

ODE ITC EMIS Training



January 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

- Staff and Course (L) Collections, 4
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Staff and Course (L) Collections

Initial Collection Reports

- Limited opportunities to review reports and submit data
- Missing out on opportunities to receive and review
 - TLC Status Report
- ESSA State Licensure Assurance Report based upon TLC Status
- Need to continue to review reports
 - Your reports can be impacted by other districts' reporting
- Closes January 31, 2020

20-37: Parapro Requirements

- ORC 3319.074 requires that staff in Title I supported programs must hold educational aide permit and
 - ESEA qualified designation, **or**
 - Complete 2 years coursework, **or**
 - Associate degree or higher, **or**
 - Attain qualifying score on academic assessment specified by Department of Education
- Added Gen Issues check for staff reported with position code 415

20-53: Separated Staff

- Added Gen Issues check for positions previously reported as separated, but currently reported with Position Status option C
- Deleted two checks
 - Average Teacher Salary
 - Principal Qualifications

20-132: TLC IRN Reporting Instructions

The following list was added to TLC IRN Reporting Instructions

- Curriculum Element is OC, PS, or PI *or*
- Delivery Method is CC, ET, or OL
 - And Educational Option is YS *or*
- Delivery Method is ID, IM, TO, or CI *or*
- Student Population is D8, DP, or PR

20-159: Calculated TLC IRN

- Updates process to remove HQT element impact
- Does not change reporting options or instructions
- Will correct the Calculated TLC IRN

Final Collection

Includes elements not submitted in initial collection

- Attendance Days (CI140)
- Absence Days (CI150)
- Absence Days – Long Term Illness (CI155)
- Earned High School Credit (GN150)
- Partial/Override Credit (GN152)

Attendance Days

- Total number of days in attendance from July 1 through June 30
 - Not required for position codes 800-899
- Include attendance at professional meetings approved by district
- Do not include vacation days or holidays

Absence Days

- Total days staff member is absent between July 1 and June 30
 - Not required for position codes 800-899
- Include Absence Days – Long Term Illness (CI155)
 - At least 15 consecutive days
 - Full or part time staff
 - Paid or unpaid during absence
- Do not include professional meetings, vacation days, or holidays

Earned High School Credit

Credit Earned	High School Credit (CN200)	High School Credit Earned (GN150)	Partial/Override Credit (GN152)
Full	1.00	Y	0.00
Partial	1.00	P	credit amount earned
None	1.00	N	0.00
None offered	0.00	Y	0.00

20-33: HQPD Reporting

- Removes High Quality Professional Development (HQPD) reporting requirement
- Non-manual portion of change scheduled for January 16 release
- Manual change not yet scheduled

Career-Technical Education

CTE Follow-up Process

- Collect surveys from prior year concentrators who have left secondary education
 - Enrolled at any point in a funded CTE workforce development course aligned to program of concentration
- Report survey responses for students in ODE file using CTE Workforce Development Follow-up (GV) Record

March (D) Documentation

[ADMINISTRATORS](#)[TEACHERS](#)[PARENTS](#)[TOPICS ▼](#)[HOW DO I? ▼](#)[ABOUT](#)[MEDIA](#)[BLOG](#)[CONTACT](#)

[Home](#) > [Career Tech](#) > [Data and Accountability](#) > [Perkins Resources](#) > [Perkins IV Secondary CTE Follow-Up](#)

QUICK LINKS

» Perkins Resources

[Carl D. Perkins V State Plan](#)[Carl D. Perkins IV State Plan](#)[Career-Technical Education \(CTE\) Accountability Briefs](#)[JVSD Access to Student OGT Data](#)[Perkins IV Secondary](#)[Perkins IV Secondary CTE Follow-Up](#)[Perkins IV Secondary Nontraditional CTE Program Lists](#)

Perkins IV Secondary CTE Follow-Up

The Perkins IV student follow-up is a survey of CTE Concentrators who left secondary education the prior year. Data collected determine: 1) placement status; 2) whether students have taken and passed an industry assessment and/or obtained an industry certificate or license; and 3) whether a GED has been earned by students who dropped out of school. A survey tool and follow-up instructions are provided. The instructions contain information on how to report the results in EMIS. The primary audience of these documents is CTE administrators. To access, click on the links below:

» [FY20 CTE Follow-Up Strategies Guidance](#) 

» [FY20 CTE Follow-Up Survey Instructions](#) 

» [FY20 CTE Follow-Up Data Tracking Sample](#) 

» [FY20-CTE-Student-Follow-Up-Survey.pdf](#) 

Last Modified: 12/11/2019 1:53:23 PM

(CTFL-001) CTE March Follow Up Extract (All Students)

- .CSV format
- For district-level analysis
- Not for data submissions

RECORD TYPE	ATNDNG BLDG IRN	SSID	LEGAL DIST OF RES IRN	STUDENT NAME	DIPLOMA RECEIV DATE	DIPLOMA TYPE CODE
GV	Not Availa	AA0001234	*****	Not Availab	2017-05-28 0	1
GV	Not Availa	BB0012345	*****	Not Availab	2017-05-28 0	1
GV	Not Availa	CC0123456	*****	Not Availab	2017-05-28 0	1
GV	Not Availa	DD1234567	*****	Not Availab	2017-05-28 0	2

(CTFL-002) CTE March Follow Up Extract for FFE

- Download from Data Collector
- Change to .SEQ and import into Flat File Editor
 - Instructions in FFE wiki
- Update with survey results
- Export from FFE and upload to Data Collector
- Submit results

Who Is In The File?

Any student who left secondary education in the 2018-2019 school year

- Left anytime between the first day of 2018-2019 school year and the first day of 2019-2020 school year
- Students enrolled in a funded CTE Workforce Development course
- Workforce Development course's subject code was aligned to student's program of concentration

What If...

- Misreported as a concentrator?
 - Other Follow-up Status Element (GV660) = X
- Not in the file?
 - Student was funded for class with subject code aligned to reported program of concentration
 - Student left school
 - After confirming the above, appeal
- Moved?
 - Appear in file of district where last reported as a concentrator

Optional March (D) Reporting

Only for concentrators in ODE-provided file

- CTE Industry Assessments (GU)
- CTE Technical Assessments (GY)
- Industry Credentials (GW)

March (D) Missing Report

- Based on students in original ODE file
 - Not included in most recent GV Record upload
 - Excluded due to fatal Level 1 error
- Placeholder record added to Preview and Submission files
 - Default values for each element

March (D) Gen Issues Checks

- District reporting
 - Less than 80% of students in file reported with post-placement data or
 - Student(s) not reported, on missing list
- Report card outcomes
 - Post Program Placement Rate is less than 84%
 - Status Known Rate is less than 85%
- New check for districts reporting 10% or more of students with Other Follow-up Status = X

March (D) Concentrator Appeals

- Opportunity to identify reporting errors that caused student to be excluded from March (D) Follow Up file
- Potential causes
 - Not reporting concentrator code in previous year
 - Reporting concentrator code not aligned to courses
- Opens prior to March (D) Follow-up Collection
 - January 21 – February 21, 2020

What Can Be Appealed?

- Only CTE Program of Concentration (FN290) reporting
- Not for misreported Course Master (CN), Student Course (GN), or general student data
- Cannot dispute CTE-26 or funding data

Appeals Webpage

FY20 CTE March Concentrators Appeals

Impacted Organizations:

Organizations required to report CTE follow up data in FY20 March (D)

Required to Approve:

Superintendent ([Instructions](#))

Data Included:

CTE Program of Concentration data reporting errors in the past that are causing a student to be excluded from the 2020 March list. Errors could be caused by: not reporting any concentrator data OR reporting concentrator data that does not align to the student's courses.

Special Notes:

Appeals must include student-level data using the [2020 Concentrators Appeal Student Data template](#). If incomplete or inaccurate data is provided, the appeal may not be accepted.

Appeal File

2020 CTE March Concentrators Appeal File

Purpose:

Allow districts the opportunity to identify 'CTE Program of Concentration' data reporting errors in the past that are causing a student to be on the March list. Errors could include not reporting any concentrator data or reporting concentrator data that does not align to the student's

Instructions:

- 1.) Download spreadsheet and carefully review the instructions and sample.
- 2.) For CTE data and calculation related questions, please see the Resources section or contact the Office of Career-Technical Education.
- 3.) Accurately and completely, fill out spreadsheet. Failure to do so may result in your appeal not being accepted for further review.
- 4.) Upload completed spreadsheet in the 'Upload Data' section of appeal.

Important Notes:

- 1.) Familiarizing yourself with the CTE business rules used to create the March list will help in completing this spreadsheet accurately.
- 2.) At a high level, please note the following business rules for inclusion a student MUST:
 - a) Be reported with a CTE Program of Concentration which aligns to a subject code on the CTE Program Matrix;
 - b) Have been reported as enrolled in this course during the school year indicated;
 - c) Have received CTE weighted funding in the school year indicated; and
 - d) Have "left school" during the 2018-2019 school year. This includes both earning a diploma or dropping out.

Read First

Students

Student Tab – Student Data Template

- Used to submit data within an appeal

District IRN	District Name	SSID	School Year Student was (or should have been) reported as a Concentrator	Current Program of Concentration
123456	Anytown City	AB1234567	2016-2017	A1
123456	Anytown City	CD9876543	2014-2015	**
123456	Anytown City	EF4567891	2015-2016	N0

New Program of Concentration	Subject Code	Local Classroom Code	Did this student graduate or dropout during the 2016-2017 school year?"
A0	010610	HS-GRE-1610-01	YES
M1	174130	HS-COS-1450-01	YES
N1	145090	HS-IT-1220-02	YES

- Melissa.Maynard@education.ohio.gov

Data Requirements

Data Element	Description
SSID	9-digit SSID (not local ID)
Year Student was (or should have been) reported as a Concentrator	The school year in which the student was (or should have been) reported with a CTE Program of Concentration in EMIS
Current Program of Concentration	Current program code reported. If none was reported, please indicate "***"
New Program of Concentration	New program code.
Subject Code	6-digit subject code of the CTE class the student received CTE weighted funding as a CTE Concentrator. MUST align to the New Program of Concentration (per the CTE Program Matrix).
Local Classroom Code	Code of course that matches subject code (if multiple, include them on the same row)
Student graduate or dropout during the 2018-2019 school year? <i>*hint: answer should be "Yes"</i>	Student should have either graduated or dropped out during the 2018-2019 school year in order to be included in the 2020 March list.

(CTFL-003) CTE March Follow Up Extract for FFE – Approved Appeals

- Additional students based on approved appeal
 - Affected districts will receive notification from Office of Data Quality of report availability
- Follow same procedure for updating as with (CTFL-002) CTE March Follow Up Extract for FFE
- Collection closes April 10, 2020

FY20 CTE March (D) Follow-up Appeals

- This appeal is to fix data reported incorrectly as of the close of the regular collection
 - GV record reported with incorrect survey result
- **Not** for
 - Adding concentrators to file
 - Updating Program of Concentration for students in file

20-14(a): New Test Types

Assist with industry credential reimbursement

- IPD: cost paid by LEA reporting GW Record
- INP: cost not paid by LEA reporting GW Record

20-77: New Level 2 Reports

- Replacing CTE Technical Assessment received files in Data Collector
- Change will be completed in three parts
 - (a) March (D) Follow-up Collection, January 16
 - (b) CTE Assessment (A) Collection, January 30
 - (c) Graduation (G) Collection, April 23

Assessment Collections

As You Review Missing Lists

- Verify assessment requirement
 - Was student actually enrolled during assessment window?
 - Is this the assessment the student is required to take?
- If you know student should not be on list
 - Submit helpdesk ticket to your ITC
- Do not report Score Not Reported (FA235) just to clear list
 - Can impact your Local Report Card measures

8th Grade Student Taking ALG I

- Will appear on Spring State Assessment Grades 3-8 Collection missing list
- Will clear once End of Course results reported
- No SNR needed

IEP Test Type (GE160) Misreported as STR

- Student actually took ALT assessment
- Student will remain on assessment missing list
- Will clear once ALT results reported
- No SNR needed

IEP Test Type (GE160) Misreported as ALT

- Student actually took STR assessment
- Student will remain on ALT missing and should remain there
- No SNR needed
- Situation should be remedied by correcting IEP Test Type

20-25: Test Date for DPR MAP

- Test Day of the Month (FA212) needed
 - No default setting
- Change includes Fall scores reported
- Record will fatal if left blank

20-126: Remove Prior Year Students from KRA Missing List

No longer includes kindergarten students who had score reported in prior year

Note: (FY20) Kindergarten Readiness Assessment (A) Collection now closes April 24, 2020

20-93: Remove SNR Option Q

- Since students no longer placed on missing list if they have prior KRA score reported (20-126)
- SNR Q no longer needed

Gifted

Traditional Districts

- Annual requirement to screen, assess, and identify
 - No requirement to serve
- Must report a Student Gifted Education (GG) Record for each student
 - Midyear and End of Year Student Collections
- JVSs do not report
- Shared students, only educating entity reports

Community Schools and STEMs

- No requirement to screen, assess, identify, or serve students who are gifted
- Must report a Student Gifted Education (GG) Record for each student in SOES End of Year Student Collection
 - No gifted services provided, report “N” for all elements
 - Services provided, report elements appropriately

Screening

- A student is considered “screened” if given an approved assessment
 - Based on nomination by staff, parent, or student
 - As part of whole-grade testing
 - Within prior 24 months and scores provided by parent
 - ACT = Math, Reading/Writing, and Science
 - SAT = Math, Reading/Writing
- Community schools not providing services do not have to report students as screened

Identification

- Once identified, always identified
 - Follows student
- Identification Date = original date
- ACT/SAT threshold score counts as identified
- Must be identified no later than March 31 for current year report card
- ID info in ODDEX History

Additional Data as reported by Lumber City Camilla Local (030224) - Year 2020					Based on		
Attending Org IRN	Grade	Disadvantagemen	LEP	Gifted ID	Military Identifier	by LEA in this year	
						Excused Absence	Unexcused Absence
212721	11	7	N	NNYYNNY	C	8.09	9.34

Flag Order:

- Superior Cognitive
- Math
- Science
- Reading/Writing
- Social Studies
- Creative Thinking
- Visual/Performing Arts

Served – Courses

- Reported with appropriate Student Population (CN340) option
 - GA = Gifted education in Arts
 - GE = Gifted education
- Teacher credentialed in gifted education
 - Position Code (CK060) = 230
 - Assignment Area (CK220) = 999380

Served – Services

- Reported with Program Code (GQ) Record
- Provided by gifted intervention specialists
 - 206xxx range with Employee ID
- *Not* provided by gifted intervention specialists
 - 205xxx range

20-58: Connecting Gifted ID'ed to Served

ID and Served subject areas on the Student Gifted (GG) Record must match

- If reporting student as served in a subject area, then must have matching identification in same subject area
- Otherwise, a Level 1 fatal error will occur

Gifted Gen Issues

- Greater than 10% change from one year to the next for each area
 - Number of students served
 - Number of students identified
- Students reported as served, with no supporting data
 - Course or program code

Third Grade Reading Guarantee

Reading Diagnostic

- Required for all students enrolled 30 or more days, including all new students enrolled throughout the school year
 - By September 30 for Grades 1 – 3
 - By November 1 for Kindergarten
 - Within 30 days of enrollment for transfer students
- Data collected in midyear and end of year student and SOES end of year (S) collections
- Enter data in SIS as soon as available

Reading Diagnostic Result (FN370)

- ** - Not required
 - Student enrolled in district less than 30 days, not assessed
 - Students in grade levels not required to be assessed
- EX – Exempt from Diagnostic Assessment
 - **Only** students with *significant cognitive disabilities/alternate assessed*
- RN – Required, not assessed
 - Student enrolled in district 30 or more days, not assessed

Reading Improvement and Monitoring Plan (RIMP)

- Must be implemented within 60 days of diagnostic results
- Students not on-track for reading at grade level
- Exception
 - Students with significant cognitive disabilities
- May use for on-track students having trouble with reading
 - **All** RIMP requirements must be met

RIMP Requirements

- Must be implemented within 60 days of diagnostic result
- Must be written
- Must identify student's individual reading deficiencies
- Must have parent involvement

For full list of RIMP requirements, see TGRG Guidance Manual & other TGRG documentation on ODE website

RIMP vs. Non-RIMP Program Codes

- RIMP
 - 151500 (Summer Intervention)
 - 152500 – 152699 (Regular School Year)
 - Only report RIMP program codes for reading improvement plans that meet all requirements
- Non-RIMP
 - 151490 Academic Intervention (Summer Intervention)
 - 152330 Academic Intervention (Regular School Year)

20-106(a): RIMP Program Codes

- Several codes marked for deletion in FY20
 - Actual deletion will be reflected in FY21 with EMIS Change 21-4
- Definition modification for 152535 to include “an Orton-Gillingham approach”
 - EMIS Manual Section 2.9 has been updated to reflect change

2019-2020 3rd Grade English Language Arts Promotion Scores

- Scaled = 683
- Reading sub-score = 46
- If not met, must retain
 - Unless student exempt

EMIS Changes

20-161: Sent Reason Option NP

- Expanding the description to include more than non-public school placements
- Still *at district expense*

20-144: Blizzard Bag Reporting

- Impacts Calendar (C) Collection – Final
- When reporting Attribute Number (DN090), zeroes are no longer a valid option
- Fatal error will occur starting January 31

FY21 Change Page

- First column
 - Change #
 - Data Set
 - Release or Status
- Second column
 - Short title/description/dates
- Third column
 - More specific

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 or 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

- 2.4 Student Standing (FS) Record
- 2.6 Student Attributes – No Date (FN) Record
- 2.8 Student Assessment (FA) Record
- 2.9 Student Program (GQ) Record
- 2.10 Student Gifted Education (GG) Record
- 2.12 CTE Workforce Development Follow-up (GV) Record
- 2.13 Student Special Education (GE) Record

EMIS Manual

- 3.3 Staff Demographic (CI) Record
- 3.4 Staff Employment (CK) Record
- 4.2 Course Master (CN) Record
- 4.4 Student Course (GN) Record
- 4.7 Subject Codes

Report Explanations

- Assessment Missing Reports
- CTE FTE Reports
- CTE FTE Daily Summary Reports
- (GNIS-xxx) General Issues
- (TLCS-001) Teacher Licensure Course Status

Gifted

- Chart of Approved Assessment and Gifted Education
 - Keywords: “Gifted assessment”
 - ODE Home > Topics > Other Resources > Gifted Education > Gifted Screening and Identification > Chart of Approved Assessment and Gifted Education
- Office for Exceptional Children – Gifted Education Contact Information
 - Email: gifted@education.ohio.gov

Career-Tech

- Perkins IV Secondary CTE Follow-Up
 - Keywords: “Perkins IV”
 - ODE Home > Topics > Career Tech > Data and Ability > Perkins Resources > Perkins IV Secondary CTE Follow-Up
- CTE FY2020 Program and Assessment Matrix
 - Keywords: “CTE Matrix”
 - ODE Home > Topics > Career Tech
- Office of Career Tech Contact Information
 - Email: Melissa.Maynard@education.ohio.gov

Other, 1

- EMIS Changes
 - Keyword: “Changes”
 - ODE Home > Topics > EMIS > Documentation > EMIS Changes
- 2019-2020 Third Grade Reading Guarantee Guidance Manual
 - Keyword: “TGRG”
 - ODE Home > Topics > Early Learning > Third Grade Reading Guarantee

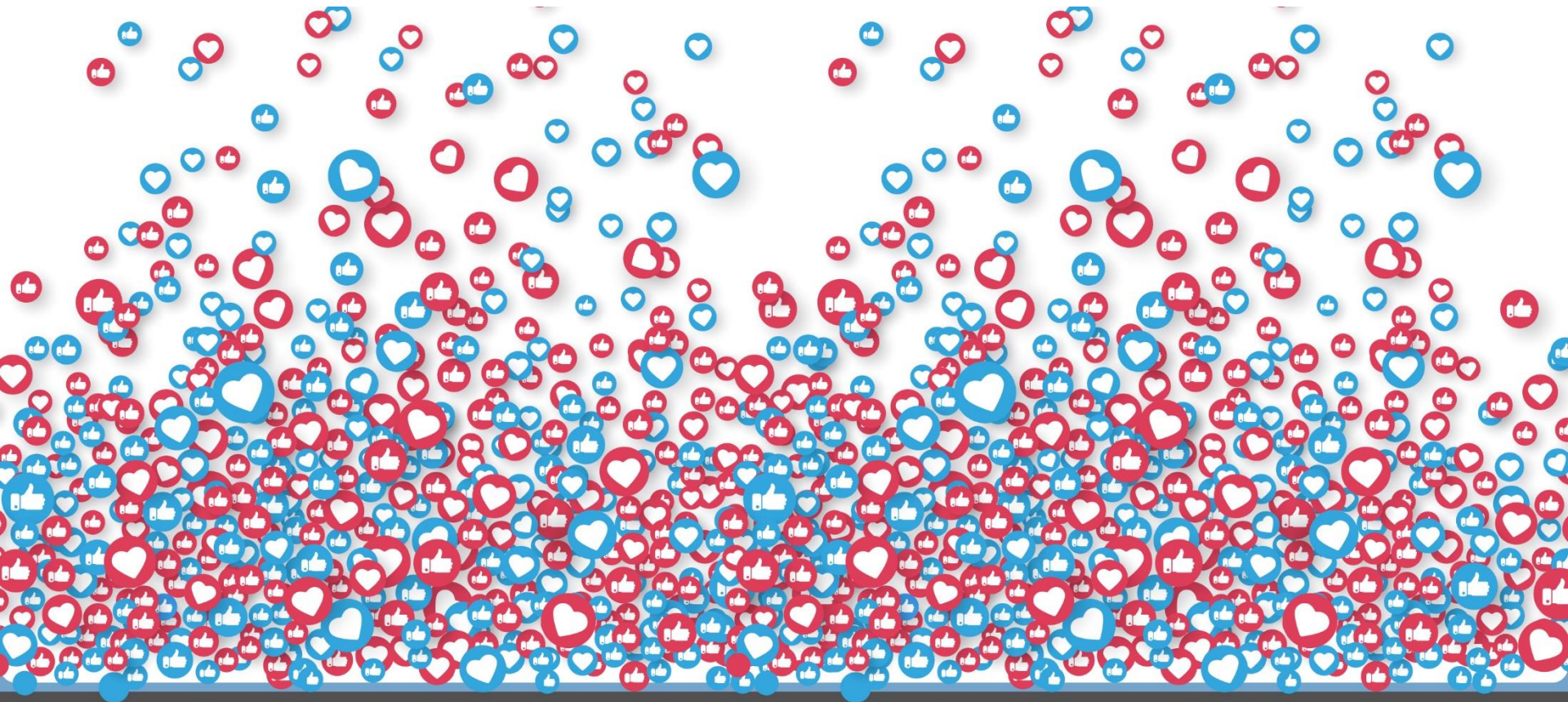
Other, 2

- EMIS Data Appeals
 - Keyword: “Appeals”
 - ODE Home > Topics > EMIS > EMIS Data Appeals
- SSDT Website
 - <https://wiki.ssdt-ohio.org/display/emisffe>



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