

**ODE ITC EMIS Training Q & A**  
**June 2021**

Below are some of the questions that were asked during the ODE ITC EMIS Training sessions held between June 1 and 17, 2021. 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 Teams Chat and the phone have been included. These Q&A documents, as well as training schedules and presentations, are available on our [EMIS Training webpage](#).

**Remaining FY21 Reporting – Student**

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- Q1** *Which withdrawal date should I use for our open enrolled out graduates? Should I use our seniors' last day?*
- A1** The withdrawal date should be the student's last day of school. See [EMIS Manual Section 2.4](#).
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- Q2** *Do we report summer intervention program codes for students taking summer enrichment?*
- A2** If what your district provides during the summer is within the scope of the summer intervention program codes, then yes, you would report them.
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- Q3** *When are summer program codes reported?*
- A3** Districts should report services provided over the summer in the following reporting year.
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- Q4** *Are there program codes for Alternative Competency?*
- A4** Yes, they were added to [EMIS Manual Section 2.9](#) with [EMIS Change 21-85](#) in November 2020.
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- Q5** *Are there program codes for the new pathways for the 2021 graduates?*
- A5** No, there are no program codes for this year's new pathways. Districts report earned credits via the Student Graduation – Core Summary (GC) Record for students meeting the curriculum-only pathway requirements. Districts report the GC Record and the Ohio Means Jobs Readiness Seal program code for students meeting the curriculum plus Ohio Means Jobs Readiness Seal pathway requirements.
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- Q6** *Will districts see any long-term effects if they report "plans to earn seal" program codes for students who end up not earning the seal?*
- A6** The plans to earn program codes will not hurt districts. Their purpose is to help with the Progress Toward Graduation module.
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- Q7** *Can the "plans to earn" program codes be reported for a student graduating this year? Shouldn't the student have already earned the seal by the time they graduate?*
- A7** Yes, the "plans to earn" program codes can be reported in the student collections for a graduating student. They cannot be reported in the Graduation Collection. It is certainly possible to only report a "plans to earn" code for a student and not the actual seal. It could be the student had a change in plans, failed to meet the requirements for the seal, or the seal only has a "plans to earn" program code. This guidance is available on the [Fiscal Year 2022 EMIS Changes](#) webpage—see Change 22-65.
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- Q8** *Are we supposed to be entering special program codes for those students who "plan to earn" or "earn" a seal for our current juniors down to freshman, or is that for our current seniors who just graduated?*
- A8** These codes should be reported for all students for whom they apply, not just graduating seniors.
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- Q9** *If a student attends a community school but plays a sport at the home district, does the community school report the program code for that sport?*
- A9** The community school does not report the program code since the student is not participating in the sport at the community school.
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- Q10** *Is the NIEP only valid for 30 days?*
- A10** No, there is currently no restriction on how long a district can report an NIEP. Note that federal timelines still apply for an NIEP. Therefore, the next event would need to be implemented within those timelines as well.
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- Q11** *My district accepted the ETR of a student who transferred in from another state, reported with the TETR event. The student's IEP expired, so we reported an NIEP event with Non-Compliance ID option 10. Should the next IEP be an initial (IIEP) or a review (RIEP)?*
- A11** The next IEP to be completed and reported would be an initial IEP.
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- Q12** *If a preschool student is identified in the spring but will not be enrolling until the fall, should the special education events be reported this year?*
- A12** No, the events are not reported this year. Instead, they are reported upon the student's enrollment in the fall with the FY21 event dates.
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- Q13** *Our Special Education Director will only allow us to enter and report events if we have a signed document on file. Is it acceptable to use ODDEX information in place of a signed copy?*
- A13** Resident districts are required to report all special ed events conducted by educating districts. How districts choose to utilize the information in ODDEX is a local decision.
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- Q14** *How does an early graduate come out of their original cohort?*
- A14** A student's cohort assignment does not change due to graduating early. In this situation, the student remains in the original cohort.
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- Q15** *Should a student's graduation cohort change if they repeat a grade?*
- A15** A student's cohort assignment does not change due to repeating a grade. In this situation, the student remains in the original cohort.
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- Q16** *Will the "unknown" program codes show on the Local Report Card?*
- A16** Any instances of "unknown" may either show on or be tied to the Local Report Card.
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- Q17** *Are ESCs to report the Education Delivery Model, Hardware, and Connectivity data for their preschool students?*
- A17** Yes, ESCs are required to report this data for their preschoolers.
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- Q18** *If our district's default delivery model was hybrid all year, do we still need to report a program code for fully remote student exceptions for the 4th quarter?*
- A18** Yes, student-level program codes should be reported for this situation.
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- Q19** *Will there be Level 2 reports for the Current Grad Credit Progress Collection?*
- A19** We know of none currently. Note that the purpose of this data is for use in the Progress Toward Graduation module.
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**Remaining FY21 Reporting – Calendar**

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- Q20** *Does the “REMOTE” Education Delivery Model option negate the need to report calendar exceptions?*
- A20** No, calendar exceptions should be reported regardless of Education Delivery Model. A district can be remote and still have planned or unplanned days off.
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**Remaining FY21 Reporting – Staff and Course**

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- Q21** *Do COVID absences count toward long-term illness absences?*
- A21** All absences should be reported, including absences due to COVID. Absences due to illness of at least 15 consecutive days are considered a long-term illness and should be reported as such. See [EMIS Manual Section 3.3](#).
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- Q22** *When a staff member changes jobs mid-year, should the Position Status for the job they are leaving change to U or be left as C because there were attendance days?*
- A22** The Position Status would remain C with a separation date and reason reported for the first job. Position Status U is only used to report a separation when a staff member has not worked at all in that job during the current reporting year.
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- Q23** *How will ODE use the data in the new Student Course Grade Collection?*
- A23** The primary use of this data is to assist districts with identifying students who may be at risk of not graduating based on their course performance. See [EMIS Manual Section 4.8](#).
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- Q24** *Should semester grades be included in the Student Course Grade Collection?*
- A24** Yes, if the district issues semester grades, they should be included in reporting.
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**Remaining FY21 Reporting – Assessment**

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- Q25** *Should the CTE Course Grade conversion reporting use the alpha or numeric Score options?*
- A25** For this reporting, use alpha options A, N, or P.
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- Q26** *Should we report EOC scores **and** their Course Grades for all Juniors and Seniors? And if they were a retake student, can we report their course grade from a previous year?*
- A26** Districts can report both EOC results and course grade substitutions. For FY20, course grade substitutions can be reported for students in any grade level. For FY21, this reporting is only available to juniors and seniors. See Graduation Flexibility information at the [Reset and Restart](#) webpage.
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- Q27** *When are FY20 Alternate Assessment results expected from the vendor?*
- A27** The specific timeline is unknown; however, they are expected after “standard setting” by the Office of Assessment. The Alternate Assessment Collection is open through September 17, 2021.
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**Q28** *A 10<sup>th</sup>-grade student should have taken the FY20 Alternate Assessment but did not. If I report this student in FY21 with the course grade conversion, will the grade level critical error be generated?*

**A28** No, the critical error would only generate if a grade 10 student is reported with an FY21 test date. In FY21, the course grade conversion flexibility is only allowed for students in grade 11 and up. This assessment record would be reported with an FY20 test date. In FY20, the flexibility was available to all grades, so this reporting would be acceptable.

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**Q29** *Is the DPR Assessment Collection for all schools or specialized schools?*

**A29** This collection is for dropout prevention and recovery community schools to report STAR assessment results.

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**Q30** *Who reduces the score by 500 points for reporting STAR assessment results – the vendor or the district?*

**A30** Districts should contact their vendors to determine whether they should report the actual scores or the scores minus 500 points.

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**Q31** *If a student was quarantined during the entire testing period, what Score Not Reported reason should be used? Is that a case for the emergency medical waiver?*

**A31** Refer to [Emergency Medical Waivers](#) to determine whether a waiver request is appropriate.

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**Q32** *We used Score Not Reported option A for our Fall 3rd-grade students who did not come in to test due to parents not wanting to bring them in to test due to COVID rather than the reason for parent refusal. Was that correct?*

**A32** No. The situation as described does not qualify as a medical reason but rather parent refusal. Score Not Reported option B should be reported for parent refusal. Refer to the [Spring 2021 Testing](#) information for details on reporting for students who opt not to test.

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**Q33** *Is it correct that only students reported with a Score Not Reported reason of A can be waived? Not reason B?*

**A33** The waiver process only applies to emergency medical situations, which are reported in EMIS using Score Not Reported option A.

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**Q34** *Is it correct that the only time Score Not Reported option A can be used is if the district applies and is approved for the Emergency Medical Waiver?*

**A34** No. There's nothing that prevents a record from being reported with Score Not Reported option A without requesting a waiver. But the only way a student reported with option A will be removed from report card calculations is with an approved waiver.

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## **FY21 Graduation**

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**Q35** *Should the Diploma Date be the commencement date when the students received their diplomas or the last day of school?*

**A35** Diploma Date is defined as the date that students completed graduation requirements **and** finished formal secondary education. In the vast majority of cases, the Diploma Date will be the last day of school for seniors in a given district. For students with disabilities, the Diploma Date is the date that students completed their IEP goals and received a Free Appropriate Public Education (FAPE). See [EMIS Manual Section 2.5](#).

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- Q36** *If our seniors' last day of attendance is May 27, 2021, and their graduation ceremony is June 1, which date do we report for the Diploma Date?*
- A36** Diploma Date should reflect the date when graduation requirements were met **and** the student left formal secondary education. In this example, the Diploma Date should be May 27.
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- Q37** *If we have a student who meets graduation requirements on August 15, 2021, and that district's new school year does not start until August 25, 2021, would that student still be considered an FY21 graduate?*
- A37** Yes. That summer graduate would be considered an FY21 graduate.
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- Q38** *If the Fine Arts requirement is waived for students with CTE courses, do we report the Fine Arts requirement as Met or Not met?*
- A38** If a student has not met the Core Fine Arts requirements, then "No" should be reported for this element, even if the student is exempt from the requirement.
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**FY22 Retention – Grade 3 Only**

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- Q39** *Can students in grade levels other than grade 3 be retained?*
- A39** Yes, students in other grade levels can be retained. However, Retained Status is only required EMIS reporting for grade 3 students.
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- Q40** *How are students reported with Retained Status "\*" distinguished between meeting TGRG criteria or promoted with HB 409 flexibility?*
- A40** There is no distinction in EMIS. Supporting documentation should be maintained at the district level.
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- Q41** *Our district's spring testing dates began on April 13, ending on April 15, but a student is being exempted from the consequences of TGRG as of an IEP on April 22. Can the student be exempted for this year if the deadline was missed?*
- A41** Under normal reporting rules, an IEP exemption must have been determined prior to the spring administration in order to allow a student to be exempt from retention under TGRG law. However, the retention provision was suspended for the 2020-2021 school year per HB 409 flexibility. The child should be promoted unless the reading teacher and principal agree that the child is reading below grade level and not academically prepared for the fourth grade. See the HB 409 flexibility information on the [Reset and Restart](#) webpages.
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**FY22 EMIS Changes**

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- Q42** *Are JVSDs required to report the STUHOMESCL attribute on the DN record?*
- A42** No, JVSDs are not a required organization type for this reporting. See the "Reporting by Organization Type" table in [EMIS Manual Section 5.3](#).
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- Q43** *Are all RIMP program codes changing?*
- A43** Yes. Per [EMIS Change 22-30](#), all current RIMP codes will be deleted and new ones will be added.
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**Q44** *What is Glucagon? Will nurses report that?*

**A44** Glucagon is used by people with diabetes when their sugar is too low. Districts will be reporting each procurement of glucagon and each use of glucagon. The staff member who will be reporting that information will be a district decision.

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**Q45** *Are IIEP eye exam options 2-8 still required to be reported for FY21?*

**A45** Eye exam reporting is optional this year for the attributes being deleted in FY22 with [EMIS Change 22-24](#). See [EMIS Newsflash – May 6, 2021](#).

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**ODDEX**

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**Q46** *What roles are required for access to the Student Claiming Module?*

**A46** The superintendent role will provide full access by default. The EMIS and ITC staff roles will provide read-only access by default. Two new roles have been created for this module and are now available in OEDS: Data View-SCM for read-only access and Enrollment Staff-SCM for claiming students.

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**Q47** *Which ODDEX roles will receive notification of a student's intent to transfer once claimed in the Student Claiming Module?*

**A47** There is no notification. Those staff members with assigned roles granting access to the Student Claiming Module will have the ability within the module to see a list of students claimed by other districts.

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**Q48** *What is the purpose of the EMIS Coordinator having read-only access and not full access to claim a student? Also, why does the Superintendent have full access to claim students? In many districts, it will be the EMIS Coordinator that would claim the students.*

**A48** In most districts, the EMIS coordinators are not the staff members who register or enroll students. The defaults have been set up to reflect this. Because districts are not all the same and staff duties are a local decision, the additional roles were also created and can be assigned to all appropriate staff.

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**Q49** *Will districts be expected to create accounts for students to have access to the Progress Toward Graduation Module?*

**A49** Students will not have access to the new module. The new roles will allow district staff to access the data within the module at either a student, district, or building level. This is what is meant in trainings and documentation when reference is made to student-level access.

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