EAC SLDS Workgroup

Project 3 Team · August 25, 2020

Today's Agenda

- Welcome and Introductions
- Public Meetings & Breakout Groups in Teams
- Workgroup and SLDS Project 3 Overview
- ODDEX Enhancements
- Progress Towards Graduation Reports
- Early Warning Systems
- Initial Project Input in Breakout Groups
- Future Workgroup Meetings and Focus Group Opportunity

Welcome and Introductions

- Welcome and thanks!
- We are a collection of
  - EMIS professionals
  - Guidance counselors
  - Education administrators
- Our workgroup co-chairs:
  - David Ehle
  - Marianne Mottley

Welcome and Introductions

- SLDS Project 3 Team
  - –Amy Szymanski
  - –Bill Wagner
  - –Marsha Ward
  - –Teresa Williams
  - –Graham Wood
- Workgroup members will introduce themselves during the breakout sessions

Teams Meeting Information

- ✓Please mute your microphone when you are not speaking to minimize noise
- ✓If you wish to comment, signal us by using the “Raise Your Hand” feature on the Teams toolbar
- ✓As you unmute yourself to comment, please also turn on your camera (if possible) so people can see you
- ✓Please identify yourself when speaking so all will know who is commenting

Teams Meeting Information

- ✓Please identify yourself when speaking and especially when making a motion such as moving to approve the minutes, so we have a correct public record of what happened today

- ✓There is no public participation today; non-council observers are asked to stay muted

Teams Meeting Information

- ✓We are not recording the meeting so that the records mimic our in-person meetings

- ✓The Teams application does include a “Chat” feature. Any comments that are entered into chat will be preserved as a public record

Breakout Groups in Teams

- ✓We will be breaking into 3 groups for discussion later in the meeting
- ✓The links to the 3 breakout “rooms” (actually separate teams meetings) will be posted in chat
- ✓Each workgroup member is assigned to a specific breakout group based on roles
- ✓The same “rules of the road” apply in the breakouts

Breakout Groups in Teams

- ✓Members of the public observing today may also observe in any breakout group
- ✓An ODE staff member will help facilitate each breakout and take notes- but you provide the information!
- ✓We will share summaries of the discussion of each breakout group at a later date
- ✓Once the breakout ends, rejoin this main meeting

SLDS Grant

- ✓Statewide Longitudinal Data System grant awarded to ODE this spring
- ✓Four projects related to the use of data, in support of ODE's strategic plan
- ✓Grant through fall of 2023, with an extension possible

SLDS Grant

- ✓EMIS Advisory Council listed in grant as source of input/feedback on implementing grant, especially for project 3
- ✓This workgroup is representing the EAC by providing input/feedback that will next go to the full EAC
- ✓Workgroup will be in place for at least FY21 and FY22
- ✓Primarily focus on project 3, but some interaction with ODE staff around project 2 and other activities as needed

Four Projects in SLDS Grant

- ✓Outcome 1: One-Goal: Establish PreK-12 and Workforce Linkages
- ✓Outcome 2: Enhance Ohio's Equitable Access Analysis Tool to Include Additional Data and Increase Functionality and Usability
- ✓Outcome 3: Using Data to Identify Students At-Risk of Not Graduating
- ✓Outcome 4: Build Resources to Support Regional Data Leads

Equitable Access Analysis Tool

- ✓Lead by Teaching Profession staff at ODE
- ✓Build a tool to replace the teacher equity reports currently distributed as files through the Data Collector
- ✓Ability to include more data than is now included in the files
- ✓Set the stage for the application to be used to analyze equity issues in other educational areas
- ✓May be interested in input from the EAC workgroup

Using Data to Identify Students At-Risk of Not Graduating

- ✓David Ehle is the lead for this project
- ✓The workgroup will provide input and feedback on design and implementation
- ✓Will meet 2-3 times per year
- ✓Additional groups will also be established by ODE to participate in detailed design sessions at different phases of the project; EAC workgroup members will be invited to be a part of these ad-hoc groups, but are not required

Graduation Risk Project Components

- ✓Three main parts to this project
  - ✓Enhancement of existing systems and data set in support of the project
  - ✓Reports on progress towards graduation
  - ✓Calculation of risk/Early Warning System (EWS) related to likelihood of graduation
- ✓The system will be implemented as new functionality with ODDEX

ODDEX Enhancements

- ✓Student Claiming: To provide graduation information at time of enrollment, allow LEAs to claim a student as a new student, with SSID, with 15 minutes in ODDEX
- ✓Data to Predict Risk: Collection of grades in all courses with high school credit (and possibly grades 7 and above), both final and intermediate grades
- ✓Reports: add functionality to ODDEX to produce PDF reports

Student Claiming

- Allow faster access to data within ODDEX (Ohio District Data Exchange)
- Uniquely determine a student's SSID based on:
  - Name & Date of Birth
  - Prior school/district attended
  - Other data related to the student
- Direct entry of data in ODDEX
- New roles for staff to have access to this functionality

Student Claiming

- Goal is to have access to ODDEX student records within 15 minutes of first contact with parent/guardian (often less)
- Getting access to data requires affirmation that the student is enrolling in your district
  - Student will be expected to be included in EMIS submissions soon thereafter, including Student Cross Reference submission
  - Any districts where the student is currently enrolled will receive notification of student's intent to transfer

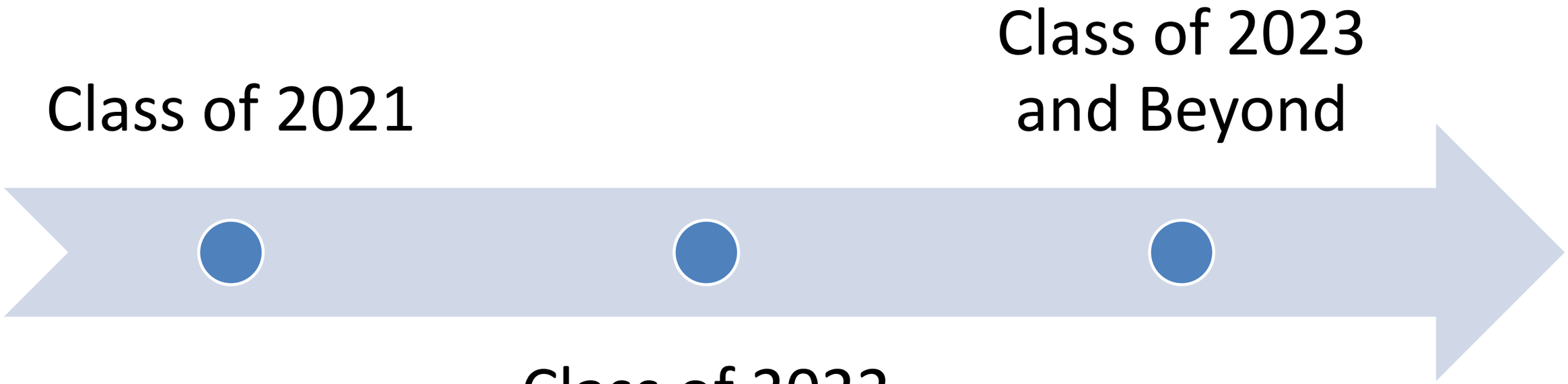
Data to Predict Risk

- For progress towards graduation and early warning system, need additional data in EMIS
  - –Course grades
  - –Graduation seals
  - –Credit progress
  - –Assessments
  - –Discipline
  - –Attendance

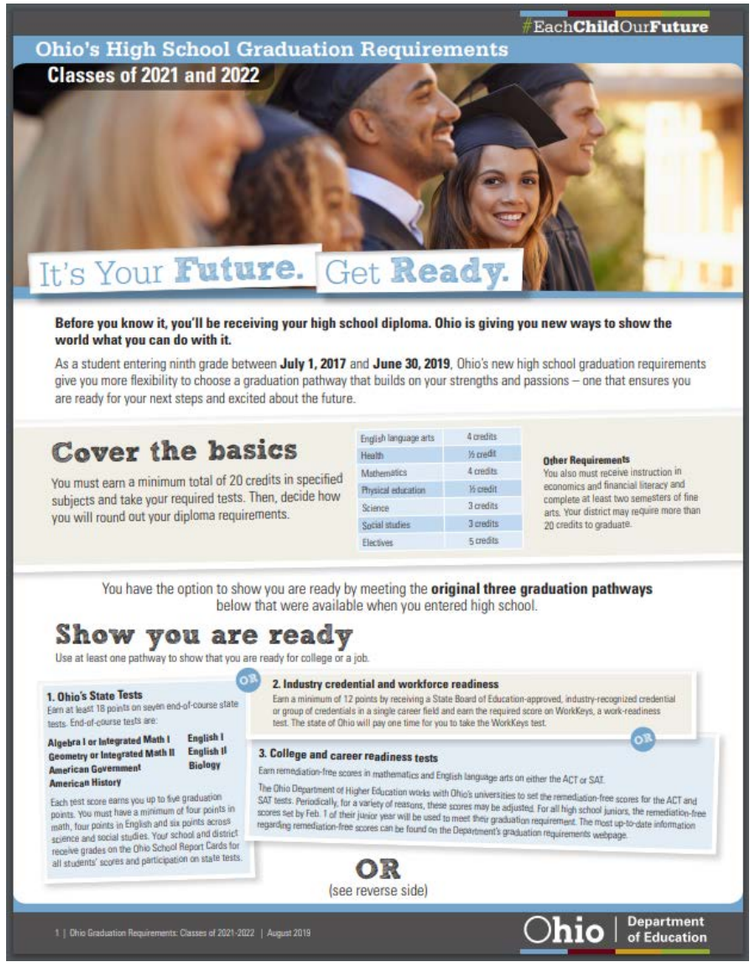
Reports in ODDEX

- Only reports currently in ODDEX are exports of data or screen shots
- Project will add creation of PDF reports to base ODDEX functionality
- Will add 3 reports based on data currently in ODDEX as a test case
- Goal of reports is to be able to share information with those who do not normally have ODDEX access

Progress Towards Graduation Reports



Ohio's Graduation Options: 2021-2022



#EachChildOurFuture

Ohio's High School Graduation Requirements

Classes of 2021 and 2022

It's Your **Future.** Get **Ready.**

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade between **July 1, 2017** and **June 30, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

Cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements
You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

You have the option to show you are ready by meeting the **original three graduation pathways** below that were available when you entered high school.

Show you are ready

Use at least one pathway to show that you are ready for college or a job.

1. Ohio's State Tests
Earn at least 18 points on seven end-of-course state tests. End-of-course tests are:

Algebra I or Integrated Math I
Geometry or Integrated Math II
American Government
American History
English I
English II
Biology

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students' scores and participation on state tests.

OR

2. Industry credential and workforce readiness
Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

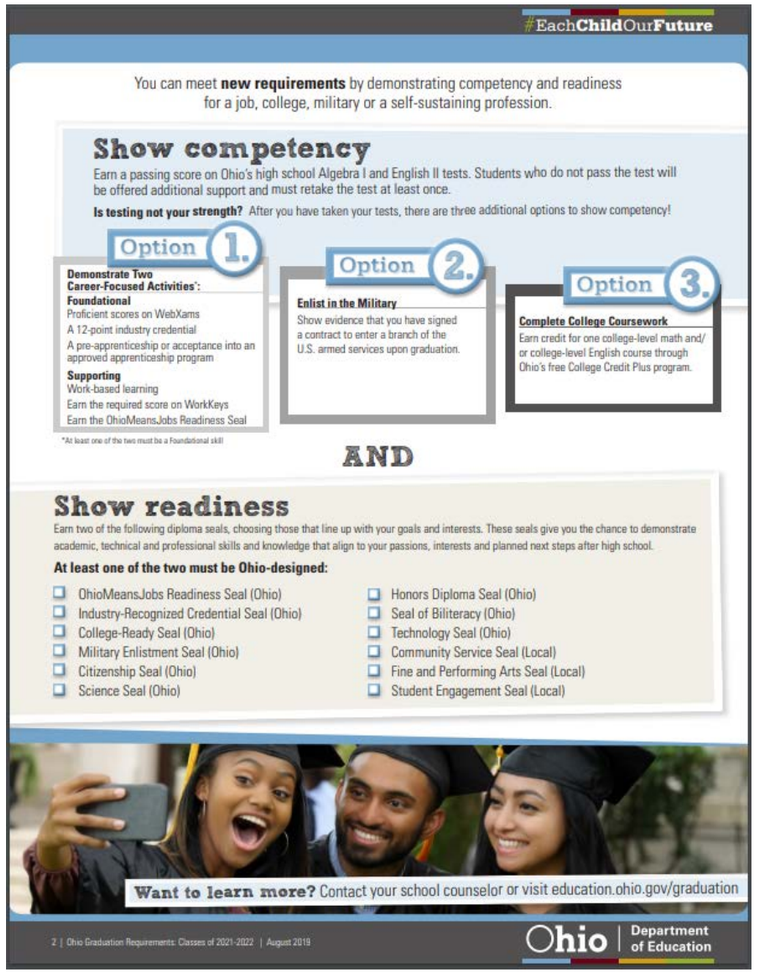
OR

3. College and career readiness tests
Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

The Ohio Department of Higher Education works with Ohio's universities to set the remediation-free scores for the ACT and SAT tests. Periodically, for a variety of reasons, these scores may be adjusted. For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. The most up-to-date information regarding remediation-free scores can be found on the Department's graduation requirements webpage.

OR
(see reverse side)

Ohio | Department of Education



#EachChildOurFuture

You can meet **new requirements** by demonstrating competency and readiness for a job, college, military or a self-sustaining profession.

Show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional options to show competency!

Option 1.

Demonstrate Two Career-Focused Activities*:

Foundational
Proficient scores on WebXams
A 12-point industry credential
A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting
Work-based learning
Earn the required score on WorkKeys
Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill

Option 2.

Enlist in the Military
Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3.

Complete College Coursework
Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

AND

Show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- ☐ OhioMeansJobs Readiness Seal (Ohio)
- ☐ Industry-Recognized Credential Seal (Ohio)
- ☐ College-Ready Seal (Ohio)
- ☐ Military Enlistment Seal (Ohio)
- ☐ Citizenship Seal (Ohio)
- ☐ Science Seal (Ohio)
- ☐ Honors Diploma Seal (Ohio)
- ☐ Seal of Biliteracy (Ohio)
- ☐ Technology Seal (Ohio)
- ☐ Community Service Seal (Local)
- ☐ Fine and Performing Arts Seal (Local)
- ☐ Student Engagement Seal (Local)

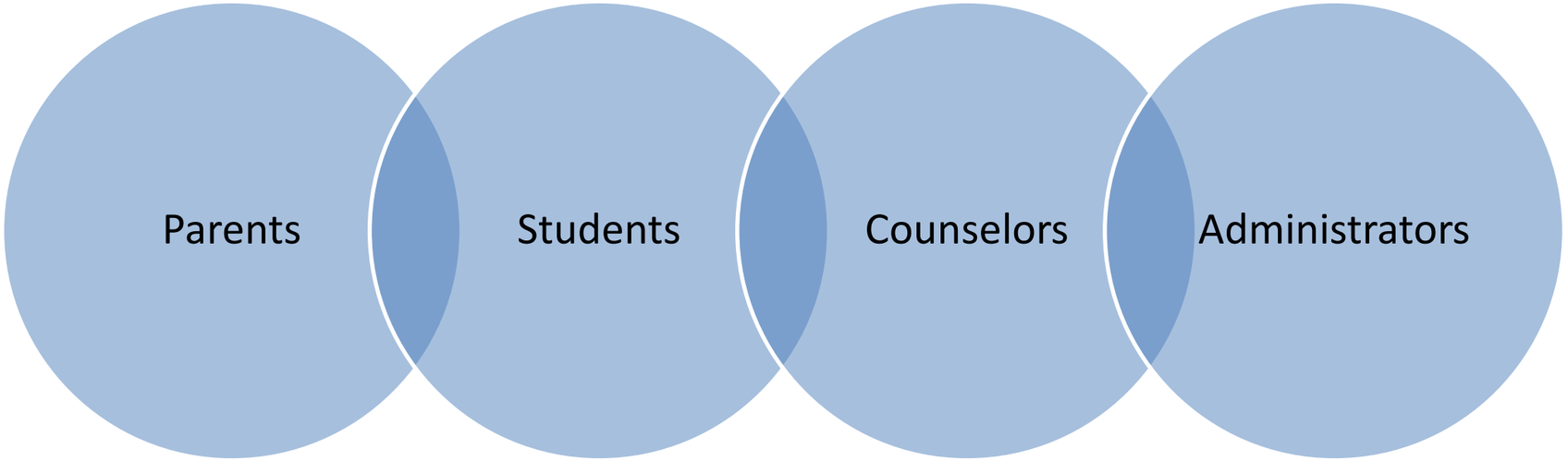
Want to learn more? Contact your school counselor or visit education.ohio.gov/graduation

Ohio | Department of Education

Ohio's Long-Term Graduation Options

Progress Toward Graduation Reports

- Who will use the reports?



Progress Toward Graduation Reports

Likely Use Cases			
Graduation Planning	Transfer Students	Management of District Options	What else?

Early Warning Systems

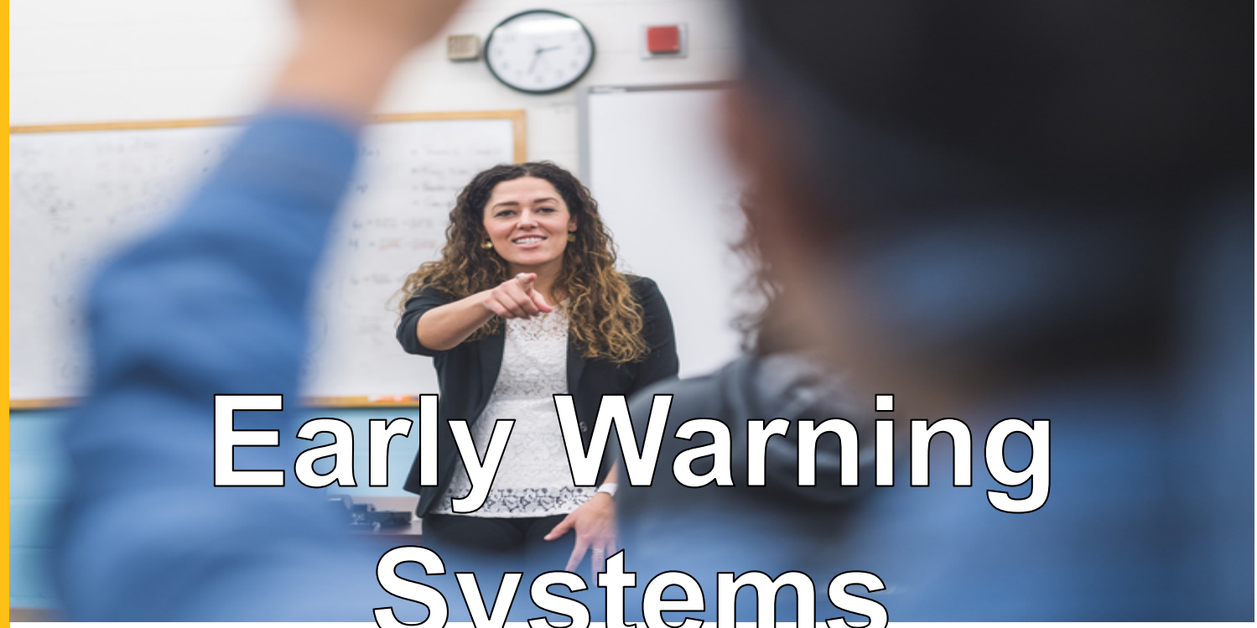
Identify students who are at risk of not graduating

Allow for early intervention

Back on track for on-time graduation

Commonly used indicators

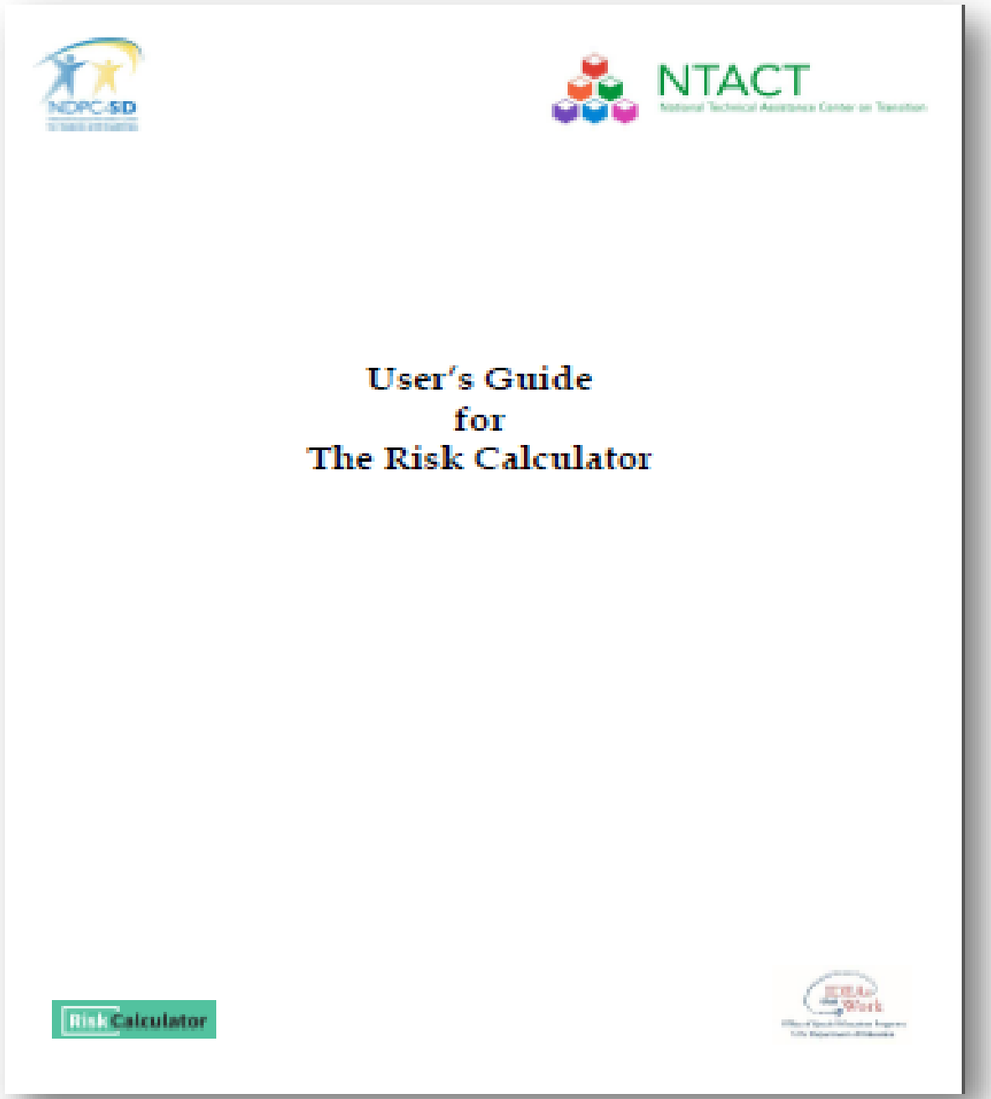
- Attendance
- Course performance
- Grade point average
- Behavioral performance



Early Warning Indicators are ***symptoms, not causes*** of dropout!

Example Early Warning Indicators and Thresholds

Indicators	Dropout Thresholds	
	Middle Grades	High School
Attendance	Missed 20 percent or more of instructional time	Missed 10 percent or more of instructional time
Course Performance	Failure in English language Arts (ELA) or mathematics course.	Failure in one or more courses
		Earned 2.0 or lower grade point average (on a 4-point scale)
Behavior	For example, in- or out-of-school suspension	



NTACT Risk Calculator

Early Warning Intervention and Monitoring System

Systematic approach to using data

Identify students who are at risk of not graduating on time

Assign students flagged as at risk to interventions

Monitor at-risk students' response to intervention

References

National Dropout Prevention Center for Students with Disabilities & National Technical Assistance Center on Transition. *User's guide for the Risk Calculator.*

https://www.transitionta.org/system/files/resources/The%20Risk%20Calculator%20Users%20Guide.pdf?file=1&type=node&id=1326&force

References

Therriault, S., O'Cummings, M.,Heppen, J., Yerhot, L., & Scala, J. (2013). *High school early warning intervention monitoring system implementation guide*. Washington, DC: National High School Center, US Department of Education. Retrieved from: http://www.earlywarningsystems.org/wp-content/uploads/2013/03/EWSHSImplementationguide2013.pdf

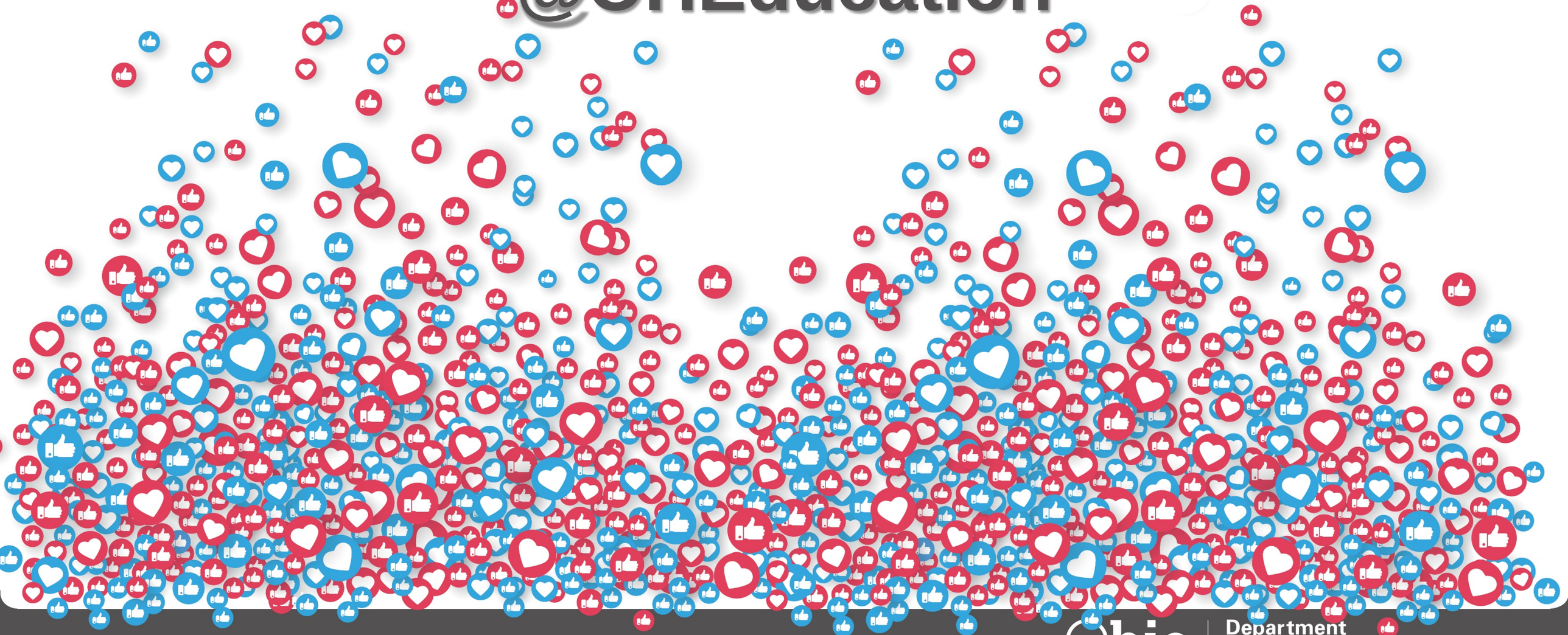
Initial Project Input in Breakout Groups

- Any questions based on the content covered so far?
- We will now split to breakout groups
- We need to hear from you!
- This meeting should go on hold once you join the breakout group meeting; if disconnected from this meeting, just join again once breakout done

Future Workgroup Meetings and Focus Group Opportunity

- We will schedule another EAC workgroup meeting sometime in late fall/early winter
- In the meantime, we will be convening several focus groups
  - Assist with requirements and design for specific components
  - Can volunteer for none or for many!
  - Communication on how to sign up coming early next week

@OHEducation



Ohio Department of Education