

ODE EMIS Conference Call Summary

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

FY20 Year End – Congratulations! We’ve made it to the end of most FY20 Data Collections. We did not see any issues with collections that were submitted Friday. If a district has any issues or did something incorrectly with their Friday submission, let ODE know ASAP if there are any big mess-ups where they need data rolled back to a prior submission.

FY20 Data Appeals – Appeal windows now open for all the collections that closed Friday. Districts should check to see if they need to request appeals or not. The deadline for requesting most open appeals is August 20. Districts should look at their data early to know if they need to file for an appeal. Deadline for getting appealed data submitted will be August 28.

FY20 Other Accountability Assessment collection for reporting ACT/SAT closes this week, then that appeal window also opens right away.

FY21S Fall Grade 3 Retention collection – The majority of districts have still not reported anything so please be working on that since it closes August 31. A very brief appeal window will be open from August 31 until September 3 and any appealed data submissions are due September 4, the very next day. This is the last piece needed for publishing the Local Report Card.

Q: Will it cause any issues submitting Retention if districts have not submitted SCR for FY21?

A: I don’t think so. There was a ticket that stated you didn’t need to.

Q: On the Retention collection, excluded student file, some say “not in Grade 3”, but some other lines have no name or message, so why do some have a message and others don’t?

A: I don’t know the difference, you’ll have to put in a ticket

Q: Previously we were told that this would be for reporting a subset of 3rd grade, but it is all 3rd grade?

A: That’s what it is for *this* year, but in the future, we do hope to look for a subset of 3rd graders.

Q: One of our districts thinks they should have students on their Other Accountability missing report, but they don’t, is that working ok?

A: If it looks like there is a problem, please put in a helpdesk ticket.

Data Processing - – Because it’ll take a day or two to submit an appeal and get it approved and then submit data with the extended due date, we’re not planning on running any FY20 FTE reports, just processing what is still open. So, you won’t see most reports update this week so we can do some cleanup work instead of just processing everything. Then we plan to start normal processing next weekend again, because by then we should have some districts starting to get appeals data in for us to have something to process.

Updated reports for CTE Concentrators – the counts for issues are down quite a bit, just 10 districts account for over 50% of the remaining errors statewide, which is a good indication that most districts have resolved their issues. If there are students on the list, it is up to the district to decide what to do.

For students on the **CTAC-102** report that were reported but ODE derived that they *are* a concentrator), the rule is that they *will* be counted as a Concentrator one way or another. The list that was sent to ITC's includes 1) counts of students with only one potential POC, which is where they *will* count, and 2) counts of students with 2 or more POC, and ODE will use CTE business rules to determine which POC will count (e.g., Does the district have an approved CTE-26 for one program and not the other? If so, ODE will pick the approved one. In looking at the FTE of courses they took, if they took more FTE in one POC over another, they'll use the one with the majority of FTE. They could also be looking at the number of assessments they've taken, and other tiebreakers.) ODE will produce a report in the future, sometime between now and March, showing students who could have multiple POC, and which one ODE picked.

For students on the **CTAC-103** report, if they continue to report a POC, ODE will count them in that POC. Districts have 2 options: 1) file an appeal for FY20S to either correct the POC or to remove the POC (there is no immediate use on this year's Local Report Card for POC data - in previous years, it was in the Performance Index Measure, but there isn't one this year so it is up to district if they want to file an appeal or not) OR 2) file an appeal for FY21D March if a student makes it to the March Follow-up file and either shouldn't be in the file at all or is in the file with the wrong POC. Again, if they're on the report for this year and ODE derived the wrong POC, they will end up on the March file, so they can request a concentrator appeal at that time. They can deal with it now while it is fresh and file an "S" appeal or choose to wait until data is used in March file and file an appeal for "D" then.

Q: Will there be an EMIS Newsflash about this choice of appeals?

A: We weren't really planning on that since that is standard process, either appeal it during "S" or with CTE we have the extra appeal for March "D". You can see from the list that went out which districts may have an issue, which is not the vast majority of districts. Only 44 districts may need to have a tiebreaker, so we don't want to do a Newsflash for everyone.

ODE Training Reminder – This week and next we are holding the EMIS Skype sessions, and New EMIS Coordinator (for those with under 3 years' experience) workshops are also underway. There is still a chance to participate in training. All information is on ODE's website.

Q: Are there any updates for course reporting?

A: No, a group of leadership is exploring what may need tweaked or what they'd like to know, but the policy side of those discussions are continuing. Until those are done, we don't know what that looks like for data reporting, so please report what you would in any other year. The only difference at this point, is if you offer true Online (OL) classes where ALL learning is online, even if some classes are held Face-to-Face (FF) with some virtual learning for a few students that aren't comfortable coming to school, make sure Delivery Method = OL. Beyond that, nothing is different at this point in time. Some changes may happen in the future, but the longer it takes for them to make a decision, the less flexibility we have to add that once schools start opening.

Q: What about classes with Computer as Instructor (CI) that the teacher is grading, is that Interactive Distance (ID) or Online (OL)?

A: Is that for the whole term of the course? If the entire Course Master dates cover a timeframe where it is all Online during that time, use all OL or ID (there is not a real difference between those two) the EMIS manual should help you differentiate. If you're not clear, put that in the helpdesk to help ODE understand that the definitions don't match what they're doing. However, if you are scheduling courses for the year, and only the first 6 weeks is changed, do not update the course master delivery method, since the course itself has not been determined to be all Online for the duration of the course. One of the scenarios leadership is talking about, is do we need to capture that and how? If that status is changing from one week to the next, Course reporting is not set up for making changes to delivery method.

Q: Calendar – if a district decides to do fully remote 1st semester, should they mark the calendar like they did in the spring with Calamity Day/Blizzard Bag or is a day just a day?

A: Hold off on doing anything. Report the same as in the past, no matter if they are doing remote or FF learning. This will not stretch out, but we would hate for them to do a bunch of work and have to undo it. We want to keep it simple. As soon as we know something, guidance will come out in writing.

Q: Courses – if districts offer remote learning and Face-to-Face, if the student chooses remote learning and they have to commit to a 9-weeks or semester, do they need to report a separate section with OL? Majority of our districts are giving families the option to come in or not, some have different teachers, some do not. We just don't want districts to create separate *courses* for OL, so we're steering them to create new *sections* for OL.

A: It depends, is there a different teacher for OL vs FF? For the OL option, if they are using a separate teacher, then it is definitely a separate course/section. It is a little fuzzier if they use the same teacher; some are setting up a camera to stream the classroom for remote learners, and if so, it is part of the same course/section. If they have the same teacher at the same time as other kids, that is NOT a separate course/section. Those are the two easier cases, there are probably more cases than those two – maybe no video happening but the same FF teacher is doing OL assignments, leaning towards an alternate delivery method for that kid, a little fuzzier but still an argument whether that it is the same or different course/section during the day. If it IS a separate teacher, it is definitely a separate course/section.

Q: Most of our districts are doing staggered start to the school year (by grade or first letter of the last name), so now they could have multiple calendars per grade level. Does this still require separate calendars? So, if the official first day of school Aug 31, KG may not start on that day, and if your last name is A-L you would have a different first day of school.

A: Some districts are starting with hybrid learning, first day of school is the same but only half of the kids will be in the building and then the other half starts out remote and attends later in the week while the first half then go on remote learning. Is that what you mean?

Q: Here is an example: Last names A-K start on the 24th and do not go the 25th; L-Z starts on the 25th and do not go on the 24th; then everyone goes to school on the 26th.

A: There are a couple ways to look at this. In that scenario, you're talking a one-day difference, so is it worth creating a dozen calendars in the building for one day? For this year, I lean towards "No", that creates a lot of work just to capture one day difference. I think there's work you have to do regardless. If you don't do a separate calendar you can't count them absent or present, but if we're talking about bringing kids into the building more slowly, that is not worth doing on a calendar as long as you can properly record attendance. Does the district want to report those days, where that is orientation, and they do the one first day where EVERYONE is supposed to be there? Creativity may be needed. If the calendars are VERY different and will carry throughout the year (e.g., 4-hour vs 6-hour day, those are the things we still need to capture, but a day of orientation probably not. Just clearly document what you do and how it impacts attendance.

Q: One thing you were talking about, I think for most software systems, attendance is calculated based on the calendar they're on. I heard the word "creativity" and that's what we need to do.

A: If you want to keep them on the same calendar and half start the 24th and half the 25th, you could say the first day is the 26th, then anyone who was supposed to be there on the 24 or 25 but wasn't would be counted absent on the 26th but you'd just need to document that in case there is any question later.

Q: I think some districts are thinking this will be more than a one-day thing.

A: Well, yes, if you are thinking a week, that is 3% of the year so it's a pretty big variance.

Next Call:

ODE Change call – Wednesday, August 12th

ODE ITC call – Monday, August 24th

ODE ITC Call – Monday, September 7th – This call is scheduled for Labor Day so this call will be cancelled and the following call will be Monday, September 21st