

EMIS Advisory Council

DATE	FEBRUARY 4, 2020; 1:00PM-3:00PM
-------------	--

COUNCIL MEMBERS	Vicki Brunn	Kirsten Hill	Tim Meister	Erik Roush
	Elizabeth Davis	Tammy Hrosch	Lisa McCullough	Penny Rucker
	Stephanie Dodd	Carla Isaac	Marianne Mottley	Ryan Shively
	David Ehle	John Kellogg	Amber Myers	Diane Smith
	Beth Fletcher	Robert Kornack	Aaron Rausch	Jenny Wall
	Carrie Herringshaw	Renae Lyons	Kim Rhoads	Tiffany White

Agenda

		Topic	Presenters	Approx . Start Time
1		Welcome/Roll Call	Beth Fletcher	1:00
2		Approval of November 2019 Meeting Minutes	Beth Fletcher	1:05
3		Status on June 2019 Report	Workgroup Facilitators	1:10
4		EMIS Professional Qualifications and Development Workgroup Update	Deidre Wunderlich	1:40
5		Break		2:15
6		Overview/reminder of workgroups to come <ul style="list-style-type: none"> • SDC • Career Tech • Other workgroup ideas? 	Marianne Mottley/ David Ehle	2:30
7		Open Discussion (Questions, suggestions for future agenda items, etc.)	Beth Fletcher	2:45
8		Adjournment	Beth Fletcher	3:00

Proposed Next Advisory Council Meeting Dates:

- Tuesday, April 28, 2020 from 10:00am-12:00pm
- Wednesday, April 29, 2020 from 1:00pm-3:00pm
- Thursday, May 7, 2020 from 1:00pm-3:00pm

E-mail Taylor.Rabold@education.ohio.gov by **February 11, 2019**, with your availability for the next Council meeting.

Meeting Minutes:

Welcome/ Roll Call:

- The meeting was called to order by Beth Fletcher at 1:00pm.
- The first order of business was roll call. All members were present except for John Kellogg.

Vote on Approval of November Meeting Minutes:

- The next agenda item was to review and approve the meeting minutes from the November 6, 2019 meeting. Stephanie Dodd made a motion to approve the meeting minutes with Vicki Brunn providing the second. All present workgroup members voted in favor of the approval. These meeting minutes are to be posted on the EMIS Advisory Council webpage.

Status on June 2019 Report

- The following updates were given on the initial four workgroups and recommendations published in June 2019.

Department Data Processing and ODDEX Workgroup

Challenge	Opportunity for Improvement	Action
1. EMIS coordinators find it challenging to get help from district data owners because they do not always understand relevance of the information.	Create multi-audience training/ documentation for district staff to help them interpret EMIS data and understand the importance of their role related to EMIS data.	In Process. Creating a new section of the EMIS Manual with 1-pagers about importance of EMIS for various district staff data owners.
2. Teacher Licensure Report is difficult to use efficiently and effectively.	Create training or documentation to help districts use the report more effectively.	In progress. Currently planning enhancements to report explanation and new training videos to address common questions and usage tips.
3. Districts find it difficult to locate data checks/ files/ archives in the Data Collector. 4. <i>(originally listed as 3-4 separate challenges)</i>	Provide web-based training to help districts better navigate and use the Data Collector.	In process. Creating instructional videos series covering the Data Collector. More Data Collector videos are planned for 2020.
5. District staff, other than EMIS coordinators, do not utilize ODDEX effectively because they do not always understand the relevance of the in-formation displayed.	Create training content for ODDEX navigation and relevance of information available for multiple audiences.	In Progress. Creating instructional videos series covering ODDEX.

6. Districts do not know which data were used to calculate each payment	Create a snapshot report that shows the data that was used to calculate each payment	Completed
7. EMIS coordinators do not have access to view the CTE26 application and therefore have difficulty reporting CTE program of concentration, course data, etc.	Consult with Office of CTE regarding granting EMIS coordinators read-only access to the CTE26 application	Completed

EMIS Manual and Data Requirements Workgroup

Challenge	Opportunity for Improvement	Action
8. The EMIS Manual is not situational and has archaic qualities.	Research possibility of integrating newer technology to make the Manual “webpages” rather than .pdf documents.	Ongoing
9. The EMIS Manual should have links to other related items (related sections, report explanations, etc.).	Research possibility of using newer technology to make the Manual “webpages” rather than .pdf documents to accommodate more functionality.	Ongoing
10. Searching the EMIS Manual for specific data elements is difficult.	Create Element list by Record to assist with locating specific data elements. Research potential solutions to assist with EMIS Manual searching.	Ongoing
11. Districts would prefer the EMIS Manual was updated at the same time the change was communicated with the ITC.	Internal review and redesign of ODE EMIS Manual change process.	Completed -Created specific email list for which you can subscribe alerting you to updates that have been made.
12. More direct “How To” documents would be helpful to have as a reference when attempting to report specific situations.	Develop more situational “If this, then that” examples in the EMIS Manual. Internal review and revision of the EMIS Manual.	Ongoing
13. Because of the multiple avenues of communications, a centralized location would be helpful.	One stop shop for all recent ODE communications.	Completed -Creation of ‘EMIS Roundup’ in May 2019 -Creation of ‘EMIS Learning Library’ in July 2019 -Creation of ‘New!’ section on the EMIS homepage in November 2019

14. EMIS Newsflashes being sent out on Fridays is not preferred.	EMIS Newsflashes would come out on Monday mornings at 7 a.m., instead of late Fridays.	
15. Unable to search past Newsflashes for specific information.	Research solution to assist with Newsflash searching.	Ongoing
16. EMIS Helpdesk ticket searching is difficult when trying to find information.	Continue to work with MCOECN to improve Helpdesk functionality.	Completed -Upgrades to the system implemented in September 2019
17. Some information from ITCs does not flow to the districts in a reliable/timely manner.	Include link to ITC Conference call minutes in a Newsflash once notes are published.	Completed -Newsflash is now sent when ITC conference call notes are posted -Published ODE EMIS Training Calendar in advance
18. Lack of instructional documentation pertaining to the functionality and use of information provided in the SDC.	Create instructional documentation for SDC.	Ongoing -Marianne Mottley and Letitia Linville facilitating a new workgroup around the SDC -First meeting is 2/26
19. Most up to date department documentation is not always retrieved via search.	Research current ODE website search engine optimization parameters; request changes if needed.	Ongoing
20. ODE ITC EMIS Training presentations are difficult to search.	Research solution to assist with these searches.	Completed -Added a "Topics" list
21. EMIS 101 document needs updated.	Update EMIS 101 document.	Ongoing
22. It is difficult to explain EMIS reporting to administrators and other staff who have not had EMIS reporting training.	<p>Include SDC information in EdConnection that specifically targets Superintendents.</p> <p>Integrate communications for Superintendents and Treasurers into EMIS Newsflash subscriptions.</p> <p>Create an EMIS glossary of common EMIS terms.</p> <p>Develop webinars and/or training for other key players such as Superintendents, Principals, Treasurers, etc.</p>	Ongoing -Created EMIS Training videos in July 2019 -Currently working on: Data Collector/ SDC/ODDEX/EMIS Manual/Data Appeals -Current workgroup working on the development of "one pagers"

Reports and Impact Workgroup

Challenge	Opportunity for Improvement	Action
<p>23. Data are not stored in one single place and it's often hard to understand because of its complexity.</p>	<p>Create an all-in-one funding report for reconciliation that provides more transparency regarding how numbers are calculated for SFPR.</p>	<p>ODE staff reviewed the impact of budget changes on use of data for payments; additional reports now exist to help clarify which current year data impacts current year payments.</p>
<p>24. Lack of understanding what files correlate with payments. Treasurers cannot reconcile payments to students funded.</p>	<p>Create a snapshot report when data is pulled for payments. Create a tool to show all the data reported for each single payment.</p>	<p>The latest version of Data Collector includes the ability for ODE to create snapshots; snapshots are now on the Archive tab with their own display/search options.</p>
<p>25. SDC is difficult to navigate and not user friendly.</p>	<p>Develop the capability in the SDC to switch from one building to another on same report without having to start over in running the report.</p>	<p>ODE committed a significant amount of funding in FY20 to migrate the SDC to a new, more modern, business intelligence tool (Power BI).</p> <p>ODE currently is working with the Dept. of ADM Services to hire a resource to design the structure and migrate the data to the new tool.</p> <p>A new SDC Work Group has been created to advise ODE staff as the project moves forward and reports are developed. CTE reports are included in the scope of the project.</p>
<p>26. SDC reports need to be more student centered.</p>	<p>Recommend a law change to allow ODE to collect names in addition to SSIDs so they can be added to the reports.</p>	<p>In the fall of 2019, the Ohio General Assembly created a work group to review the report card. The group met several times and heard from stakeholders on desired changes.</p>
<p>27. The report card is not simple and easy to read like it is intended to be.</p>	<p>Review each page of the report card website to simplify the language so that parents can better understand what is being measured or reported.</p>	<p>Staff reviewed the report cards and added tool tips and amended wording. Staff are asking stakeholders for additional recommendations on wording changes.</p>

<p>28. The letter grades are not a true picture of districts' and schools' performance.</p>	<p>Work with stakeholders to help readers know about the good things schools are doing with their students.</p>	<p>The report card guide and report card press release included statements to drive readers to the districts to learn about the good things they are doing.</p>
<p>29. Lack of training for other staff and administrators makes the process more challenging because they don't understand reports.</p>	<p>Reach out directly to districts and ESCs to offer training to people who are new to those key positions.</p>	<p>ODE contracted with three Educational Service Centers to host regional trainings across the state on the use of data.</p> <p>One of the training sessions focuses on accountability data for non-EMIS personnel.</p> <p>One goal is to raise awareness and understanding of the EMIS elements that are used in the report card calculations.</p>
<p>30. Lack of training for other staff and administrators makes the process more challenging because they don't understand reports.</p>	<p>Reach out directly to districts and ESCs to offer training to people who are new to those key positions.</p>	<p>ODE already is populating some parts of the SDC with data from the 2019-2020 school year.</p> <p>The entire SDC will be updated with 2019-2020 data in March.</p> <p>The report card technical documents are updated to reflect business rules that will be used in the 2019-2020 calculations.</p>

District Software and Data Collector Workgroup

Challenge	Opportunity for Improvement	Action
<p>31. Need data from multiple reports combined; too much time on vlookups.</p>	<p>Determine most helpful combinations to add in reports; join reports on demand; add names to received files; add a report writer.</p>	<p>Internal Report Design and Coordination group; form to request feedback for improving or adding reports in final edit stage.</p>
<p>32. The Assessment Missing Lists do not account for more scenarios in which a district may not have an assessment for a student.</p>	<p>Update missing lists for new scenarios; evaluate adding data that would enable missing list to be 100 percent inclusive.</p>	<p>EMIS change 20-94 planned for later this month; ongoing evaluation of process to determine students on missing lists.</p>
<p>33. Additional Level 1 check or additional information on a report does not exist which</p>	<p>Develop process for users to request changes to checks and reports for evaluation by ODE.</p>	<p>Internal Report Design and Coordination group; form to request feedback for improving or</p>

would simplify work locally to review and use the data.		adding reports in final edit stage; updates through change process.
34. SIS vendors need more time to implement changes, including both updates to the software and time to train local staff.	Decrease, when possible, the amount of time between when a change is announced and final details are published. Provide information as it's available.	New EMIS Change process and webpage; more frequent updates to EMIS manual as information is known.

EMIS Professional Qualifications and Development Workgroup Update

- The next item on the agenda was to provide the Council with an update from the latest EMIS Professional and Qualifications and Development Workgroup. This workgroup has been exploring training and professional development needs and opportunities and a potential EMIS coordinator credential. In order to undertake this exploration, they first looked at the EMIS coordinator position and the current training and professional development opportunities available. A list was created to describe the responsibilities of EMIS coordinators, the core competencies required of an EMIS coordinator, and an inventory of training opportunities. After presentations from the Department’s licensure office and OAEP’s president, the workgroup discussed advantages and disadvantages of both credentialing systems, as well as potential impacts on data quality and issues/challenges addressed by each option. Illustrated below is a pro and con list of licensure created by the workgroup.

PROS

- Formalized pathway for the profession, best practices – III
- Accomplishment – II
- Recognition for self and others that you have EMIS knowledge – II
- Standardization of basic knowledge, baseline competencies – II
- Acknowledges the commitment
- Depth of understanding/increased knowledge
- Employability
- Equity across state
- Improve data quality
- Require certain training
- Sense of community
- Value as a professional

CONS

- Budgetary impacts, cost – III
- Any recommendation committee makes could be changed at any time in approval process – III
- How would it affect EMIS coordinators who currently hold the position? – III
- Additional pressures on EMIS coordinators— additional liability, legal, financial – II
- CEUs do not = knowledge – II
- EMIS deferred to already licensed staff member/administrator – II
- Requirements, processes for acquiring/renewing certification – II
- Credentialing processes can be confusing
- Districts do not value the position
- Do EMIS coordinators want to be part of rapback?
- Fear of the unknown
- Hiring challenges
- Inflated sense of knowledge
- It doesn’t solve problem
- Might limit data quality
- No/unknown compensation
- Not recognized by districts or in general

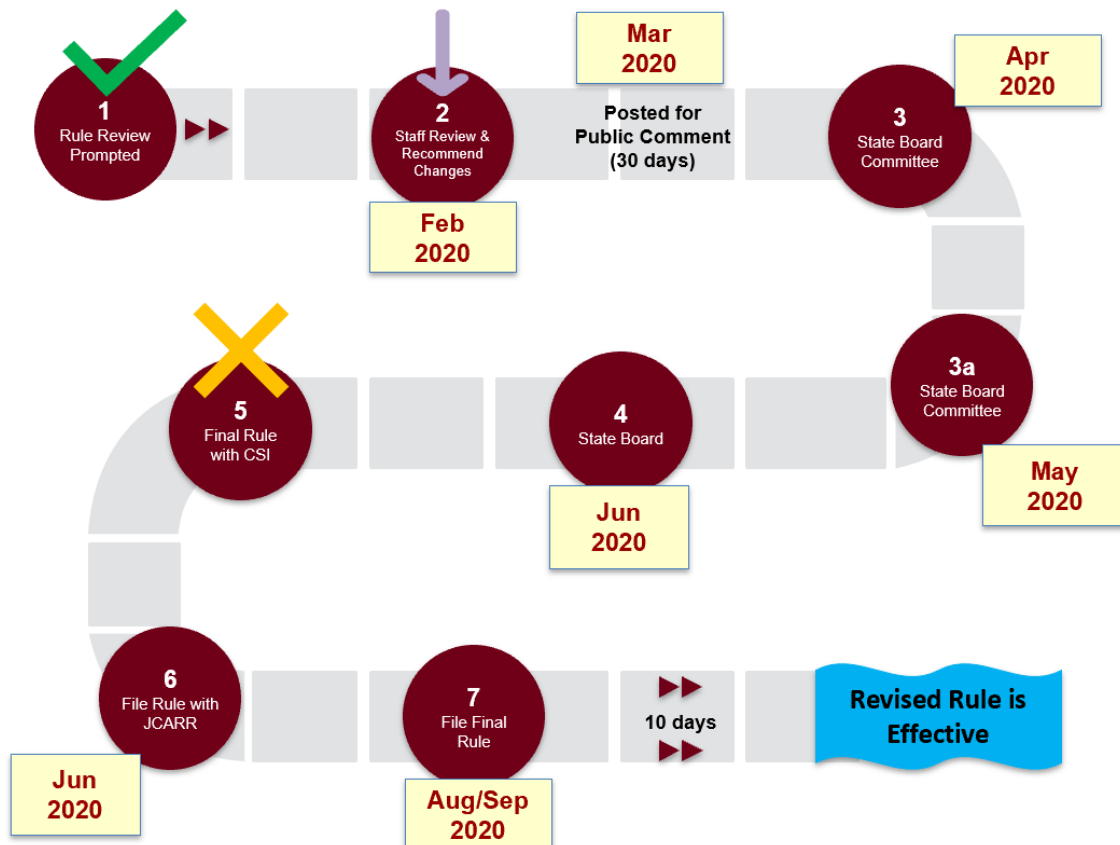
Color Key

- Red = mentioned by all 4 groups
- Purple = mentioned by 3 groups
- Green = mentioned by 2 groups
- Black = mentioned by 1 group

- The previous meetings taken together have shown broad agreement on the main issues or challenges faced by EMIS coordinators which are described below.
 - Lack of Support
 - EMIS coordinators are not valued and their importance is not recognized.
 - *Recommendations:* Create lists of skills and competencies (i.e., job description) and/or ensure EMIS data impacts are clearly communicated.
 - Lack of Understanding
 - Administrators and other district staff don't understand their role in EMIS data, EMIS reporting, and EMIS data quality.
 - *Recommendations:* Enrollment to graduation to show staff involvement with and ownership of EMIS data and/or impact and use of EMIS data by position.
 - Lack of Collaboration
 - Other staff in districts don't work with and support the work of EMIS coordinators.
 - *Recommendations:* Outline best practices, encourage data teams, and/or build understanding.
 - Lack of Training
 - Some EMIS coordinators are not allowed to leave the district for necessary training; all EMIS training is left to the EMIS coordinators.
 - *Recommendations:* Recommend certain trainings, certain amount of trainings, and/or include other staff with EMIS coordinator in trainings.
 - Lack of Resources
 - Develop additional training, reports, documentation, system enhancements, etc.

Framework of Support for EMIS Coordinators and Solution Implementation

- **Ohio Administrative Code (OAC) 3301-14-01:** In order to address the challenges stated above, the Department and this workgroup would like to create a framework and/or pathway to better data quality. A solution is needed that will address the five main challenges. Ohio Administrative Code (OAC) Rule 3301-14-01, the rule that provides for the operation of EMIS, is up for its five-year review and is currently due June 2020. This could be a way to leverage the EMIS guidelines and the Ohio code to elevate these solutions and make them requirements. While the text added to the rule would be very general, the EMIS Manual would then provide the details. For example, the rule could mandate the training and structural requirements as stated in the Manual, and then in the EMIS Manual we would make more specific requirements. The general process and an ideal schedule is described below, however, to actually meet the timeline on the illustration, a final decision would have needed to happen on 2/4/2020 because of the committee and board meeting schedules.



- **New EMIS Manual Section:** Even without a change to OAC 3301-14-01, we can still move forward with creating a new section in the EMIS Manual, 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.
- The Department would work with EMIS Advisory Council and workgroup on a regular, on-going basis to determine what goes into the new EMIS Manual section. Training requirements and structural requirements would be developed and reviewed by the Council and workgroup.
- 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.
- Things to be included in the new EMIS Manual section could be:
 - Strategic Plan and ORC/OAC
 - EMIS Advisory Council
 - Data cycle (High level, Illustrate the scope and impact of EMIS data, Illustration of how EMIS works)
 - Data teams
 - Core qualifications, competencies, and skills needed for EMIS coordinators
 - Recommendations regarding training

- Pull-outs/One-pagers - Training Inventory, Role of an EMIS Coordinator, Essential Skills of an EMIS Coordinator, Enrollment to Graduation, EMIS data by position
 - The idea would be to explain the variety of data that ends up being EMIS data and the number of staff members involved with EMIS data. This document would not be comprehensive, but it would illustrate the idea that EMIS data starts being collected on a student's first day and is collected and reported all through graduation, and even beyond for some of the CTE reporting.
 - These one-page documents would help other staff members see how their position and role impacts and is impacted by EMIS data, as well as help them understand they are also EMIS data owners.
 - For 'EMIS data by position' pullout, the following could be included:
 - 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
- Discussion
 - Several workgroup members who are also on the Council gave their review of the workgroup. One member explained how the workgroup is divided with some members still wanting licensure to be considered. This workgroup member feels that requiring licensure would be tying the hands of districts and cause many unintended consequences, especially financial ramifications.
 - The issue of data quality issue was raised in the workgroup although data quality is not suffering as seen from the decreasing amount of helpdesk tickets, error counts, data appeals, etc.
 - One workgroup member, who is also on the Council, felt that in order to address the root issue, it might be best to make recommendations to require superintendents/school administrators to allow their staff to attend trainings since many EMIS coordinators claim that their districts do not invest in these training opportunities and do not allow their EMIS coordinators to attend. One superintendent described the importance of talking to superintendents when they first start to engrain the importance of data quality and get them invested in the value of their EMIS coordinator.
 - Another workgroup member, who is also on the Council, explained that the idea behind the support for licensure/certification is to create a benchmark for the EMIS coordinator role that identifies professional qualifications and skills needed for better quality data. Some even felt that an internship program for EMIS coordinators that mimics the treasurer internship program would be helpful so that EMIS coordinators can gain the knowledge and experience needed to perform their role and responsibilities in a structural program with requirements.
 - One Council member asked if it is possible to have a license that is an option but not a requirement? Per legal counsel, certificates/permits are usually optional, but licenses are not usually optional. Ohio Revised Code requires a specific position/role to have a license (i.e., treasurers, teachers, etc.)

- Other members felt that the workgroup has not properly defined the problem and thus a solution can not be recommended.
- One Council member explained that for sponsor evaluation forms, community schools must sign off, once receiving proof via certificate from different training sources) that their EMIS reporting professional has the appropriate training necessary to do their job.

New workgroups

- **Secure Data Center**

- The creation of the Secure Data Center (SDC) workgroup came from the Reports and Impact workgroup. The workgroup felt that the SDC, powered by MicroStrategy, is not user friendly. The Department is beginning discussions on replacing the current SDC with a new business intelligence platform. Workgroup members will help guide the work by doing a deep dive into the current SDC to identify what works well and where the challenges are.
- Guiding questions to be discussed by workgroup:
 - What elements of the current SDC should be kept?
 - What reports are most useful?
 - What is missing?
 - Who is the audience for the reports?
 - What is the purpose of the SDC?
- This workgroup plans to meet at the following dates/times at ODE in Columbus, Ohio. All meetings are open to the public.
 - February 26, 2020: 9:00am-12:00pm
 - April 8, 2020: 9:00am-12:00pm
 - May 13, 2020: 9:00am-12:00pm

- **Career-Technical Education workgroup**

- Much has changed around CTE data and processing over the last several years. Many changes are in the pipeline, which include Level 2 accountability reports and Perkins V rule changes. This new workgroup comes at a perfect time to review where we have been and give feedback to perfect for the future. The Department wants input on the implementation of reports and other items related to new policy.
- Current status:
 - FTE Reports
 - Do we have the right reports?
 - How can we make the data and reports easier to use?
 - Accountability reports/files
 - Mostly through files will be moving to Level 2
 - How can we best meet the needs of CTPDs?
- Coming soon: Perkins V
 - State plan public comment coming soon
 - Once the state plan exists, how does it translate into new reports?
 - Is there new data required?
- Comprehensive Local Needs Assessment
 - New data analysis task for local entities

- How can EMIS data and reports be leveraged?
- New definitions – Concentrator
 - How is data used to support new definitions?
 - What reports are needed?
 - How will the new definition be transitioned in March (D) reporting?
- Report Card changes
 - Perkins V is not the same as the report card
 - Post Perkins V, will there be changes in the CTE report card, and how will data processing change to match?
- Membership of new workgroup will consist of representation from JVSDs, Compact, Comprehensive, non-lead LEAs, and both EMIS and policy staff
- This workgroup plans to meet at the following dates/times at ODE in Columbus, Ohio. All meetings are open to the public.
 - February 26, 2020: 1:00pm-4:00pm
 - April 8, 2020: 1:00pm-4:00pm
 - May 13, 2020: 1:00pm-4:00pm

Wrap Up/Next Steps:

- Council members are to provide their availability for the next meeting to Taylor Rabold by February 11. The following dates/times are three options for the next meeting:
 - Tuesday, April 28, 2020 from 10:00am-12:00pm
 - Wednesday, April 29, 2020 from 1:00pm-3:00pm
 - Thursday, May 7, 2020 from 1:00pm-3:00pm
- Erik Rousch made a motion to adjourn the meeting with Amber Myers providing the second.
- The vote was unanimous in favor of adjournment. The meeting adjourned at 2:57pm.