

ODE ITC Call - 7/27/2020

Notes provided Naja Bailey (META) and Catherine Wright (NEONET)

FY21 collections – FY21S SOES Beginning of the year enrollment and FY21S SOES Contact manifests will be opening today to begin running collections and preparing data to view errors. Submissions can actually begin on Monday, August 3.

FY20 CTE Concentrator Status Reports (CTAC) – Districts should verify their CTE concentrator status reporting. Remember that the rules changed this year, and ODE derives *who* should be a concentrator, but districts need to report which program area they are pursuing since they can be in more than one. A couple files/reports started coming out recently to show 1) students who ODE has determined met the criteria to be a concentrator but had no FN Program of Concentration reported, and 2) students who were reported with FN Program of Concentration but don't meet the criteria *this year*. They could have been a Concentrator in a prior year but are not taking a CTE course this year, so FN Program of Concentration doesn't need reported again. Please look at those now and clean up the reports to reduce the need later for March follow-up appeals.

ODE has been sending ITC's a list of districts with counts of rows to see who has work to do. ODE plans to update that report 2x this week and next week and will send updated counts to ITC's.

We have just under two weeks until FY20 closes and the brief appeal period opens.

Q&A

Q: We're confused by CTE reports. So, we should confirm that if they were previously reported as a concentrator, but they are not taking an aligned CTE course THIS year, they should remove their FN Program of Concentration?

A: Yes, that'll remove them from the error report. If they were reported as a concentrator before and you're reporting the *same* Program of Concentration, that won't really make a difference, but the reports would be cleaner. This was one of the EMIS Manual changes this year, to only report Program of Concentration if they were in a CTE aligned course this year.

Q: If we don't report their Program of Concentration again, will they still end up on the March "D" file?

A: Correct

Q: If they were a concentrator in one area and became a concentrator in another area, should they change it to the current one?

A: If they're on the error report they'll want to switch, but just because they take different courses doesn't mean they *have* to change their Program of Concentration. E.g. If their Program of Concentration = Agriculture and they want to take a Business class this year, they don't have to be changed to Program of Concentration = Business if their focus is still on Agriculture. Just report *what is*, so if they did become a concentrator in Business then report it. They could be Agg last year and Business this year. If they only took one business course then they're not going to be considered a concentrator in that area this year; if this is the 2nd course, then report it. Then in March Follow-up, both Concentrators will show up and they'll be able to pick which one.

Q: We have concerns about completing the course if they map courses together and the students WD or drop and don't complete 90%, they shouldn't just be mapping, should they make the course longer?

A: No, you only map courses if they're the same subject code, same teacher, etc. In general, if courses are mapped, data is combined from the two courses; so, for a student to complete a mapped course, they are completing 90% or more of *combined courses*, not the individual courses.

Q: So, if they're legitimately mapped, they have to complete 90%?

A: That's correct.

Q: I think in the email thread going around with the CTE group, someone suggested they be mapped only if they're split into 2 different semesters. I believe they're not achieving the full hours of scheduled instruction.

A: Right, the key for mapping is having the same subject and teacher, so if this is really a yearlong course scheduled by Semesters, that is a use-case for mapping. When we look for course completion, we look for the mapped course *after* the mapping process takes place.

Q: What does that mean, "90% completion"? Enrolled 90%, no matter what grade they earned?

A: Correct, if they're enrolled 90% or more OR if they earned credit for completion. In past years, if they failed a course, they didn't get credit for just being enrolled the whole time so it wouldn't have counted as a participant course. The definition has changed under Perkins V, so now if they are enrolled for 90% or more, it doesn't matter if they earned credit or not for the course, it will still count towards making them a concentrator.

Q: A district had a student WD in November from an aligned course, and that student is on their CTAC-003 report. If that course was aligned to the program, should they still count as a concentrator in that program?

A: If that course is aligned, if they were enrolled in 90% of the course, and it was their 2nd course, then yes, they meet the criteria to be a Concentrator.

Q: So, it comes down to counting days?

A: Yes, look at the FTE of the course. If they were there the full time, maybe that is just .46 FTE, and a student who was there part of that time would need to be earning 90% of that FTE. If you don't want to count days, look at a kid who earned a full FTE and compare the part-time kid to see his %. If you count days, it is instruction days *in the calendar*, not including holidays or other days not in session.

Q: Is it taking subject start/end dates to determine 90% enrollment?

A: It uses those dates on student courses compared to course master dates, calculates the number of days in session in the calendar for both sets of dates. So, if the student course enrollment dates cover 90% of the course master dates, they are a participant for 90% or more of the class.

Q: Do you expect this to get down to zero issues?

A: You could get to zero if all courses are correct and kids don't have issues in prior years. We still expect to see some appeals around this because kids could've had course data misreported in prior years, or had transfer credits or SSID changes, so they really had completed two or more courses, but ODE only sees one. Those come down to appeals later on, we're not saying that everyone would get down to nothing on their reports. It is possible for most districts to get down to zero. When we say "Appeals" we mean for Concentrators when we get into March Follow-up reporting and questions about Program of Concentration status, not the immediate appeals. Get the data correct now.

Q: Are you throwing out Program of Concentration that are on Invalid Concentrator due to bad info?

A: No, we're not throwing anything out, we won't remove Program of Concentration, we'll do the reverse. If they do have two or more courses through enrollment or earned credit, they'll be a Concentrator for accountability. If they only have one Program of Concentration, we'll just use what the course is aligned with. For those with more than one, we do the tie-breaker procedure to determine which Program of Concentration we should use for that student. We have an upcoming report to show cumulative concentrator results of this tie-breaker process.

A note of celebration/sadness – Roger Holbrook is retiring as of the end of this week. If you have open tickets with Roger, they will be reassigned to someone else if he doesn't close them this week.

OH|ID – Updates to the system to improve security and user interface took place over the weekend. Today we had to learn the new setup and finding the correct links, but things are working fine. It is very important to verify your security information is set up.

EMIS Newsflash for Reset and Restart Education – contains guidance for remote learning/attendance, so please look at that (<http://education.ohio.gov/Topics/Reset-and-Restart>). This is generating a lot of questions and we'll address them as quickly as we can. How do we report all this? Currently working with Senior leadership to see what data is essential in understanding, goal is to minimize what needs collected in EMIS. Very limited data collection being added, not sure what it is yet. Senior leadership is discussing this week and will start back/forth with them to figure it out as soon as we can.

Q: OH|ID not being able to get into ODDEX, was that covered in an EMIS Newsflash that they need to watch something?

A: 99% sure that was announced in a newsflash that it was going to be changing. Are they having trouble getting password to work or knowing where to go once they get in? It is not an ODE system so encourage them to use the Help that is in there. Don't know if there is an email or number for password help. ODE doesn't own that system so we can't really help. Advantage of 'advanced' is that it's easier to reset your own password. Everything revolves around security now, so they will have to answer those questions.

Q: Districts questioning split schedule (group A attends two days, online 3 days; group B online 3 days and then in person 2 days) do they need separate calendars? Do we have guidance on specific coding showing blizzard bag/calamity reporting for online days? Is there specific coding they're to use?

A: ODE is going to try to NOT make changes to calendar reporting. Definite guidance right now is to *wait until there is specific guidance*. Trying to look at how we can minimize the impact on calendar reporting, and playing with ideas like being able to label a calendar in general as 'hybrid' with a new code, so instead of modifying everything for every day, you'd just add a new code to tag the calendar. We expect that we'd only use Calamity Day if the building is closed to everyone, nobody in person in the building, like any other calamity day used previously. How can we triangulate to get this data from multiple sources and not report each day to see what 'mode' students were in since that would be overkill? If your calendar is broken down by grade/subgroup, that would be a lot of calendars. Working on guidance right now, so just report the days you'll be in session. Some districts are already moving their first day to start the school year, so that does need reported since district is closed and no remote learning is going on, that is a calendar change you should put in. As far as in-person vs remote, don't put that in a calendar.

Q: We're getting a lot of questions about courses, do they need special coding for course/sections that are online if students have options to be in person or online, if they're online doing the same course at the same time as kids in the class, do they need separate sections, or will this be decided later?

A: In general, if it's the same teacher/same time/same kids = one course/section. If some kids are online watching the teacher remotely and other kids are sitting in the Face-to-Face class, that is NOT an online course, the teacher is still teaching Face-to-Face. Don't split it up to look like two different course/sections. However, if they are giving an online school option for kids to sign up and be *fully* online for a semester in a traditional brick & mortar school, that IS an online class since it is designed to be taught online, not taught Face-to-Face with individual accommodations for a few online kids. Still discussing if there is going to be something in-between, but there is no guidance yet. We may just stay with those two options. Talking about Face-to-Face situations with a couple kids online, we may create a code for the individual student, if they're enrolled in Face-to-Face class but they are taking it online, most likely it would be a program code. *This is still a work in progress, and we may not end up there.*

Q: What if they have Group A = in the building Mon/Tue, and participating online Wed/Thu/Fri; and Group B = participating online Mon/Tue/Wed, and in the building Thu/Fri?

A: We don't want to know who is doing what exactly day to day. Course is labeled, and student or building may be labeled as 'hybrid' (combo of FF and OL), kids are participating sometimes FF or OL, so course master may reflect that with a code at Calendar OR student level to reflect that. We may not be able to see exactly what a student does each day of the year, but for 99% we can infer what they're doing each day. Hoping this is a one-year thing so we want to make light changes.

Q: If 1st Semester is completely going to be online, how do we proceed? These are yearlong courses but delivering only online first semester.

A: Then delivery method = OL for first semester. The intent is not to double the schedules. I'm thinking that if they're starting off Online and plan to be online for extended period of time, they should probably report everything as online and then if they came back to FF 2nd semester, it would stay OL for the rest of the year. But please put this in the helpdesk for a definite answer.

Q: Some districts that will be online are reaching out to surrounding districts to combine classes with other districts. Has any of that been thought about?

A: There are other districts doing that, no discussion yet around data reporting for that. Technically that is a contracting situation which adds a fair amount of reporting burden because each class has to have a teacher, whether yours or the contracted staff from other district, to be assigned to course. Not sure what would be easier for reporting. That is a good question for the helpdesk. Certification will allow those with 3 years of teaching experience (not Special Ed) be permitted to teach +/- a grade level, and to teach additional subjects beyond their license. More coming on that as we get closer to October reporting to make it easier for online teaching.

Q: Do you have a date when these questions will be answered? We have superintendents asking why they can't do what they want to do.

A: Out of the EMIS Team's control, but discussion is happening. We aren't included in every meeting but there is a general understanding that the sooner the better. One thing we need to be careful of, in the end the law/policy/what's best for kids comes before the data reporting piece, so we have to be careful in how we talk about data reporting. If the law/policy says it can happen because it is good for kids, we just need to do it and figure out the reporting piece later. Whenever someone says, "EMIS says we can't do this", that is NEVER the case. If there is a rule in EMIS, it ties back to law/administrative code/policy which is what says it can't be done. There is a lot of flexibility being provided. If they really

can't do "A", then we need to know there is a roadblock so we can have a conversation to see if ODE cares about that exact "A" thing happening, if they can use another code, OR if they do need to know there is a different thing happening and they need to make some changes.

Q: If we don't have answers by the beginning of school, we go with what we have?

A: Yes, go with what we know when the school year starts. The opportunity for making changes once the year has started, the timing of the change will determine how feasible it is.

Q: Can anything be collected outside of EMIS? Thinking of large districts having to make changes later in the year.

A: We're talking about what can happen via surveys instead of EMIS Reporting.

Q: District has submitted their CT assessments and not seeing all GW and GY in ODDEX. Has it been updated yet?

A: It should've been but put in a helpdesk ticket with District IRN and SSID's.

Q: Some schools want to enter Score Not Reported (SNR) reasons to track FY20 course grades, can they enter that in yet? You said it would be X, but what test date should they use?

A: They need to hold off until we publish that change, it may not be "X" – we're hoping that reporting guidance will be there soon.

Q: On CCP reports, can they still escalate previous years?

A: I believe so.

Next Call:

ODE ITC Call – August 10, 2020

ODE Change Call – August 12, 2020