the answer in the EMIS Manual, they will need to contact their ITC.

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Q39 *With the changes allowing grade range and subject area flexibility:*

- *How will the TLC Status Report be affected?*
- *Can an English teacher teach Math?*
- *Could a special ed teacher teach regular ed and still meet proper certification?*

A39 The flexibility will be accounted for in the report. Whether an English teacher could teach Math depends on the actual license the teacher has and the years of experience. If this teacher's license does qualify for the flexibility, then the relevant courses will appear as properly certified on the TLC Status report. In addition, someone with a special ed license can teach regular ed (again, if they meet the [requirements for the flexibility](#)) under the flexibility. Note that this does not work in reverse. Special ed courses still need to be taught by special ed teachers.

ODDEX Updates

Q40 *How are users granted access to ODDEX?*

A40 Access is granted to the different modules in ODDEX through roles assigned in OEDS. Contact your district's OEDS Administrator for role assignment
