EMIS Advisory Council: EMIS Professional Qualifications and Development Workgroup

Location	Ohio Department of Education 25 South Front Street, Columbus, Ohio 43215 Conference Room B-004

Date	Wednesday, December 4, 2019; 9:00am-12:00pm

Facilitators	**Deidre Wunderlich**	**Ashley Castle**	**Erica Weaston**

Attendees	**Sheri Ballman**	Lydia Gaddis	**Jamie McClary**	Brad Ritchey
	Michele Baughman	Carrie Herringshaw**	**Lisa McCullough****	**Penny Rucker****
	Toni Brady	Kirsten Hill**	Tom McGee	**Deron Schwieterman**
	Michelle Bell	**Robin Hill**	**Marianne Moots**	**Ryan Shively ****
	Christy Bosch	**Paul Hopkins**	LuAnn Mulica	**Mary Smith**
	Dan Coffman	John Kellogg**	**Lynne Odorizzi**	**Catherine Wright**
	Elizabeth Davis**	**Tami Kunesh**	Adam Pittis	
	Diane Fabian	**Renae Lyons****	**Kim Rhoads****	

** Indicates the work group member is also on the EMIS Advisory Council

Agenda Items	Facilitator	Approx. Start Time
Welcome/Roll Call	Deidre Wunderlich	9:00
Approval of October meeting minutes	Deidre Wunderlich	9:10
Recap	Deidre Wunderlich	9:15
Data reporting professionals in other states	Deidre Wunderlich	9:25
Main challenges	Deidre Wunderlich	9:30
Next steps/Framework of support for EMIS Coordinators	Erica Weaston	9:45
Break		11:00
Discussion on how to implement solutions	Erica Weaston	11:15
Next steps/Adjournment	Deidre Wunderlich	12:00

Meeting Minutes:

Welcome/Roll Call:

- The meeting was called to order by Deidre Wunderlich at 9:04am.
- The first order of business was roll call. All members were present except for Michele Baughman, Toni Brady, Dan Coffman, Elizabeth Davis, Lydia Gaddis, Carrie Herringshaw, John Kellogg, Tom McGee, LuAnn Mulica, Adam Pittis, and Brad Ritchey.

Approval of October meeting minutes:

- The next agenda item was to review and approve the meeting minutes from the October 28 meeting. Penny Rucker made a motion to approve the amended meeting minutes with Robin Hill providing the second. All present workgroup members voted in favor of approval. These meeting minutes are to be posted on the EMIS Advisory Council webpage.

Recap of Previous Meetings

- This past June, a presentation was made to the EMIS Advisory Council requesting an exploration of a state administered license for EMIS coordinators. As a result, this workgroup was formed.
- In order to undertake this exploration, the workgroup first needed to understand the position and the current training and professional development opportunities available. At the first workgroup meeting, lists were created of the responsibilities of EMIS coordinators and of the core competencies required of an EMIS coordinator, and an inventory of training opportunities was developed. The Office of Educator Licensure provided a general presentation on licensure in Ohio.
- At the last meeting, the workgroup continued the discussion first with a presentation by the president of OAEP that outlined their current certificate system. Then the group identified advantages and disadvantages of a state licensure system and of the OAEP certification system, in relation to each option's impact on data quality.
- The main goal of these discussions is to determine what the best option is for quality EMIS data. That could be what is currently in place, or an enhanced OAEP system, or licensing, or a hybrid approach, or professional development and continuing education.

Other States

- In a follow-up to what other states are doing, the Office of Educator Licensure contacted the National Association of State Directors of Teacher Education and Certification to survey other states regarding credentialing for data reporting professionals. The results from 22 states that responded showed that no other states have a license for the person who reports education data to the state. It is, however, clear that there is widespread agreement on a range of issues and the challenges faced by EMIS coordinators.

Conclusion from Previous Meetings

- The workgroup did not indicate overwhelming support of either credentialing option. The meetings taken together do show broad agreement on the main issues or challenges faced by EMIS coordinators, which are described more below.
  - Lack of Support
    - EMIS coordinators do not get the support they need from administrators in many districts.
    - The perception is that the position/work is not valued.
    - People are hired into the job who don't have the basic skills necessary.
    - People are expected to do other jobs as well.
  - Lack of Understanding
    - There is often a district-wide lack of understanding of EMIS and EMIS data.

- The assessment coordinators who don't realize those test scores are EMIS data is one example of this lack of understanding.
- Curriculum coordinators who don't realize all of the district's courses are EMIS data is another example of this lack of understanding.
  - o Lack of Collaboration
    - Following from the lack of understanding, staffers don't understand the need to communicate and collaborate with the EMIS coordinators and other district staff to ensure high data quality.
  - o Lack of Training
    - In many districts, EMIS coordinators are not permitted to attend the trainings and professional development opportunities necessary.
    - In most districts, the EMIS coordinators are the only ones getting any training on EMIS.
    - Existing opportunities could be improved and added to to create a clearer pathway to competence.
  - o Lack of Resources
    - Additional reports, documentation, system enhancements, etc. are needed.

Framework of Support for EMIS Coordinators

- In order to address the challenges stated above, ODE and this workgroup would like to create a framework and/or pathway to better data quality. We need a solution that will address these five main challenges. There are a few things going on right now that could help with this overall task and that will allow us to tie a few things together. Ohio Administrative Code (OAC) Rule 3301-14-01 is up for review. This is the rule that provides for the operation of EMIS. ODE has lists of suggestions from the other workgroups—some have already been implemented, some are in the process of being implemented, some will be implemented in the future, and some of those suggestions can be implemented through this EMIS Framework that we're going to talk about. This could be a way to leverage the EMIS guidelines and the Ohio code to elevate these solutions and make them requirements.
- It is important to tie the work of this group back to the Department's Strategic Plan for Education in Ohio, and to include the parts of the law that authorize EMIS and the creation of the Manual and training. Some ideas were to include a brief, high-level flowchart of the data cycle: entered by various staff into your local system, sent to the ITC, sent to ODE, sent back via reports, sent out via reports cards, funding, etc. The purpose being to give people a fairly simple picture of the size and scope and impact of EMIS data. Even without a change to the OAC rule, we can still move forward with such a section, we would just make the language "should"s instead of "shall"s. Thus, we would be suggesting/recommending via the EMIS Manual rather than requiring. This is also a way for us to move forward with this before knowing with certainty what will be in the code.

- **Challenge: Lack of Support**
  - o *Recommendation: Advocate for EMIS coordinators to be recognized and valued.*
    - Educate on the importance of the EMIS coordinator position and EMIS reporting
    - "Job description" for EMIS coordinator, including competencies and skills required *(discussed during Sept 23rd meeting)*
    - Ensure understanding of the impact of EMIS data on funding and accountability
- **Challenge: Lack of Understanding**
  - o *Recommendation: Increase awareness that quality data is a shared responsibility for all staff.*
    - More regular communication to all district personnel on the role that EMIS data plays
    - Quick resources—such as 1-pagers and short videos—with information about the importance of EMIS reporting, their role in supporting EMIS reporting, general impact of EMIS data on the Report Card and funding
    - Make it easier for non-EMIS coordinators to access, understand, and use data

- ▪ Recommendations already provided by the Advisory Council
  - • Read-only access to tools such as the Data Collector, designed with the novice user in mind
  - • SDC resources for all users based on their roles
  - • Report Card related resources
  - o *Recommendation: Increase awareness that <u>everyone </u>in a district is responsible for quality data.*
    - ▪ Create and deliver targeted required training to all data owners in various roles about
      - • Impact and importance of EMIS data
      - • Their role associated with data reporting
      - • How they should support their EMIS coordinator
      - • Other related topics
- • Workgroup Discussion on Lack of Support and Lack of Understanding
  - o If we were to require role-based training for all data owners in a district about EMIS, what high-level topic areas would be the most useful?
    - ▪ Training built on top of technical documents
    - ▪ Training built on detailed scenarios where impact is more realistic
    - ▪ Topic driven training
    - ▪ Topics that need to be included: Third Grade Reading Guarantee, Withdrawals, Funding, Report Card Modules, Gifted, Assessment, Special education
    - ▪ More conferences directed towards other school administrators (similar to OASBO) where it is a collaborative effort
      - • Have breakout sessions in training where data owner and EMIS coordinator can discuss and collaborate
    - ▪ State grant or line item within EMIS for professional development for travel expenses and costs
    - ▪ Less intimidating approach for one student who walks through the door and how they are reported throughout the entire process and then represented on the report card
    - ▪ Time sensitive issues and calling it "EMIS" sometimes makes administrators look the other way because they think it doesn't pertain to them
    - ▪ OEDS role changes to where more people can access the data and collaborate on it

- • **Challenge: Lack of Collaboration**
  - o *Recommendation: Facilitate a more collaborative environment between EMIS coordinator and other district data owners.*
    - ▪ Develop resources for "best practices" associated with implementing a district data team *(recommendation from Sept 23rd meeting)*
    - ▪ Require that districts have a data team in place
    - ▪ Develop collaborative topic-driven trainings for EMIS coordinators and data owners to participate in together
- • Workgroup Discussion on Lack of Collaboration
  - o Thoughts about advocating for (or requiring) each district have a data team?
    - ▪ Superintendent buy in to data team is critical
    - ▪ Culture shift for EMIS to be important and prioritized, and it must start from the top.
    - ▪ More rules will almost distract from what is important – data and community.
      - • Best practices from the top down would be helpful.
    - ▪ Good suggestion to have districts form data team so EMIS Coordinators know who their point of contact is for different areas.
    - ▪ Fine line between nicely suggesting and requiring.
    - ▪ It is important for a district to understand how to function when an EMIS Coordinator is gone.
      - • Built equity across districts through a data team.

- Data team framework has to include how to function as a data team as well.
- Concerns about data teams across different types of districts.
- ODE and ITC work together to train what a data team looks like and how to sustain it.
- Panel discussion on how district data teams are working or not working. What works well and what can be improved/how?
- WebX's work well
- Unless a data team is required, it's not going to happen.

- **Challenge: Lack of Training**
  - *Recommendation: Enhance and require existing training and professional development for EMIS coordinators.*
    - Advocate for, or require, a minimum level of training to be required of all EMIS coordinators
    - Create a clearer pathway to competency for new and seasoned EMIS coordinators
    - Training calendar further in advance to allow for better long-term planning and attendance *(recommendation from Sept 23rd meeting)*
    - Ensure coordination between various training content
    - Continue to explore various delivery methods and opportunities to ensure all audiences are reached
- Workgroup Discussion on Lack of Training
  - Would requiring EMIS coordinators to participate in training and professional development increase data quality? General thoughts or suggestions?
    - If we are going to require training, then we definitely need in-person and Skype/WebX must be offered as well.
    - Data appeals – how many trainings has your EMIS coordinator attended? Bring awareness to it and not penalize them yet.
    - Superintendents will most likely be more willing to let EMIS Coordinators go to training if it is required.
    - Fund earmarked only for professional development for EMIS.

- **Challenge: Lack of Resources**
  - Fold many recommendations approved by the EMIS Advisory Council this past spring into the framework of support
  - Enable EMIS coordinators increased efficiency and improved ability to perform their core job function
  - Many recommendations related to data checks, EMIS reports, Data Collector, ODDEX, SDC
  - Improve resources such as documentation, EMIS webpage, and communications
    - More situational "If this, then that" examples in the EMIS Manual
    - Review of data elements to identify items that could be deleted if not used
    - Search functionality on web
    - Consolidated communications

- **How to Implement Solutions?**
  - Leverage OAC 3301-14-01: Operation of the EMIS System that is currently up for review.
    - Add to rule to include general requirements that address solutions, for example,
      - Requiring training for all data owners
      - Requiring a data team
  - Leverage EMIS Guide to operationalize updates to OAC rule
    - Work with EMIS Advisory Council and workgroups on a regular, on-going basis to determine what goes into the EMIS Guide
  - Create new EMIS Manual section
    - Could include the following:

- Ties to ODE's Strategic Plan and ORC/OAC
- EMIS Advisory Council
- Data Cycle - Include a brief, high-level flowchart of the data cycle: entered by various staff into your local system, sent to the ITC, sent to ODE, sent back via reports, sent out via reports cards, funding, etc.
- Data Teams
- Suggested Training/Include suggested trainings that should be attended as well as who should attend them/Suggest a certain amount of training per year or per specified time period
- Training Inventory
- Role of an EMIS Coordinator
- Essential Skills of an EMIS Coordinator
- Pull Outs (Example – To make it easier for HR staff to have a list of skills and roles in front of them when crafting the job description or when hiring)
  - The purpose being to give people a fairly simple "picture" of the size and scope and impact of EMIS data. Even without a change to the rule, we can still move forward with such a section, we would just make the language "should"s instead of "shall"s.
  - This is also a way for us to move forward with this before knowing with certainty what will be in the code.
  - Pull outs/one pagers for specific roles to understand why, what, when, action, and tips for each position.
    - Example: Superintendent
      - Why – EMIS data matters. Here, funding, report cards
      - What – what is EMIS data. Lists out several broad data types
      - When – when is EMIS data reporting → all year round.
      - Action – what the superintendent can do: make sure they have access to the SDC and the data collector, be aware of data review deadlines
      - Tips – for ensuring EMIS data quality. Prioritize the work, recognize that it takes time, allow for training
    - What positions are important to have?
      - Superintendents
      - EMIS coordinators
      - Assessment coordinators
      - Principals/Assistant Principals
      - Attendance secretary
      - Special education coordinators
      - Payroll
      - Curriculum coordinators
      - Enrollment coordinators
      - Guidance counselors
      - Gifted coordinators
      - Career Tech coordinators/directors
      - HR directors
      - Community workers/discipline coordinators
    - Assessments, special ed, superintendent done first

- **Feedback on Proposed Solutions**
  - Challenges

- If implemented via EMIS Manual, again everyone non-EMIS related turns their head, so might need promoted in a creative way.
  - Framework
    - Data quality and data governance workgroup in framework to enhance data systems
    - Need peer review/quality assurance team/accountability once data team and framework is established
  - Manual section
  - Position one pagers

Wrap Up/Next Steps:

- The Department will continue to work on examples and ways to update the EMIS Manual to reflect the challenges listed previously. It is the goal to have these ready by the next meeting, so that the workgroup can discuss and provide feedback to later present to the EMIS Advisory Council for consideration.
- The next meeting for this workgroup will be Tuesday, January 7, 2020 from 9:00am-12:00pm.
  - * Note: This next meeting ended up being reschedule to Tuesday, February 4, 2020 from 9:00am-12:00pm due to the original date being scheduled too close to winter breaks.
- The meeting adjourned at 11:40am.