EMIS Change 24-13: Public Comments & Responses

*Please note that names and contact information have been removed from this document.

Public Comment #1

From: EDU EMISPublicComments <EMISPublicComments@education.ohio.gov>
Sent: Thursday, June 15, 2023 12:30 PM
To: redacted
Subject: RE: EMIS Change #24-13, Public Comment

Good afternoon,

Thank you for your public comment and interest in EMIS. Over the past several years, the Ohio Dyslexia Committee was responsible for developing many of the implementation guidelines for Ohio's dyslexia support law in ORC 3323.25. The committee began meeting in May 2021 and has developed Ohio's Dyslexia Guidebook. The collection of dyslexia data in EMIS was driven by the requirements of the Committee.

Thanks,

Erica Weaston
Office of Data Quality & Governance

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FutureForwardOHIO

From: redacted
Sent: Thursday, May 18, 2023 8:22 AM
To: EDU EMISPublicComments <EMISPublicComments@education.ohio.gov>
Subject: EMIS Change #24-13, Public Comment

Hello,

I am wondering why we are creating the field of Tier 2 Dyslexia Screener Results (Assessed-at-Risk, Assessed-no-longer-at-Risk) for the new Dyslexia piece, while at the same time, we have decided to move away from that reporting for TGRG.

If we have found a better way for TGRG (reporting the assessment results, as opposed to deriving statuses), then why are we using the old method for Dyslexia. I believe it would be better just to report the test results of Dyslexia and let ODE derive whatever they'd like.

[Public Comment #2](#)

Good afternoon,

Thank you for your public comment and interest in EMIS. Over the past several years, the Ohio Dyslexia Committee was responsible for developing many of the implementation guidelines for Ohio's dyslexia support law in ORC 3323.25. The committee began meeting in May 2021 and has developed Ohio's Dyslexia Guidebook. The collection of dyslexia data in EMIS was driven by the requirements of the Committee. That said, I have provided the concern you have raised to the program office for review and consideration.

Thanks,

Erica Weaston
Office of Data Quality & Governance

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Hello,

After having a chance to review these suggested changes, I would like to request that there be some consideration for the sheer quantity of assessments we are administering to students. For example, if Kindergarten needs to give KRA, couldn't that serve as one of the data points for this reporting? Additionally, the number of choices in the alpha ranking is overwhelming. Furthermore, we always use more than one data point to make determinations about students' ranking as either not on track or on track. This limits our ability to use multicriteria to do so. I think the on track/not on track reporting for all reporting purposes is much more clear and will serve to likely be more consistent overall.