

EMIS ADVISORY COUNCIL

Statewide Longitudinal Data Systems (SLDS) Grant Workgroup Agenda

Location	Virtual meeting via Microsoft Teams
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Date	Thursday, December 10, 2020; 1:00pm-3:00pm
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Facilitators	David Ehle**	Marianne Mottley**		
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Attendees	Alex Ahlers	Stephanie Heidenreich	Karen Meister	Alice Weygandt
	Crystal Aker	Lee Herman	Helen Mills	Judy Williams
	Jeremy Beardmore	Kirsten Hill**	Amber Myers**	Teresa Williams
	Jim Collins	Brian Jettinghoff	Michelle Reid	Graham Wood
	Greg Cosimi	Heather Keating	Kim Rhoads**	
	Scott Davie	Kylea Kimmerly	Ben Richards**	
	Jackson Haas	Dara LaForest	Ryan Shively**	
	Sue Hall	Carrie Long	Amy Szymanski	
	Jamie Hamilton	Bethany Lopez	Bill Wagner	

** Indicates the workgroup member is also on the EMIS Advisory Council.

Agenda Items	Facilitator	Approx. Start Time
Welcome/Roll Call/Agenda Review	David Ehle	1:00
Approval of August Meeting Minutes	David Ehle	1:10
Graduation Planning and Data Connections	Graham Wood & David Ehle	1:15
Student Claiming: Process Walkthrough	David Ehle	1:40
Review of Upcoming Focus Groups	David Ehle	2:05
Round Robin- final thought or question	David Ehle	2:30
Adjournment	David Ehle	3:00

Meeting Minutes

Welcome/Roll Call

- The meeting came to order at 1:04pm. Attendance was taken and a quorum was present.
- All members were present except for Jeremy Beardmore, Jim Collins, Jackson Haas, Lee Herman, Kirsten Hill, Bethay Lopez, Michelle Reird, Ryan Shively, Alice Weygandt, and Judy Williams.

Approval of August Meeting Minutes

- Ben Richards moved to approve the minutes from the August 25th meeting. Brian Jettinghoff provided the second. The minutes were approved without objection.

Graduation Planning and Data Connections

- The next order of business was to discuss the graduation planning and data connections work. Districts have to complete graduation plans moving forward. ODE already collects many data pieces around graduation planning. The goal in this part of the meeting was to discuss the graduation planning template and the plans themselves.
- Graham Wood explained there are different options for different graduation cohorts of students. The Classes of 2021 and 2022 have the original three pathways; points on tests, industry recognized credentials and WorkKeys or earning a remediation free score on ACT or SAT, but they also have access to the permanent requirements for the Class of 2023 and later. Those permanent requirements are course requirements, demonstration of competency on tests, and demonstration of readiness through earning two seals.
- Districts had to set their policy for graduation planning by this fall. All students must have a graduation plan in place but we haven't said by when they need to have it. The template is just one way to look at the data. There is no detail in the law, so ODE created a template to show what it might look like. The first portion sets up what a student is interested in and what they want to do after high school to help the school develop supports in high school to prepare the student for the next steps. David Ehle explained there is information about the student's "graduating class". This is when the student is planning to graduate and may not always align to the four year graduation cohort if the student is planning to take longer or shorter than four years to earn a diploma.
- The plan can help make sure everyone is on the same page to schedule the student for the right activities and on track with those activities to graduate and move to the next phase in life. The template breaks the data into three buckets; course credits, competency, and readiness.
- One section on the template is set up to reflect the state minimum for credits earned. It can be amended to meet each district's additional requirements for course taking. A lot of data is already collected in EMIS around credits earned. On the Progress Toward Graduation tool, we can create a grid report to show credits for each category. The data might be updated in the middle of the year to reflect first semester or first block credits earned. ODE also collects a student's schedule so we can consider add courses being taken in the current term so it's up-to-date. We also collect state waivers (like the P.E. waiver). We don't collect local requirements, so anything above the state requirements would be done at the local level.

These reports can be run at different levels. The initial plan is for student level data, but you also will be able to run reports based on the type of seal or by class.

- Some districts may use a different platform, purchased from a 3rd party or developed locally that they find useful. If something else works better for the district, they can keep using it. This new platform will ensure all districts can have access to data.
- The second part of the template sheet shows data on test scores and it reports whether the competency score has been met for algebra I and ELA 2. These data are all reported in EMIS. For the Progress Towards Graduation, we will be able to show a flag for competency (whether the student meets the required scores). We also can show all attempts at each test.
- The next part shows alternatives to competency like earning credentials, entering the military and participating in an apprenticeship. This report is complicated, but it also allows users to add other things they need to see to determine whether a student meets competency or not. EMIS also will have more detailed reports available to help show data from prior years to review. One member of the workgroup commented this would be a great addition to ODDEX. Almost all data from this piece of the template is in EMIS. The only piece that is not is the ASVAB (military readiness) test.
- The last part shows the student's progress towards earning seals. This template page only includes tracking for two seals although we know some will earn more. Some data are just starting to be reported in EMIS. ODE developed new program codes for each seal and the criteria to be met to earn them.
- Someone asked if all districts will need to use common course coding for this to work. David explained the existing EMIS course codes will be leveraged. Those courses all have common definitions across districts.

Student Claiming

- The next order of business was to discuss Student Claiming process needed to unlock these data. A student should be able to be found based on name, gender, date of birth, and prior school and district attended. A final piece will be the names of ELA and math teachers to help identify more students with just a single match. These elements will allow a district to claim a student in minutes. Once a student is claimed, the prior district will be notified of the transfer.
- There will be two new OEDS roles to give staff the role to claim students. One is read-only access that will not allow someone to claim a student, but allow them to see lists of students who have been claimed. EMIS staff and ITC staff will default to read-only. The other role lets the user claim the student.
- David offered a practical demonstration of how the claiming process will work by displaying a flow chart. The parent will initiate the enrollment by saying he/she wants to enroll the student in the district. Districts will enter the information into the claiming module. The system will search based on demographic data to try and find a match. In some cases, there may be no match found. If a single match is found, the district will need to confirm the match with the prior district. The new district then confirms the student will enroll to be able to access other ODDEX data and notify any current district that the student is enrolling in a new district.

Focus Groups

- The next part of the presentation was to discuss the focus group process. These groups will be small groups, consisting of 5-8 people to talk through the topics. It will be a discussion rather than a presentation. We have a pool of volunteers from which to choose. These most likely will

be virtual meetings lasting 90 minutes to start in order to discuss the work, and then an additional meeting of 30-60 minutes to follow up. We need a diverse set of members, so anyone who wants to volunteer will be considered. We have about 80 people now, but can still add more.

Round Robin Discussion

- The next part of the meeting was to engage in a round robin discussion around the five questions below. Comments and questions from the workgroup are listed below each question:

1. *Do you have unanswered questions?*

- “We need to see this in action. I am confused about how the course codes will work since districts use different local codes to represent different courses.”
- “How will this work if my district engages a 3rd party to enroll students? Parents go into the enrollment screen and complete the information and eventually we consider the student to be enrolled.”
 - David said this would be a topic of a focus group discussion so they know all the use situations when it comes to how districts enroll students.
- “How will the data get into the tool?”
 - David said most pieces already are reported in EMIS and can be used to populate the tool.
- “Will the spreadsheets in the tool look like the ones Graham shared?”
 - David explained they will contain the same data, but will be in PDF format versus Excel.
- “Is the claiming process going to eliminate the need for a records request/transfer request?”
 - David said it’s a local decision on what records are needed to withdraw a student and report him as a transfer and that will remain.

2. *What aspect of the project most excites you?*

- Several members agreed this will be a huge step forward in the claiming process.
- “I am excited to see how the progress tool will look. Right now we use Google sheets so we will appreciate it all being in one place and easy to read.”
- “I am excited to see the data transfer with students as they enroll in my district.”
- “This will help simplify the graduation tracking process”
- “This will be so nice to have these data in one plan in one report.”
- “This will be so nice to see these data for transfer students. Right now it’s hard to get the data and it’s often incomplete.”
- “I’m happy to see ODE leveraging all the data collected in EMIS.”

3. *Describe a feature you want to see?*

- “Will there be the ability to batch pull data – like pulling all 9th graders to compare across the class?”
 - David said yes, but this will be a discussion for the focus groups on how to parse the data. They will identify use cases and how to fulfill the needs.

4. What would you tell others in your role to get them excited about using the project?

- No comments were made regarding this question.

5. What is a challenge you see for the project/what is a risk for success?

- “Accuracy will be a challenge.”
- Several workgroup members expressed concern with how this tool will work for career centers.
 - David explained that students can be shared with multiple districts – like a traditional district and the JVSD at which the student attends. One of the discussions for the focus groups will be how to create use cases so students flow where they need to be seen.
- Another workgroup member from the CTC commented that to get the data correct, districts (the JVSD and traditional district) will need good communication.
- “More understanding and knowledge of ODDEX will be needed if this is where these data will be stored.”

Next Steps/Adjournment

- The focus groups will be meeting later this winter and the full workgroup probably will not meet again until spring. David reiterated that if someone wants to be part of a focus group there still is room. David asked for feedback on the format of the meeting and most people liked the discussion approach.
- The meeting adjourned at 2:55pm.