

## EMIS Advisory Council Meeting Agenda and Minutes

<b>Location</b>	Ohio Department of Education 25 South Front Street, Columbus, Ohio 43215 Conference Room B-004
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<b>Date</b>	Tuesday, April 30, 2019; 1:00-4:00pm
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<b>Council Members</b>	<b>Beth Fletcher</b>	<b>David Ehle</b>	<b>Marianne Mottley</b>	<b>Aaron Rausch</b>	<b>Kirsten Hill</b>
	Emily Passias	Karl Koenig	<b>Ryan Shively</b>	<b>Carrie Herringshaw</b>	<b>Julie Sellers</b>
	<b>Tammy Hrosch</b>	<b>Jenny Wall</b>	Todd Yohey	<b>Elizabeth Davis</b>	<b>Amber Myers</b>
	<b>Renae Lyons</b>	<b>John Kellogg</b>	<b>Penny Rucker</b>	<b>Tim Meister</b>	
	<b>Kim Rhoads</b>	<b>Diane Smith</b>	<b>Carla Isaac</b>	<b>Lisa McCullough</b>	

Bold names indicate who was present.

Agenda Items	Presenter(s)	Approx. Start Time
Welcome/ Roll Call - New Council members		1:00
Approval of February Meeting Minutes	Beth Fletcher	1:05
Budget Review and Explanation	Aaron Rausch	1:10
OAEP Presentation	Amber Myers/Catherine Wright	1:25
Process Explanation	David Ehle	1:45
Break		2:00
District Software & EMIS Data Collector Workgroup Recommendation Review	David Ehle/Elizabeth Davis	2:10
Reports and Impact Workgroup Recommendation Review	Marianne Mottley/Aaron Rausch/ Penny Rucker	2:35
EMIS Manual & Data Requirements Workgroup Recommendation Review	Ashley Castle/Tammy Hrosch	3:00

Department Data Processing/ ODDEX Workgroup Recommendation Review	Erica Weaston/Amber Myers	3:25
Reminder: Next Council Meeting Date is scheduled for <b>Wednesday, June 5<sup>th</sup> from 1pm-4pm</b>		3:55
Adjournment		4:00

### Welcome/ Roll Call

- The meeting was called to order by Beth Fletcher at 1:02 PM.
- The first order of business was roll call. All members were present except for Emily Passias, Karl Koenig, and Todd Yohey.

### Vote on Approval of February Meeting Minutes

- The next agenda item was to review and approve the meeting minutes from the February 27<sup>th</sup> meeting. Penny Rucker made a motion to approve the meeting minutes with Diane Smith 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.

### Budget Review and Explanation

- The next agenda item was a presentation by Aaron Rausch from the ODE's Budget and School Funding Office. Aaron Rausch gave a high-level overview of the FY20-21 budget development, rules, priorities, and timelines. He discussed how the money is dispersed to different program areas and how EMIS is funded.

### OAEP Presentation on EMIS Certification/Licensure

- Next, on behalf of OAEP, Amber Myers and Catherine Wright gave a presentation focusing on challenges for EMIS professionals to ensure appropriate qualifications and development are met for these individuals who are responsible for reporting data. They presented an idea that licenses and certification should be put in place for EMIS Coordinators. Thus, it was decided that a new EMIS Advisory Council workgroup would be formed to discuss these challenges and opportunities to improve and ensure appropriate qualifications and professional development.

\* Blank boxes are for additional recommendations.

\* Short-term is defined as being able to be completed in this calendar year, while long-term is defined by taking longer than this calendar year to implement.

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## Process Explanation

- Following the OAEP presentation, David Ehle gave an explanation and expectations of today’s meeting, explaining how the workgroups came to their prioritized lists and scores.
- He explained that two members from each workgroup would present their top three challenges/opportunities as determined by the workgroup members. Each workgroup selected the top two or top three most important items and then selected an additional seven or ten, based on the total count of recommendations developed by the group. The top ratings were scored with more weight (x3) and combined with count of “next” votes received. Thus, the scores across workgroups cannot be compared.
- The expectation for the June 5<sup>th</sup> meeting is that ODE will put together a comprehensive draft report that will be distributed in advance of the June 5<sup>th</sup> meeting, so that Council members can review prior.
- As one of the agenda items in June, ODE staff will present and move the draft report for council approval. Subject to vote of the Council, individual items in the set of 12 may be updated and/or removed.
- Members may also suggest amendments to the report, including additionally challenges/opportunities, subject to vote of the Council.
- Any recommendations not forwarded to the State Superintendent for consideration in this first report will be retained by the Council for future reports or workgroups, etc.

## EMIS District Software and Data Collector Workgroup

*The District Software and Data Collector workgroup’s charge was to examine and review topics related to student information systems (SIS), payroll/HR systems, Level 1 validations, user interface, extracts from SIS, and report access. In general, workgroup members are satisfied with their local software as it related to EMIS reporting. They feel that there is good integration between the systems and that the local software handles the data accurately. Additionally, workgroup members like the Data Collector and see it as a major improvement over the prior software/process for EMIS submissions. The Data Collector facilitates transparency over what data is used by ODE, and returns information to districts daily. The process of separating EMIS data into subsets of data assists with monitoring submissions, as do the counts of records in prior submission, the archives of prior submissions and reports, and the warnings that indicate a new submission may be missing data. Members also appreciate that reports generated by various offices at ODE are now available in the Data Collector, and while reports (such as the missing reports) often point out more work to be done by the districts, members appreciate the feedback and opportunity to get the data corrected. Even with the improvements made to date, the following challenges were identified as areas for improvement:*

The following list was presented at the Council meeting by David Ehle and Elizabeth Davis with emphasis on the top three challenges/opportunities for improvement.

Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Workgroup Topic Area	Total:
1. EMIS Coordinators often need information in one place from multiple reports. There is no way to see everything about a single student in one place. Staff have to spend too much time on Vlookups or other types of merges before they can efficiently review data.	Determine combinations of data that would be most helpful and feasibility of adding pre-defined reports to join that data within the Data Collector.	Consider adding methods to join reports on-demand within the Data Collector. Determine if there is any way to add names to received files and implement functionality.  Create a report writer so that self-designed reports can be generated, which would help when dealing with auditors	Data Collector	<b>23</b>

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		and civil rights data that must be sent to the feds.		
2. The Assessment Missing Lists would be more useful if they accounted for more scenarios in which a district may not have an assessment for a student.	Update the Assessment Missing Lists to include situations in which a student is accelerated or has taken alternate assessments.	Evaluate adding new EMIS data that would enable all situations that impact missing list to be considered, making missing list 100% inclusive.	Data Collector	<b>19</b>
3. Sometimes an additional level 1 check or additional information on a report would simplify work locally to review and use the data.	Develop process for users to request changes to checks and reports for evaluation by ODE. Some possible changes suggested by workgroup members included: <ul style="list-style-type: none"> <li>• Staff enrollment headcount report</li> <li>• Staffing profile</li> <li>• Blank county of residence</li> <li>• If % of time is less than 100 and no sent to reported</li> <li>• 100% of time and no courses</li> <li>• Checks on IRNs reported for CCP</li> <li>• Staff and course – cross check start and end dates and IRNs reported</li> <li>• Disability reported on FD vs GE</li> <li>• FE exemption record this year versus last</li> <li>• FB acceleration check this year versus last</li> <li>• Blank FY started 9<sup>th</sup> grade element</li> <li>• Retention for repeat kindergarten and high school tests retake</li> <li>• March D Follow up data missing at element level</li> <li>• Preview of March students for future year</li> <li>• District relationship of 1 with no attendance</li> <li>• Assessment Pre-ID files from EMIS data</li> <li>• Gifted ID across LEAs and years</li> <li>• Make sure 230 course check includes course and employment dates</li> </ul>		Data Collector	<b>17</b>
4. The Data Collector includes a lot of information; this can make it especially difficult to make sure you are reviewing all important, updated items, even for	Add a messaging section to the first tab of the Data Collector to allow ODE to point out important updates and issues that need to addressed.	Consider adding some type of Dashboard view within the Data Collector.	Data Collector	<b>12</b>

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experienced EMIS coordinators. New or novice coordinators can be completely overwhelmed.				
5. Level 2 Reports from closed collection windows are difficult to find when needed for other purposes (such as audit requests or civil rights reporting).	Update Data Collector to make it easier to find archived reports from prior closed collections.	Improve understanding of data needs of auditors and consider reports/instructions to make the audit process easier. Explore CRDC and how EMIS reports could assist with completion.	Data Collector	<b>12</b>
6. SIS vendors need more time to implement changes, including both updates to the software and time to train local staff. Need for time is made worse by some vendors refusing to make changes until published in black and white.	Decrease, when possible, the amount of time between when a change is announced and final details are published. Provide information as it's available.	Work with vendors to try to identify ways to communicate change details so that change implementation can begin even if not all change details are published in manual. Include importance of changes and collection timeframe in addition to when the data is due.	District Software	<b>9</b>
7. Sometimes it is difficult to get buy-in from district staff members beyond the EMIS coordinator. Buy-in improves data quality. It needs to be easier for non-EMIS coordinators to access and use the data.	Integrate access to the Data Collector with logins currently used by all district staff to access ODE applications (SAFE/ OH   ID). Give districts control over which staff within their district can access which reports/processes within the Data Collector.	Understand roles and needs of non-EMIS coordinators to design new reports (special ed, gifted, and CTPDs are examples) and functionality that will make it easier for them to contribute to the quality and accuracy of their district's data submissions.	Data Collector	<b>9</b>
8. For Staff and payroll software processes, the EMIS collection calendar and staff rollover for the new year and not in alignment.	Work with HR vendors to understand the problem and explore solutions; discuss within ODE and with the field the possibility of closing staff data earlier in the summer.		District Software	<b>8</b>
9. Lack of understanding what files correlate with payments.	Develop the ability to snapshot files that correlate with payments.		Data Collector	<b>8</b>
10. Guidance counselors have to keep track of each year's different grad requirements and keep up with constant changes.		EMIS cross tracking graduation data and requirements would be helpful.	Data Collector	<b>7</b>
11. Lack of training for other staff and administrators who enter data into the local software makes the process more challenging because they don't understand what/ how data can be used other than on the local report card.	Integrate training and communication for Superintendents, Treasurers, Principals, and other district stakeholders on how local SIS data is used by ODE via EMIS.		District Software	<b>6</b>

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12. Reports tab is not user friendly, especially for new or novice users. Currently, for these types of users to benefit from the Data Collector, the EMIS coordinator has to do a lot of hand-holding.	Add a new view in the Data Collector designed with the novice user in mind, without removing current functionality needed by EMIS coordinators.		Data Collector	<b>6</b>
13. Progress has been made on consolidating feedback to districts in one location, but it is still sometimes hard to know where to review- in the Data Collector, Secure Data Center, or some other system.		Determine the core needs met by the Secure Data Center and other ODE systems related to EMIS data reporting, and determine if enhancements could be made to the Data Collector to allow those needs to be met within a single system.	Data Collector	<b>5</b>
14. Address information sometimes looks correct in the SIS but does not transfer to ODDEX correctly.	Improve training and documentation on how address information is loaded into ODDEX. Review Contact Collection Request to determine if common issues can be flagged before the data is submitted.	Explore EMIS and/or ODDEX changes that would resolve any issues that can not be resolved with edit checks and training.	District Software	<b>3</b>
15. Some Civil Rights Data Collection (CRDC) data is not included in the SIS and/or not aligned with EMIS data.		Understand gaps between Federal CRDC data needs and current EMIS data set to consider possible EMIS changes that would assist with CRDC reporting.	District Software	<b>3</b>
16. Trusting that vendors are 100% EMIS compliant and support all record types and will be timely with updates. The LEA makes software adoption decisions and needs this information when there is a software decision.	ODE collects and shares information on what software supports and how changes are implemented.		District Software	<b>3</b>
17. ODE does not always communicate when a processing issue causes data to not update overnight.	Continue to provide timely communication to districts and provide training on how users can see if data has been updated.	Add additional processing information into ODDEX and the data collector where appropriate.	Data Collector	<b>3</b>
18. CTE does not have some reports that other LEAs receive, such as reports on grad data.	Review reports available for CTE and develop new reports as needed.	Develop training on how data from different entities (such as JVSD and home LEA) impact both entities.	Data Collector	<b>3</b>
19. The EMIS Manual does not have links to other related items and is not comprehensive.		Internal review and revision of the EMIS Manual (This is being addressed by multiple workgroups).	Data Collector	<b>3</b>
20. Last minute extensions to a collection window are helpful but would be more beneficial if more notice could be given.	Consider if extensions will be needed earlier in the window, and review how extensions are communicated to ensure users know about them ASAP.		Data Collector	<b>2</b>

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21. Local SIS software and EMIS/ODDEX do not always integrate well. a. Some SIS software thinks there is an EMIS issue when an issue doesn't exist. b. ODDEX files are too big to transfer to PowerSchool and causes timing out issues.		Improve documentation of EMIS checks so that SIS vendors who choose to apply EMIS checks in their software can do so accurately.	Data Collector	<b>1</b>
22. Data Collector is not navigation friendly to other related parts of EMIS.	Create a tab in the Data Collector that includes links that go to other parts of EMIS (to ODDEX, documentation, OEDS, etc).		Data Collector	<b>1</b>
23. Terminology of "fatal" error is misleading.	Update/ clarify terminology of "fatal" to "critical" error.	Review nomenclature used for giving feedback to districts and make needed changes based on analysis.	Data Collector	<b>1</b>
24. The last updated date on Level 2 Reports sometimes stays the same which causes confusion on whether the data was updated.	Review date updating process, related training, and how the information is displayed within the Data Collector .		Data Collector	<b>0</b>

## Reports and Impact Workgroup

The Reports and Impact workgroup's charge was to examine and review topics related to finance and funding reports, secure data center, other accountability resources, and the report card website. Workgroup members feel that there are a lot of reports available to members of the field who are trying to understand their payments. This can be good, but it also creates challenges. It's good because users have different ways to view their payment data depending on the audience with whom they will be sharing the information. Some reports provide high level summary data while other reports provide more detail. Dashboard Reports are designed to show each report card measure and component. Data displayed follow the accountability rules and each report displays preliminary percentages and grades based on data reported in EMIS. The reports for analysis follow both the report card accountability rules and also are used for diagnostic purposes and may show data broken down differently. Even with the improvements made to date, the following challenges were identified as areas for improvement:

The following list was presented at the Council meeting by Marianne Mottley, Aaron Rausch, and Penny Rucker with emphasis on the top two challenges/opportunities for improvement.

Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Workgroup Topic Area	Total:
1. Data are not stored in one single place and it's often hard to understand because of its complexity.	Create an all-in-one funding report for reconciliation that provides more transparency regarding how numbers are calculated for SFPR.		Financial Data and Funding Reports	<b>14</b>
2. Lack of understanding what files correlate with payments. Treasurers cannot reconcile payments to students funded.	Create a snapshot report when data is pulled from payments to help Treasurers with reconciliation.	Create a tool to show all the data reported for each single payment so that treasurers can reconcile each payment quickly and easily.	Financial Data and Funding Reports	<b>14</b>

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3. SDC is difficult to navigate and not user friendly.	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.	Add links to the relevant EMIS manual sections in the form of pop-up windows to help SDC users see information about the calculation/EMIS data elements as they are reviewing their grades.	Secure Data Center Reports	<b>9</b>
4. For SDC reports to be more useful to districts, they need to be more student centered.		Recommend a law change to allow ODE to collect names in addition to SSIDs so they can be added to the reports.	Secure Data Center Reports	<b>9</b>
5. Many school personnel don't understand the codes reported in EMIS today impact the funding they receive tomorrow to support all students.	Create more awareness and communication to all district personnel on the role that EMIS data plays in supporting teachers in their services to students.	Generate report card resource documents specifically to help "non-EMIS" personnel better understand the relationship between EMIS reporting and funding they receive to support students.	Financial Data and Funding Reports	<b>7</b>
6. The report card is not simple and easy to read like it is intended to be.	Review each page of the report card website to simplify the language so that parents can better understand what is being measured or reported.	Create "voice over" options to explain what each measure of the report card means.	Accountability Resources and Report Card Webpage	<b>7</b>
7. The letter grades are not a true picture of districts' and schools' performance.	ODE will facilitate a discussion with stakeholders to find ways to make the report card tell a story.	Work with stakeholders to help readers know about the good things schools are doing with their students.	Accountability Resources and Report Card Webpage	<b>6</b>
8. Reports are too complex when trying to share and explain with district administration and board members.	Simply the SFPR report.	Add short videos to explain the various pieces of the funding formula (i.e. excess costs tuition payments, etc.).	Financial Data and Funding Reports	<b>5</b>
9. Lack of training for other staff and administrators makes the process more challenging because they don't understand reports.	Leverage the education stakeholder groups (BASA, OSBA, OASBO, etc.) to offer EMIS/funding/report card sessions at their conferences/annual meetings and also reach out directly to districts and ESCs to offer training to people who are new to those key positions.		Secure Data Center Reports	<b>5</b>
10. Lack of understanding about report card measures.	Create more training through short webinars that explain a specific report card element.		Secure Data Center Reports	<b>4</b>
11. A member of the EMIS Advisory Council should be added to the State Board of Education's "combined" report card/accountability committee so that a	(NOTE: The original "combined committee" disbanded after issuing its report in late 2018).	If a new work group or combined committee is created in the future, include a representative from the EMIS	Accountability Resources and Report Card Webpage	<b>4</b>

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data person can contribute to the discussions.		Advisory Council on that new group's membership.		
12. The six-line description on the report card landing page is too long and needs to be refined.	Refine the report card landing page language to include a more "personal" message geared to parents.	Add a "human element" to the report cards by creating a video that welcomes readers to the page and explains the purpose of the report cards.	Accountability Resources and Report Card Webpage	<b>2</b>
13. No reports exist with data about benefits/health insurance.		Create a new funding report which contains data about benefits/health insurance.	Financial Data and Funding Reports	<b>1</b>
14. No reports exist to help districts see data about at-risk students and mental health/social-emotional learning.	Create a new report which contains data about at-risk students and mental health/SEL.		Secure Data Center Reports	<b>1</b>
15. Many reports allow users to disaggregate only by a single subgroup.	Make reports drillable to multiple subgroups.		Secure Data Center Reports	<b>1</b>
16. The value-added report card measure is difficult to explain.	Develop a simple resource (something that does not focus on the technical calculations) for districts to use to explain the value-added measure.		Accountability Resources and Report Card Webpage	<b>1</b>
17. Because so many districts are on the guarantee, we need a way to explain what it means and why budget reconciliation still is needed.	Create resources/ videos explaining what it means to be on the guarantee and why it happens. Also create a resource to explain the effects of the guarantee on the budget.		Financial Data and Funding Reports	<b>0</b>

## EMIS Manual and Data Requirements Workgroup

The EMIS Manual and Data Requirements workgroup's charge was to examine and review topics related to reporting responsibility documentation, communication of changes/updates, valid definitions and formats, and instructional documentation. Workgroup members expressed that the EMIS Manual has evolved and become much more user friendly and searchable in recent years. The group noted that changes are being communicated and updated in a timelier manner and links to prior versions of the EMIS Manual have been very helpful. Also, dividing the Manual by record type has proven to be helpful. Workgroup members agree that ODE provides a wealth of information to the field. Most rely on the EMIS Newsflash and EMIS Release Notes for the most up to date information. Workgroup members noted that the Instructional Documentation is easily accessible, very helpful, and used frequently. The group also mentioned the Report Explanations, indicating they are comprehensive, are easy to understand, and have noticeably improved. Even with the improvements made to date, the following challenges were identified as areas for improvement:

The following list was presented at the Council meeting by Ashley Castle and Tammy Hrosch with emphasis on the top two challenges/opportunities for improvement.

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Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Workgroup Topic Area	Total:
1. 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. Similar to the examples in 2.1.1.	Internal review and revision of the EMIS Manual.	EMIS Manual	<b>14</b>
2. Because of the multiple avenues of communications, a centralized location would be helpful.	One stop shop for all recent ODE communications.	Establish one place to communicate with districts that is searchable and has live issues that are affecting a large population, which will help with the overload of EMIS Helpdesk tickets. (This is being addressed by multiple workgroups.)	Communication	<b>14</b>
3. It is difficult to explain EMIS reporting to administrators and other staff who have not had EMIS reporting training.	Include SDC information in EdConnection that specifically targets Superintendents.  Integrate communications for Superintendents and Treasurers into EMIS Newsflash subscriptions.  Create an EMIS glossary of common EMIS terms.	Develop webinars and/or training for other key players such as Superintendents, Principals, Treasurers, etc.	Instructional Documentation and Reporting Responsibilities	<b>9</b>
4. Lack of instructional documentation pertaining to the functionality and use of information provided in the SDC.	Create instructional documentation for SDC.		Instructional Documentation and Reporting Responsibilities	<b>8</b>
5. Searching the EMIS Manual for specific data elements is difficult.	Create Element list by Record to assist with locating specific data elements. Also an additional list that details when that element is collected.	Research potential solutions to assist with EMIS Manual searching.	EMIS Manual	<b>7</b>
6. EMIS 101 document needs updated.	Update EMIS 101 document.		Instructional Documentation and Reporting Responsibilities	<b>7</b>
7. 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.	EMIS Manual	<b>5</b>
8. EMIS Helpdesk ticket searching is difficult when trying to find information.	Continue to work with MCOECN to improve Helpdesk functionality taking all users into account.		Communication	<b>5</b>

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9. Most up to date department documentation is not always retrieved via search.	Research current ODE website search engine optimization parameters; request changes if needed.		Instructional Documentation and Reporting Responsibilities	<b>4</b>
10. 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.	EMIS Manual	<b>3</b>
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.	EMIS Manual	<b>3</b>
12. 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.		Communication	<b>3</b>
13. Unable to search past Newsflashes for specific information.	Research solution to assist with Newsflash searching.		Communication	<b>2</b>
14. 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.		Communication	<b>1</b>
15. EMIS change calls being rescheduled causes issues.	Do not reschedule EMIS change calls (only cancel them). Either schedule two EMIS change calls per moth to hold date and time, or just wait until the following month’s call.		Communication	<b>1</b>
16. ODE ITC EMIS Training presentations are difficult to search.	Research solution to assist with these searches.		Instructional Documentation and Reporting Responsibilities	<b>0</b>

## Department Data Processing/ODDEX Workgroup

*The Department Data Processing/ ODDEX workgroup’s charge was to examine and review topics related to general issues, statewide processing, ODDEX, certification, level 2 reports, and data files. Workgroups members liked the report explanations, that the checks have a contact person, the early notification/ warning which gives you a chance to correct data before it becomes a bigger issue, and that it is easy to use and well defined. Workgroup members find overall that ODDEX is helpful when extracting special education and testing data and they like its ability to go back to summary, history function, and tuition module. Members liked the view-only access that could be granted to people in their districts and appreciated the training available for EMIS coordinators. Workgroup members like the excel format of the level 2 reports, the sortable feature, its speed, and its all-inclusiveness. Even with the improvements made to date, the following challenges were identified as areas for improvement:*

The following list was presented at the Council meeting by Erica Weaston and Amber Myers with emphasis on the top three challenges/opportunities for improvement.

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Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Workgroup Topic Area	Total:
1. EMIS Coordinators find it challenging to give data checks to other district staff for assistance with collecting and correcting data. Other staff do not always understand the relevance of the information presented.		Create multi-audience training/documentation for district staff to help them interpret EMIS data, as well as, understand the importance of their role related to EMIS data.	General Issue Checks	<b>15</b>
2. Districts need more frequent feedback about data reporting during the collection.	When possible, provide general issue checks earlier in the collection and more often toward the end.		General Issue Checks	<b>14</b>
3. The FTE Detail report does not display some information useful to correct issues associated with data reporting, for example, a student's total FTE and the % of time reported by other districts.		Review information displayed in FTE Detail report to determine what additional data could be provided.  Consideration will be given to adding the LRE data, a student's total FTE, and percent of time reported by other districts.	Level 2 Reports	<b>12</b>
4. The History is missing additional useful demographic data included from EMIS reporting, such as grade level, LEP status, disability, disadvantage, gifted identification, etc.	Add more student demographic EMIS data to the History.		ODDEX	<b>10</b>
5. 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.		Level 2 Reports	<b>10</b>
6. Currently there is no open enrollment module (like SOES) to allow for verification of students who are open enrolled in and out of a district.		Gather use cases and business requirements for open enrollment data exchange, including the ability to share the information on open enrollment forms.	ODDEX	<b>8</b>
7. Districts are not notified when a comment is added to a flag in the system.	Create basic email notifications for when a comment is added to a flag.	Facilitate a larger conversation with the field regarding what notification might look like and how to improve the ability of users to manage their contact information in ODDEX.	ODDEX	<b>8</b>
8. Prepared for Success file is cumbersome to use. Guidance Counselors do not understand the relevance of the Prepared for Success data and how to use the file to correct data.		Create reports in the SDC for Prepared for Success data that are easier to navigate, including the ability to drill down to student and check each piece of data separately.	Data Files and Other Data Processing	<b>8</b>

\* Blank boxes are for additional recommendations.

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		Create reports and data checks to help districts flag potential issues.  Create instructional documentation and/or web-based training modules to educate multiple staff at districts about reviewing prepared for success data.		
9. Districts are unable to sort information displayed in the Student Cross Reference (SCR).	Create sortable headers in the SCR.		ODDEX	<b>7</b>
10. It is difficult to find various data files in the Data Collector.	Provide web-based training for multiple audiences at districts to help districts better utilize the Data Collector to find and filter for data files with a link to training.		Data Files and Other Data Processing	<b>7</b>
11. Districts are not able to easily access archived reports from the prior year.	Provide training to help districts better utilize the Archive capabilities in the Data Collector.  Update Data Collector to make it easier to find archived reports from prior closed collections.		Level 2 Reports	<b>6</b>
12. Districts are unsure when to expect updated data checks. It is difficult to plan and prepare accordingly.		Create resources that provide more information to districts about the timeline associated with checks.	General Issue Checks	<b>5</b>
13. Districts do not have validation from the Department that they are not receiving any data checks. They are concerned they might be overlooking and missing them.		Evaluate opportunities for creating a report or other notification to the field regarding their status as it relates to data checks.	General Issue Checks	<b>5</b>
14. Districts are unclear about where they stand overall with their data reporting during a data collection.		Evaluate opportunities for creating more summative checks or reports that show a percentage of completion for specific collections.	General Issue Checks	<b>5</b>
15. District staff, other than EMIS Coordinators, do not utilize ODDEX effectively because they do not always understand the relevance of the information displayed.	Create online training content for multiple audiences in the district to help with very basic ODDEX navigation and relevance of information available, including available roles to assign. Training should include all roles, including test coordinators.		ODDEX	<b>5</b>
16. Districts cannot extract groups of students from ODDEX in places other than the assessment module.		Gather use cases and requirements for which groups of students need to be extracted and for what purposes.	ODDEX	<b>5</b>

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17. ODDEX is difficult to navigate with regards to moving between modules to reference information about a student. An example is the need to see information from the History module while using the Tuition module.		Gather use cases and business requirements regarding how to make it easier to move between modules for same student or to see selected data from one module in another module.	ODDEX	<b>3</b>
18. Higher Education College Credit Plus (CCP) data upload timelines are unknown and not on a schedule.	Add notification capability in ODDEX regarding when ODE has loaded higher education CCP data.	Determine additional ways to facilitate timely data reporting and uploading of higher education data in ODDEX for the purposes of CCP.	ODDEX	<b>3</b>
19. Teacher Licensure Report is difficult to use efficiently and effectively.	Create training or documentation to help districts use the report more effectively.	Review the invalid certification program for opportunities for improvement.	Level 2 Reports	<b>3</b>
20. There is not currently a result code in the adjustments that specifically flags newly identified special education students.		Review result codes for special education in the adjustments to determine feasibility and impact of creating new result code for this situation.	Level 2 Reports	<b>3</b>
21. Districts are concerned that fatal errors cannot always be removed or addressed because the data is already reported accurately (e.g. out of state tuition students and non-disabled preschool students). Fatal errors remaining after the collection is closed are difficult to explain or justify to district leadership.		Better document what error codes mean and engage the field on if additional or different error codes or language would be helpful.	Level 2 Reports	<b>3</b>
22. Districts find it difficult to locate their data checks in the Data Collector.	Provide training to help districts better utilize the Data Collector to find and filter for checks.  Add a messaging section to the first tab of the Data Collector to allow ODE to point out most important updates and issues that need to be addressed.		General Issue Checks	<b>2</b>
23. Districts cannot upload a document (i.e., journal entry/invoice/court documents/proof of residency) in the Tuition module.	Add functionality to upload a document in the Tuition module.		ODDEX	<b>2</b>
24. 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	Investigate opportunities for summative reports or other information to assist in analysis of a CTE 26.	Data Files and Other Data Processing	<b>2</b>

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25. Using a VLOOKUP to find student name is difficult and cumbersome.	Create training resources to help districts use existing resources.  Determine combinations of data that would be most helpful and feasibility of adding pre-defined reports to join that data within the Data Collector.	Explore alternative options to allow districts to analyze information more efficiently.	Data Files and Other Data Processing	<b>1</b>
26. Difficult to find general issues in the Data Collector.			General Issue Checks	<b>0</b>
27. Contact information in ODDEX is sometimes missing.	Improve training associated with adding contact information in ODDEX.	Investigate the business rules and implications of requiring contact information in ODDEX.	ODDEX	<b>0</b>

**Adjournment:**

- Penny Rucker made a motion to adjourn the meeting with Tim Meister providing the second.
- The vote was unanimous in favor of adjournment. The meeting adjourned at 3:23 PM

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