Education Management Information System (EMIS) Advisory Council

Recommendation Report

May 2021

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Table of Contents

I. Introduction

As the challenges of educating students during the COVID-19 pandemic continue, Ohio's districts and schools are making incredible strides to provide a student-centered approach to high-quality teaching and learning for all students during an unprecedented school year. At the same time, the Ohio Department of Education worked to support districts and schools as they navigated these unprecedented challenges while continuing to implement Ohio's strategic plan for education, *Each Child, Our Future*. This plan is dedicated to the vision that each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

The Education Management Information System (EMIS), required by [Ohio Revised Code 3301.0714](#) since 1989, is Ohio's administrative data system to support crucial functions, including school funding and performance reporting. This data system and its corresponding resources are foundational supports to Ohio's One Goal outlined in the strategic plan. It is the basis on which data informs continuous improvement and instructional programming for students and shines a light on equity issues. Partners, such as the EMIS Advisory Council, are important contributors to the successful operation of this system. EMIS collects demographic and employment data for approximately 111,000 teachers, including teaching assignments and course codes, demographic, assessment, attendance, program and course data for approximately 1.7 million students and data on approximately 4,200 school buildings.

The EMIS Advisory Council is authorized under [ORC 3301.0713](#) to make recommendations to the state superintendent of public instruction to improve EMIS and provide a forum for communication and collaboration between the Department and parties in the field involved in collecting, reporting and using EMIS data.

All council members are appointed consistent with ORC 3301.0713, which requires council membership to include Department staff, representatives of school districts and representatives of other entities that regularly interact with data from the EMIS system. The council currently consists of 24 members, six being Department staff (one serving as chair and another serving as vice chair). External members of the council include a variety of roles, such as superintendents, treasurers, EMIS coordinators, Information Technology Center (ITC) staff and two State Board of Education members. A full list of council members can be found in Appendix A.

The goal of the council is to analyze all aspects of the EMIS system and gather both short- and long-term recommendations to present to the state superintendent for consideration. This report is the third set of recommendations being submitted to the state superintendent and represents the council's work from July 2020 to May 2021.

II. Current Status and Recommendations from 2020 Workgroups

Four workgroups established by the EMIS Advisory Council in 2020 met several times to identify strengths within the system and opportunities for improvement on topics ranging from professional qualifications and development for EMIS coordinators, to the Secure Data Center, to issues pertaining to career-technical education. The original goal was for these workgroups to complete their work and issue recommendations on their respective topics by the summer of 2020; however, the ordered school-building closure issued by Governor DeWine in March 2020 and the work-from-home order issued for state employees delayed these groups' ability to meet in person. The "Stay Safe" order issued by the Ohio Department of Health on April 30, 2020, and the modification to that order issued on May 20, 2020, prohibited gatherings of more than 10 people. Ohio's education community has been engaged in a partnership-based approach to providing the services and support necessary to meet the needs of the whole child and ensuring students, educators and staff are healthy, safe and successful every day. For these reasons, the Department developed a plan for these groups to meet safely in a virtual setting beginning in fall 2020. Despite the delays, three of the workgroups did complete their work in time to include recommendations and final information in this document. The fourth group continues to meet per its original schedule. The scope of each of these workgroups, topics included in their discussions and any approved recommendations are included in this report.

EMIS Professional Qualifications and Development Workgroup
Although the Ohio Association of EMIS Professionals offers a certificate process to data reporting professionals and EMIS coordinators, discussions about a state-administered system have taken place over the years. However, prior to this workgroup, there had not been a formal review or concentrated effort to explore a state-administered option. In June 2019, stakeholders asked the EMIS Advisory Council to explore state-issued licensure for EMIS coordinators and, subsequently, this workgroup was formed. Membership of this workgroup consisted of a diverse population of EMIS coordinators, superintendents, treasurers, Information Technology Center staff and human resource directors.

In order to undertake this exploration, it was important first to understand the position of an EMIS coordinator/data reporting professional and the current opportunities available to them. At the first meeting, lists were created outlining the responsibilities of EMIS coordinators and the core competencies required of EMIS coordinators and an inventory of currently available professional development and training opportunities was developed. The workgroup also discussed the strengths and opportunities for improvement for each of these lists and inventories, as well as potential partners and audiences for future opportunities. The Office of Educator Licensure at the Department provided a general presentation on licensure in Ohio, which included information about licenses currently available, costs associated with licenses and the process and timeline to add a new license. The workgroup also received information about the licensure practices of other states for data reporting staff. After reaching out to the National Association of State Directors of Teacher Education and Certification, survey results from 21 states showed that none have a license for the person/position responsible for handling student data or reporting a district's or school's data to the state.

At the next meeting, discussion on licensure continued with a presentation by the president of the Ohio Association of EMIS Professionals that outlined its current certificate system. Small groups discussed the advantages and disadvantages of both the existing Ohio Association of EMIS Professionals certificate option and a potential state-administered option, as well as each option's impact on data quality and challenges.

It is important to note the small groups were asked to think about the different types of EMIS reporting entities across the state and identify how the size and type of the entity might have an impact and result in differences in the competencies needed (such as small community school versus large urban district versus a career center).

The main goal of these discussions was to determine the best overall option to ensure a high level of EMIS data quality. Possible options included the system currently in place, which is an enhanced Ohio Association of

Ohio | Department of Education

EMIS Professionals credentialing system. Members also discussed a hybrid approach and the need for additional professional development or continuing education without a formal credentialing requirement.

The initial review and analysis did not indicate overwhelming support of either credentialing option. It was, however, clear there was widespread agreement on a few points. These key components included the need for a districtwide understanding of EMIS, and all agreed that EMIS data is key. This includes everyone from the superintendent to the maintenance workers. Additionally, training is vital, and EMIS coordinators need to be able to access training. While the EMIS Professional Qualifications and Development workgroup is not recommending licensure for EMIS coordinators, the workgroup is recommending the following four items.

1. ***The EMIS Advisory Council to create a subgroup meant to advise the council on a regular basis until Dec. 31, 2021, regarding Department initiatives needed to support EMIS coordinators.***
   - This subgroup would meet periodically to monitor the progress of the Department's initiatives.

2. ***The Department to develop and publish best practices for districts to follow regarding EMIS staff, data and reporting.***
   - These best practices would include recommendations related to the types and amounts of training needed by different staff members involved with EMIS data or EMIS data reporting. These also would include information about data teams.

3. ***The Department to develop and publish a new EMIS Manual section that goes beyond EMIS reporting rules to include information about EMIS staff, data and reporting.***
   - This section would include a description of the EMIS data cycle and impacts and consequences of EMIS data. It also would include the qualifications, skills and competencies required of an EMIS coordinator, as well as provide resources, best practices and training recommendations.

4. ***The Department to develop a more formalized, structured training for new EMIS coordinators.***
   - This would focus on a structured training pathway for new EMIS coordinators. It would include training on data privacy, ethics and the basics of EMIS. Parts of this training—for example, privacy and ethics—would be presented as training that should be repeated periodically by staff in all EMIS-related positions.

These four recommendations were approved by the workgroup on Sept. 8, 2020. A month later, they were presented to the council and approved by a majority vote of 18 in favor versus four against the recommendations.

Secure Data Center Workgroup

The Secure Data Center is an interactive, quality assurance tool for districts and community schools to check that the data they report in EMIS is accurate and complete. The Secure Data Center shows data associated with many measures on the Ohio School Report Cards, which enables districts and community schools to drill into and see the results of calculations in real time. During the final reporting collections, the Secure Data Center is updated at least twice a week to help districts see changes as new data are uploaded into the EMIS Data Collector. Historical reports also are available that allow users to view past data and trends across years. These "Reports for Analysis" are used to inform decisions about instructional programming and assist school and district staff as they implement school improvement strategies.

The Secure Data Center was discussed frequently in all four of the initial workgroups, and they requested something more agile and modern. In early 2020, the Department identified funds to be used to update and modernize the Secure Data Center. The new tool uses the business intelligence platform Power BI and will house both the Secure Data Center reports and the public-facing data reports called the "Advanced Reports." Department staff wanted to make sure the new tool was designed with district staff in mind and it would meet

Ohio | Department of Education

their needs to validate EMIS data and inform decisions. At the request of the EMIS Advisory Council members, a new Secure Data Center workgroup was established in the fall of 2019 and met for the first time in early 2020. The charge of this workgroup was to offer discussion and guidance on the development of the next generation of accountability reports for the Secure Data Center.

This workgroup met three times to advise agency staff and outside contractors as they do the work on the Secure Data Center. The first meeting was spent determining what elements should be kept, which reports are most useful, what is missing and the audience for the reports. The second and third meetings were held for members to refine the list and set priorities for the work. Department staff held two demonstrations showing the capabilities of the new Secure Data Center tool.

Workgroup members were asked to vote on their top priority for Department staff to address.

Three points were assigned to each person's top priority. Members also were asked to vote on their next four highest priorities for staff to address. One point was assigned for items two through five on each workgroup member's list. No items were considered "unimportant," and all were to be taken to the development team. The top five priorities approved by the workgroup and the council are listed below.

Priority Number	Bucket	Challenge	Points
1	Missing Reports	Joint vocational school district and career-technical planning district reports	14 points – Four workgroup members ranked this item as their top priority, and six members voted this in their top 5.
2	Timing of Reports	The timing of the reports is challenging. It would be nice to see reports earlier in the year (for example, in the first or second reporting windows) when there is plenty of time to check and double check data.	13 Points – Three workgroup members ranked this item as their top priority, and seven members voted this in their top 5.
3 (Tie)	Missing Resources and Trainings	More formal training for all users on how to use the Secure Data Center and the reports.	11 Points – Two workgroup members ranked this item as their top priority, and seven members voted this in their top 5.
4 (Tie)	Missing Functionality	Ability to switch between schools without going back to the beginning of the report.	11 Points – One workgroup member ranked this item as his or her top priority, and nine members voted this in their top 5.
5	Missing Resources and Trainings	A reports list to describe what is available in each report to determine if a report that contains the data needed exists.	10 Points – Two workgroup members ranked this item as their top 1 priority, and six members voted this in their top 5.

Other priorities receiving votes were as follows:

Bucket	Challenge	Points
Missing Functionality	Shifting to having student names.	9
Missing Functionality	A time stamp to show when the report was last updated (which EMIS submission is included).	9
Challenge with Resources or Training	The platform is not intuitive. Users don't know the aggregate reports are drillable unless trained.	6
Missing Functionality	Ability to see all/multiple subgroups at once.	6
Challenge with Functionality	Hard to unfilter or aggregate once a report has been disaggregated into subgroups.	5

Timing of Reports	The timing of this tool versus the Ohio District Data Exchange (ODDEX) is an issue. Users wish the Secure Data Center was populated earlier to be able to use it in tandem with ODDEX.	5
Missing Resources or Training	Add links to the EMIS Manual to help personnel understand the data elements used in the calculations.	5
Missing Functionality	Archived Local Report Card ("pretty") reports from prior years.	5
Missing Functionality	A way to make all files into PDF style "pretty" reports.	4
Missing Functionality	Ability to quickly filter aggregated data into one or more disaggregations and then quickly unfilter it back to the original numbers.	3
Missing Reports	Reports to show EdChoice, Jon Peterson and Autism Scholarship students.	3
Missing Reports	A report showing why someone is not in a calculation.	2
Missing Reports	WebXam and credential reports.	2
Various	Ten items received a single vote each. (6, 9, 13, 22, 23, 35, 36, 38, 42, 44)	1
Various	Seventeen items received no votes. (2, 7, 8, 12, 14, 16, 25, 26, 27, 29, 30, 32, 34, 39, 41, 43, 45)	0

Career-Technical Education Workgroup

Much has changed about career-technical education data and processing over the last several years and months, including Level 2 accountability reports and Perkins V rule changes. This workgroup was created at the perfect time to review the current landscape and provide feedback for improvement. It is important to provide input on the implementation of reports and other items related to new policy. Membership of this workgroup consisted of diverse representation from joint vocational school districts; compact, comprehensive and non-lead districts; and both EMIS and policy staff.

The workgroup held its first meeting in February 2020. Additional meetings had been planned through the spring but were canceled due to the ordered school-building closure because of COVID-19. The initial meeting included an overview of the accountability requirements of Perkins V, the recent renewal of the federal career-technical education law. In addition, workgroup members reviewed existing reports related to career-technical education accountability and funding, with a focus on three questions:
- In the existing reports, what works well?
- What are the challenges related to the current reports?
- What questions and ideas for improvement do you have?

As the workgroup continued to meet in September 2020 and January 2021, the workgroup highlighted how the following report development guidelines would be helpful for these new career-technical education reports, as well as Department EMIS reports.

- **Report Content**
  - Whenever possible, minimize the number of errors on a report that cannot be resolved; use lower severity if possible.
  - Whenever possible, include student names on reports.
  - Be aware of information overload within a single report; consider multiple versions of a report on the same general topic, one with basic details and one with problem-solving details.
  - Always include fields needed to break a report into smaller pieces, if relevant.

Ohio | **Department** of **Education**

- o   Whenever possible, make it clear what has changed from one report to the next.

- **Working with Reports**
  - o   Make sure business rules include what is and is not included — include details or links in the report explanation.
  - o   When more than one district is involved, consider how districts will work together to resolve issues.
  - o   Provide overview reports that summarize detail data into appropriate categories.
  - o   Detail reports are important, but it is a challenge to combine reports to get a clear overall picture.
  - o   As previously recommended by the EMIS Advisory Council, the ability to customize reports would be helpful.
  - o   Make sure known issues with reports are known to all users.

To ensure accurate and complete data is used in funding and evaluating career-technical education, key players must have access to the necessary reports. The workgroup discussed how the reports listed in the chart below would be helpful to career-technical education staff and agreed they should be developed by the Department. As reports are developed, the workgroup members emphasized that creating useful training materials should be a priority to make sure all career-technical education programs are able to take advantage of the reports and understand the impact of the data. The reports identified in the following chart will guide career-technical education report development work during the next 12 months and beyond.

Funding Reports	March Reports
- Full-time Equivalency (FTE) detail reports - Error detail reports (Student/Course/Staff) - FTE summary by course - FTE summary by category - Approved overrides - FTE daily summary reports	- Students included in March for a local education agency - Students missing from the March submission for the local education agency - Placement summary reports - Work-based learning report - Career-Technical Planning District summative March reports
Graduation Reports	**Concentrator Reports**
- Students in the grad cohort - Graduation status report - Graduation summary report (for career-technical planning districts) - Dual Credit information - Access in ODDEX to progress toward graduation reports for career-technical planning district lead districts - Career-technical education-related graduation seal reporting; other specific career-technical education-related graduation requirement reports	- Program of Concentration (POC) Details report — current school year derived and reported - POC all years — the POC used, including from prior years - POC missing (current CTAC-102 file) — the Department derived a POC but none reported - POC unexpected (current CTAC-103 file) — reported but the Department did not derive - POC summary — counts by POC and error status, current year, also career-technical planning district - POC all years summary — counts of POC by year, still enrolled - Completed course history for derived concentrators - Enrolled in a course but did not meet completion criteria

Ohio | **Department** of **Education**

Accountability Reports	Assessment Reports
- Current-year concentrator tech assessment summary - Career-technical education "Prep for Success" equivalent — detail and summary reports - A report for each report card measure — detail and summary	- Tech assessment summary all results (CTAC-001) (add reported and derived POC flags) - Tech assessment summary — used for accountability - Level 1 missing report for tech assessments (GY) - Summative industry credential report — points by career field

Other Reports
- Industry credential reimbursement — more than one local education agency claiming reimbursement.
- 12/8 report of programs within the career-technical planning district
- District and career-technical planning district level enrollment, including counts by course/program
- Approved programs (CTE-26s)

Statewide Longitudinal Data Systems Grant Workgroup

In the spring of 2020, the Department received a new Statewide Longitudinal Data Systems grant from the U.S. Department of Education. Previous Statewide Longitudinal Data System grants awarded to the Department supported the redesign of EMIS, including the Data Collector/Report Collector and the system that evolved into the Ohio District Data Exchange (ODDEX).

Through the fall of 2023, the current grant will support four important Statewide Longitudinal Data Systems-related projects connected to *Each Child, Our Future*, Ohio's five-year strategic plan for education:

- 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

The Statewide Longitudinal Data Systems workgroup was established by the EMIS Advisory Council in June 2020. In the grant, the EMIS Advisory Council is listed as a source of input and feedback for implementing the grant, especially for Outcome 3. Since June, this workgroup has met twice to provide input and feedback on how to enhance the existing system and data sets, develop reports on progress toward graduation, develop an Early Warning System related to likelihood of graduating and use data to identify students at risk of not graduating.

As part of this work, the Department also is creating focus groups that will help with detailed design of different parts of the system. One focus group will look at progress toward graduation, and this group will be used to help understand the audience for this report. Another focus group will look at ODDEX to help determine how to integrate the data into ODDEX.

III. Update on Previous Recommendations

When compiling all previous recommendations to date, Department staff completed 39 of 105 recommendations from the six workgroups. Work is in progress on 41 recommendations and will be completed within in the next two EMIS reporting years. Seven recommendations are ongoing due to prioritization or actions needed from external partners. Eighteen recommendations are categorized as long-term work and under consideration status, indicating they are still under discussion but will not be completed in the next two

years. In some cases, a recommendation is dependent on other work being completed first. In other cases, the EMIS Advisory Council indicated the item was a lower priority and asked Department staff to address higher priority items first.

Of the items in the top 14 priority list, six have been completed, seven are in progress and one is ongoing as it is dependent upon a legislative change. A more detailed status description for each recommendation can be found in Appendix B.

IV. New and Upcoming Workgroups

Framework for EMIS Professionals Workgroup

Department staff currently are working to create a new "Framework for EMIS Professionals" Workgroup. This workgroup is being developed in response to the EMIS Professional Qualifications and Development Workgroup's recommendation to "create a subgroup meant to advise the Council on a regular basis until December 31, 2021, regarding Department initiatives needed to support EMIS coordinators."

This new workgroup will be tasked with monitoring the Department's progress with the creation and formalization of a framework for EMIS professionals, which will include the following.

1. Best practices for districts to follow regarding EMIS staffing, data and reporting.
2. A new EMIS Manual section that goes beyond EMIS reporting rules and includes best practices.
3. A more formalized, structured training for new EMIS coordinators.

The workgroup held its first meeting on May 12, 2021. The council will receive updates as the workgroup continues to meet. Once the Dec. 31, 2021, deadline gets closer, the council will reevaluate the need for the subgroup's work to continue.

Ohio | **Department** of Education

V. Appendix A: Membership

Council Membership

Council members are appointed by the state superintendent through a nomination process. In addition to Department staff, nominees are from the following entities:

- Ohio Association of EMIS Professionals
- Buckeye Association of School Administrators
- Ohio Association of School Business Officials
- Ohio Association of Career-Technical Superintendents
- Information Technology Centers
- Large urban school districts
- Community schools
- State Board of Education
- Other organizations as determined by the state superintendent

Current Council Members

Kristine Blind, London City School District
Elizabeth Davis, Southwest Ohio Computer Association (SWOCA)
David Ehle, Ohio Department of Education
Beth Fletcher, Ohio Department of Education
Kirsten Hill, State Board of Education of Ohio
Tammy Hrosch, META Solutions
Carla Isaac, Charter School Specialists
John Kellogg, Westerville City School District
Robert Kornack, Ohio Department of Education
Renae Lyons, Mid-East Career and Technology Center and East Guernsey Local School District
Lisa McCullough, Ohio Hi-Point Career Center
Tim Meister, Four County Career Center
Tim Miller, State Board of Education of Ohio
Marianne Mottley, Ohio Department of Education
Amber Myers, Springfield City School District
Ben Richards, Valley View Local School District
Kim Rhoads Atwell, Lake Geauga Computer Association
Erik Roush, Columbus City Schools
Penny Rucker, Beavercreek City School District
Elena Sanders, Ohio Department of Education
Diane Smith, Accel Schools Ohio
Sean Taylor, Northwest Ohio Computer Association (NWOCA)
Jenny Wall, Wall to Wall Reporting
Tiffany White, Ohio Department of Education

Ohio | **Department** of **Education**

Workgroup Membership

The workgroup members consist of Department staff, council members and individuals nominated by council members. External members of the council include personnel in a variety of roles, such as superintendents, treasurers, EMIS coordinators and Information Technology Center staff.

Career-Technical Education Workgroup
Jeremy Beardmore, Mid-East Career and Technology Center
Teri Belt, Miami Valley Educational Computer Association (MVECA)
Shelly Blubaugh, Career and Technology Education Centers of Licking County
Samar Bondok, Great Oaks Career Center
Brooke Click, Penta Career Center
David Ehle, Ohio Department of Education**
Sam Freeborn, Northwest Ohio Computer Association (NWOCA)
Vicki Fritz, Adams County Valley School District
Cathy Glatz, META Solutions
Kip Hamilton, Butler Tech Career Center
Carrie Herringshaw, Penta Career Center
Kirsten Hill, State Board of Education of Ohio**
Jamie Gibson, Van Wert City School District
Kathy Bohman, Celina City School District
Robert Kornack, Ohio Department of Education**
Tami Kunesh, Four County Career Center
Laurel Lemmer, Springfield-Clark Career Technology Center
Marie Ricker, Massillon City School District
Lisa McCullough, Ohio Hi-Point Career Center**
Laura Peters, Vantage Career Center
Amy Pogacsnik, Medina County Career Center
Jennifer Reedy, Global Impact STEM Academy
Erik Roush, Columbus City School District**
Julie Sanford, Sylvania School District
Terry Braskett, Teays Valley Local School District
Timothy Thoren, Southern Local School District

EMIS Professional Qualifications and Development Workgroup
Sheri Ballman, Mason City School District
Michele Baughman, East Muskingum Local School District
Toni Brady, Wall to Wall Reporting
Michelle Bell, Huber Heights City School District
Christy Bosch, Logan-Hocking School District
Ashley Castle, Ohio Department of Education
Dan Coffman, Cambridge City School District
Elizabeth Davis, Southwest Ohio Computer Association (SWOCA)**
Diane Fabian, ACCESS
Lydia Gaddis, Springfield City School District
Carrie Herringshaw, Penta Career Center**
Kirsten Hill, State Board of Education of Ohio**
Robin Hill, Canton City School District
Paul Hopkins, Westerville City School District
John Kellogg, Westerville City School District**
Sophia Hubbell, Ohio Department of Education
Tami Kunesh, Four County Career Center
Renae Lyons, Mid-East Career and Technology Center and East Guernsey Local School District**

Jamie McClary, Grandview Heights School District
Lisa McCullough, Ohio Hi-Point Career Center**
Marianne Moots, Mad River Local School District
LuAnn Mulica, Mulica Enterprises Inc/ EHOVE Career Center
Lynne Odorizzi, Ohio Department of Education
Adam Pittis, East Guernsey Local School District
Kim Rhoads Atwell, Lake Geauga Computer Association**
Brad Ritchey, Milton Union Exempted Village School District
Penny Rucker, Beavercreek City School District**
Deron Schwieterman, Beavercreek City School School District
Ryan Shively, Northwest Ohio Computer Association (NWOCA)
Mary Smith, Gahanna Jefferson School District
Erica Weaston, Ohio Department of Education
Deidre Wunderlich, Ohio Department of Education
Catherine Wright, Northeast Ohio Network for Educational Technology (NEOnet)

Framework for EMIS Professionals Workgroup
Chris Antonelli, Ohio Mid-Eastern Regional Education Service Agency (OME-RESA)
Sheri Ballman, Mason City Schools
Ashley Castle, Ohio Department of Education
Korinne Conder, Northwest Local School District
Elizabeth Davis, Southwest Ohio Computer Association (SWOCA)**
Diane Fabian, ACCESS
Lisa Fitch, Granville Schools
Tammy Hrosch, META Solutions**
Jessica Lauric, META Athens
Lisa McCullough, Ohio Hi-Point Career Center**
Jenalee Niese, Holgate Local Schools
Jan Orlando, Mentor Public Schools
Kim Rhoads Atwell, Lake Geauga Computer Association**
Christine Shaw, Cuyahoga Falls City Schools
Ryan Shively, Washington Local Schools
Sean Taylor, Northwest Ohio Computer Association (NWOCA)**
Erica Weaston, Ohio Department of Education
Deidre Wunderlich, Ohio Department of Education

Secure Data Center Workgroup
Crystal Aker, Springfield City School District
Stephanie Dodd, State Board of Education
Annie Epperson, Licking Area Computer Association (LACA)
Carla Isaac, Charter School Specialists**
Letitia Linville, Ohio Department of Education
Renae Lyons, Mid-East Career and Technology Center and East Guernsey Local School District**
Lisa McCullough, Ohio Hi-Point Career Center**
Helen Mills, META Solutions
Brenda Miller, Northwest Local School District
Marianne Mottley, Ohio Department of Education**
Patience Moody Rush, ESC of Northeast Ohio and Connect ITC
Amber Myers, Springfield City School District**
Ruth Niese, Liberty Center School District
Jan Orlando, Mentor Public School District

Emily Rogers, Ohio Virtual Academy
Marcy Roll, Upper Valley Career Center
Stephanie Rouse, Switzerland of Ohio Local School District
Jen Sanders, META Solutions
Ryan Shively, Northwest Ohio Computer Association (NWOCA)
Connie Solano, Cincinnati Public School District
Diane Smith, Accel Schools Ohio**
Jenny Wall, Wall to Wall Reporting**
Judy Williams, Washington Local School District
Karen Wilson, Miami Valley Educational Computer Association (MVECA)
Catherine Wright, Northeast Ohio Network for Educational Technology (NEOnet)

Statewide Longitudinal Data Systems Grant Workgroup
Alex Ahlers, Edgewood City Schools
Crystal Aker, Springfield City School District
Jeremy Beardmore, Mid-East Career and Technology Center
Jim Collins, Springboro Community City Schools
Greg Cosimi, Kirtland High School
Scott Davie, Talawanda City Schools
David Ehle, Ohio Department of Education**
Lenee Giuliano, Summit Academies
Jackson Haas, Great River Connection Academy
Sue Hall, CONNECT and Sheffield Lake School District
Jamie Hamilton, Loveland City Schools
Stephanie Heidenreich, Warren County Career Center
Lee Herman, Lake Local Schools
Kirsten Hill, State Board of Education of Ohio**
Brian Jettinghoff, Miami Valley Local Schools
Heather Keating, Valley View Local Schools
Kylea Kimmerly, Beavercreek City Schools
Dara LaForest, Monroe Local School District
Carrie Long, Monroe Local School District
Bethany Lopez, Swanton High School
Karen Meister, Bryan High School
Helen Mills, META Solutions
Marianne Mottley, Ohio Department of Education**
Amber Myers, Springfield City School District**
Michelle Reid, Northwood High School
Kim Rhoads Atwell, Lake Geauga Computer Association**
Ben Richards, Valley View Local School District**
Ryan Shively, Northwest Ohio Computer Association (NWOCA)
Mindy Sturm, Southwest Licking Local School District
Amy Szymanski, Ohio Department of Education
Graham Wood, Ohio Department of Education
Bill Wagner, Ohio Department of Education
Alice Weygandt, Indian Lake Local Schools
Judy Williams, Washington Local Schools
Teresa Williams, State Software Development Team (SSDT)
Graham Wood, Ohio Department of Education

** Indicates the workgroup member also is a member of the EMIS Advisory Council.

Ohio | Department of Education

VI. Appendix B: Detailed Status Update on Council Recommendations

Below are detailed status updates on all EMIS Advisory Council recommendations organized by the following categories.
1. Completed
2. In Progress: This status indicates the Department is working on the recommendation and plans to complete it in the near future. For the purpose of this status update, the term "near future" means the recommendation will be completed within in the next two EMIS reporting years.
3. Ongoing: This status indicates the recommendation is open, but the Department is not actively working on it. This could be due to prioritization, action from external partners is needed, or it is dependent upon a legislative change.
4. Long Term/Under Future Consideration: This status indicates the recommendation is under discussion but will not be completed in the next two years. In some cases, the recommendation is dependent on other work being completed first. In other cases, the EMIS Advisory Council indicated the item was a lower priority and asked Department staff to address higher priority items first.

*Recommendations with * indicate the item was prioritized in the top 14 on the 2019 recommendation report.*

Completed Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of May 2021
1 *	EMIS Manual and Data Requirements	Lack of a centralized location for EMIS communications.	Short term: Create a one-stop shop for all recent Department EMIS communications. Long term: Establish one place to communicate with districts that is searchable and has live issues that are affecting a large population.	The agency continues to add material to the EMIS Roundup and Learning Library as communications and useful information are created.
2 *	EMIS Manual and Data Requirements	It is difficult to explain EMIS reporting to administrators and other staff who have not had EMIS reporting training.	Short term: Include Secure Data Center 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. Long term: Develop webinars and/or training for other key players, such as superintendents, principals and treasurers.	The agency continues to create EMIS training videos and one-page training documents. As they are created, they are posted and made available to the public.

3 *	Department Data Processing and ODDEX	Lack of frequent feedback about data reporting during the collection.	Short term: Provide general issue checks earlier in the collection and more often toward the end of the collection, when possible. Long term: Provide districts with more frequent feedback about data reporting during the collection.	Department staff will continue to follow the same practices in 2021 so EMIS coordinators see these checks earlier and more frequently.
4 *	Reports and Impact	Lack of understanding the files that correlate with payments. Treasurers cannot reconcile payments to students funded.	Short term: Create a snapshot report when data is pulled for payments to help treasurers with reconciliation. Long term: Create a tool to show all the data reported for each single payment so treasurers can reconcile each payment quickly and easily.	Snapshots continue to be available in the 2020-2021 school year.
5 *	Reports and Impact	Data are not stored in one place and often it is hard to understand because of its complexity.	Short term: Create an all-in-one funding report for reconciliation that provides more transparency regarding how numbers are calculated for the School Finance Payment Report.	This was implemented in 2020 and will continue to be available in 2021.
6 *	District Software and EMIS Data Collector	Additional Level 1 check or additional information on a report do not exist which would simplify work locally to review and use the data.	Short term: Develop process for users to request changes to checks and reports for evaluation by the Department.	Process to request report and check enhancements released.
7	EMIS Manual and Data Requirements	Searching the EMIS Manual for specific data elements is difficult.	Short term: Create an element list by record to assist with locating specific data elements. Also, create an additional list that details when that element is collected. Long term: Research potential solutions to assist with EMIS Manual searching.	Each chapter of the EMIS manual now has an "Elements List" at the top of the chapter to identify all the data reported in that record. The Required Collections section at the start of each EMIS Manual section indicates when each element is reported. A single PDF that includes all manual sections will be posted, beginning with the final Fiscal Year 2021 manual.
8	EMIS Manual and Data Requirements	EMIS Helpdesk ticket searching is difficult when trying to find information.	Short term: Continue to work with the Management Council of the Ohio Education Computer Network to improve helpdesk functionality, taking all users into account.	Upgrades to the system were implemented in September 2019 and continue to be available to users.

Ohio | Department of Education

9	EMIS Manual and Data Requirements	Districts would prefer the EMIS Manual was updated at the same time the change was communicated with the Information Technology Center.	Long term: Internal review and redesign of EMIS Manual change process.	This email list continues to be available.
10	EMIS Manual and Data Requirements	EMIS Newsflashes being sent out on Fridays is not preferred.	Short term: EMIS Newsflashes to be sent on Monday mornings at 7 a.m., instead of late Fridays.	Newsflashes are now scheduled for mornings and are never sent in the evenings.
11	EMIS Manual and Data Requirements	Some information from the Information Technology Centers does not flow to the districts in a reliable/timely manner.	Short term: Include link to Information Technology Center conference call minutes in a Newsflash once notes are published.	Newsflashes now sent when Information Technology Center conference call notes are posted. Published EMIS Training Calendar in advance.
12	EMIS Manual and Data Requirements	EMIS change calls being rescheduled causes issues.	Short term: Do not reschedule EMIS change calls (only cancel them). Either schedule two EMIS change calls per month to hold date and time or wait until the following month's call.	Department staff stopped rescheduling the EMIS change calls. Now, if a conflict occurs, they are canceled rather than rescheduled and invitees are given at least a week's notice of the call being cancelled.
13	EMIS Manual and Data Requirements	Department Information Technology Center EMIS training presentations are difficult to search.	Research solution to assist with these searches.	Added a "Topics" list.
14	District Software and EMIS Data Collector	The Data Collector includes a lot of information; this can make it especially difficult to make sure users are reviewing all important, updated items, even for experienced EMIS coordinators. New or novice coordinators can be completely overwhelmed.	Short term: Add a messaging section to the first tab of the Data Collector to allow the Department to point to important updates and issues that need to be addressed. Long term: Consider adding some type of dashboard view within the Data Collector.	The latest version of the Report Collector will allow additional Department staff to send messages to districts.
15	District Software and EMIS Data Collector	Level 2 reports from closed collection windows are difficult to find when needed for other purposes (such as audit requests or civil rights reporting).	Short term: Update Data Collector to make it easier to find archived reports from prior closed collections. Long term: Improve understanding of data needs of auditors and consider reports/instructions to make the audit process easier. Explore Civil Rights Data Collection and how EMIS reports could assist with completion.	The Data Collector now includes a clear archive section, and all reports are automatically archived.

Ohio | Department of Education

16	District Software and EMIS Data Collector	Student information system vendors need more time to implement changes, including both updates to the software and time to train local staff. Need for time is even more critical as some vendors refuse to make changes until published in black and white.	Short term: Decrease, when possible, the amount of time between when a change is announced and final details are published. Provide information as it is available. Long term: Work with vendors to identify ways to communicate change details so change implementation can begin even if not all change details are published in the manual. Include importance of changes and collection timeframe in addition to when the data is due.	Updates to the change process related to Senate Bill 89 mean all changes will be public and available to software vendors before the next school year begins.
17	District Software and EMIS Data Collector	For staff and payroll software processes, the EMIS collection calendar and staff rollover for the new year and not in alignment.	Short term: Work with human resource vendors to understand the problem and explore solutions; discuss within the Department and with the field the possibility of closing staff data earlier in the summer.	Staff and course data now close in early August. All course and staff-related processes are in place earlier in the year, so districts can complete staff and course reporting by the end of the fiscal year if desired.
18	District Software and EMIS Data Collector	Lack of understanding what files correlate with payments.	Short term: Develop the ability to snapshot files that correlate with payments.	The Department creates snapshots of reports for all districts within the Data Collector for all payments.
19	District Software and EMIS Data Collector	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 provide a lot of help.	Short term: Add a new view in the Data Collector designed with the novice user in mind, without removing current functionality needed by EMIS coordinators.	Separate, simplified view of reports included in the Data Collector. Staff with OH|ID roles that are not core to EMIS will be sent to this page by default when they log in to the Data Collector.
20	District Software and EMIS Data Collector	Address information sometimes looks correct in the student information system but does not transfer to ODDEX correctly.	Short term: 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. Long term: Explore EMIS and/or ODDEX changes that would resolve any issues that cannot be resolved with edit checks and training.	Training added and no issues identified that require updates to the system.

Ohio | Department of Education

21	District Software and EMIS Data Collector	The Department does not always communicate when a processing issue causes data to not update overnight.	Short term: Continue to provide timely communication to districts and provide training on how users can see if data has been updated. Long term: Add additional processing information into ODDEX and the data collector where appropriate.	Updates made to Data Collector and processing to make it clearer when data has been updated. New report added to help indicate when report is not updated because there are no longer issues with a specific type of data.
22	District Software and EMIS Data Collector	Last minute extensions to a collection window are helpful but would be more beneficial if more notice could be given.	Short term: Consider if extensions will be needed earlier in the window, and review how extensions are communicated to ensure users know about them ASAP.	Changes to the collection calendar now are part of the formal internal change process and calendar reviews for changes needed occur earlier.
23	District Software and EMIS Data Collector	Data Collector is not navigation friendly to other related parts of EMIS.	Short term: Create a tab in the Data Collector that includes links that go to other parts of EMIS (to ODDEX, documentation, OEDS, etc).	Created Resource Center tab and added links next to each report/file to access the report/file documentation.
24	District Software and EMIS Data Collector	The last updated date on Level 2 Reports sometimes stays the same, which causes confusion on whether the data was updated.	Short term: Review date updating process, related training and how the information is displayed within the Data Collector.	Updates to Data Collector, Department processes and training.
25	Department Data Processing and ODDEX	The history is missing additional useful demographic data included from EMIS reporting, such as grade level, LEP status, disability, disadvantagement, gifted identification, etc.	Short term: Add more student demographic EMIS data to the history.	The additional demographic data was added to the ODDEX tool in the spring of 2019 and continues to be available for the current year.
26	Department Data Processing and ODDEX	Districts do not know which data are used to calculate each payment.	Short term: Create a snapshot report that shows the data that was used to calculate each payment.	Snapshots continue to be available in the 2020-2021 school year.
27	Department Data Processing and ODDEX	Districts are not able to easily access archived reports from the prior year.	Short term: 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.	Complete enhancements were made to the EMIS Data Collector. An "Archive" tab now is prominently displayed in the tool and users can access report from closed collections.
28	Department Data Processing and ODDEX	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.	Long term: Evaluate opportunities for creating a report or other notification to the field regarding their status as it relates to data checks.	New report lists number of issues/rows in each report, including zero if issues resolved. Latest release of the Data Collector includes function on files page to only show files if the latest update

			to that file indicates a district still has an issue.
29	Department Data Processing and ODDEX	Districts are unclear about where they stand overall with their data reporting during a data collection.	Long term: Evaluate opportunities for creating more summative checks or reports that show a percentage of completion for specific collections.	New report lists number of issues/rows in each report, including zero if issues resolved. Latest release of the Data Collector includes function on files page to only show files if the latest update to that file indicates a district still has an issue.
30	Department Data Processing and ODDEX	Districts cannot extract groups of students from ODDEX in places other than the assessment module.	Long term: Gather use cases and requirements for which groups of students need to be extracted and for what purposes.	Additional export options added to ODDEX in fall 2020.
31	Department Data Processing and ODDEX	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.	Long term: 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.	Where possible, if viewing one student and move to a different module, ODDEX remembers the Statewide Student Identifier (SSID) being viewed and goes to that student in the new module.
32	Department Data Processing and ODDEX	Higher Education College Credit Plus data upload timelines are unknown and not on a schedule.	Short term: Add notification capability in ODDEX regarding when the Department has loaded higher education CCP data. Long term: Determine additional ways to facilitate timely data reporting and uploading of higher education data in ODDEX for the purposes of CCP.	Data now is loaded to the system multiple times per week.
33	Department Data Processing and ODDEX	Teacher Licensure Report is difficult to use efficiently and effectively.	Short term: Create training or documentation to help districts use the report more effectively. Long term: Review the invalid certification program for opportunities for improvement.	Reviewed EMIS Alliance TLC Status trainings for clarity and use. Included information about this report usage in bimonthly EMIS Information Technology Center trainings. Updated the report explanation several times over the past year with additional information.

34	Department Data Processing and ODDEX	Districts find it difficult to locate their data checks in the Data Collector.	Short term: 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 the Department to point to the most important updates and issues that need to be addressed.	Created and published live and recorded web-based trainings as part of New EMIS Coordinators training for the Data Collector, EMIS reports and data checks. Information also is included in bimonthly EMIS Information Technology Center trainings, as appropriate. Trainings available and applicable to all EMIS users. Added functionality to Data Collector to allow for the Department to provide notification and highlight specific reports to help guide districts to new or important information.
35	Department Data Processing and ODDEX	Districts cannot upload a document (such as journal entry/invoice/court documents/proof of residency) in the Tuition module.	Short term: Add functionality to upload a document in the Tuition module.	The enhancements continue to allow users to upload documents into the tool.
36	Department Data Processing and ODDEX	EMIS coordinators do not have access to view the CTE26 application and therefore have difficulty reporting career-technical education program of concentration, course data, etc.	Short term: Consult with Office of career-technical education regarding granting EMIS coordinators read-only access to the CTE26 application. Long term: Investigate opportunities for summative reports or other information to assist in analysis of a CTE 26.	The access continues to be available and EMIS coordinators can access the data in the CT26 application.
37	Department Data Processing and ODDEX	Using a VLOOKUP to find student name is difficult and cumbersome.	Short term: Create training resources to help districts use existing resources. Determine combinations of data that would be most helpful and feasibility of adding predefined reports to join that data within the Data Collector. Long term: Explore alternative options to allow districts to analyze information more efficiently.	Latest version of the data collector includes ability to add names to files within the Data Collector, eliminating need for a VLOOKUP. Districts now can request report modifications to reduce need for custom reports.
38	Department Data Processing and ODDEX	Difficult to find general issues in the Data Collector.	Short term: Provide guidance and training on how to find general issues in the Data Collector.	Created and published live and recorded web-based trainings as part of New EMIS Coordinators training for the Data Collector, EMIS reports and data checks. Information is also included in bimonthly EMIS ITC trainings, as appropriate. Trainings

Ohio | Department of Education

				available and applicable to all EMIS users. Added functionality to Data Collector to allow for the Department to provide notification and highlight specific reports to help guide districts to new or important information.
39	Department Data Processing and ODDEX	Contact information in ODDEX is sometimes missing.	Short term: Improve training associated with adding contact information in ODDEX. Long term: Investigate the business rules and implications of requiring contact information in ODDEX.	ODDEX recently required all users to review their contact information on login, and better integration with OH|ID will help keep the users list for each district up to date.

In Progress Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of May 2021
1 *	Council – Overarching recommendation	A large volume of data is required to be reported by districts.	Long term: Periodic review of data elements to identify items that could be deleted if they are not used or required.	Reviews continue. Staff are working through the EMIS manual section by section and element by element to determine why each item is collected (state/federal law, administrative rule, state board policy or policy established by agency staff) and where it must be reported/used. The goal is to complete the review by the end of the school year (end of June 2021) so that staff can work with program offices to determine if items can be eliminated for the 2022-2023 school year.
2 *	EMIS Manual and Data Requirements	Not enough direct "How To" documents as a reference when attempting to report specific situations.	Short term: Develop more situational "If this, then that" examples in the EMIS Manual. Similar to the examples in 2.1.1. Long term: Establish an internal review and revision of the EMIS Manual.	The agency continues to meet regularly with subject matter experts to review the EMIS Manual to revise and update.
3 *	District Software and EMIS Data Collector	The Assessment Missing Lists do not account for more scenarios in which a district may not have an assessment for a student.	Short term: Update the Assessment Missing Lists to include situations in which a student is accelerated or has taken alternate assessments. Long term: Evaluate adding new EMIS data that would enable all situations that impact missing lists to be considered, making missing lists 100 percent inclusive.	Additional guidance has been issued by the Office of Assessment to outline cases where a middle school student is taking a high school course without a test (for example, an eighth-grader is taking English language arts 1 or physical science). The guidance is being incorporated into the Missing list to improve the

				accuracy of when a test record is expected.
4*	Reports and Impact	SDC is difficult to navigate and not user friendly.	Short term: Develop the capability in the Secure Data Center to switch from one building to another on same report without having to start over in running the report. Long term: Add links to the relevant EMIS Manual sections in the form of pop-up windows to help Secure Data Center users see information about the calculation/EMIS data elements as they are reviewing their grades.	The Secure Data Center workgroup completed its work and development of the new Secure Data Center is progressing. The Department is recreating all of the existing reports and will add new ones in phases based on the recommendations of the work group. The new Secure Data Center does have much better functionality and allows users to switch between schools without having to start over from the beginning.
5*	District Software and EMIS Data Collector	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.	Short term: Determine combinations of data that would be most helpful and the feasibility of adding predefined reports to join that data within the Data Collector. Long term: 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 and civil rights data that must be sent to federal government agencies.	The latest version of the Data Collector allows for names to be added to received files. In addition, the latest version of the Data Collector allows updates to the data columns included in existing reports. These two enhancements will allow new reports and decrease the amount of time needed on VLOOKUPs. Work on a report writer for self-designed reports will begin in the next year.
6*	Department Data Processing and ODDEX	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.	Long term: 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.	The new Secure Data Center has the ability to provide additional data visualizations to users that will better show situations where the data look different. The reports also include a tab to drill down to student level data. The hope is by showing users graphs or charts, they will see something may be amiss and then can quickly drill into the data to see how individual students are coded.

Ohio | Department of Education

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7 *	Department Data Processing and ODDEX	The FTE Detail report does not display some information useful to correcting issues associated with data reporting. For example, a student's total FTE and the percent of time reported by other districts.	Long term: Review information displayed in FTE Detail report to determine what additional data could be provided. Consider adding the Least Restrictive Environment data, a student's total FTE and percent of time reported by other districts.	Recent enhancement to the Data Collector allows the addition of additional data columns to already existing reports.
8	EMIS Manual and Data Requirements	Lack of instructional documentation pertaining to the functionality and use of information provided in the Secure Data Center.	Short term: Create instructional documentation for SDC.	Instructional documentation is currently being developed.
9	EMIS Manual and Data Requirements	EMIS 101 document needs updated and added to the EMIS Manual.	Short term: Update EMIS 101 document.	Document being reviewed and prep work underway to review.
10	EMIS Manual and Data Requirements	The EMIS Manual should have links to other related items (related sections, report explanations, etc.).	Long term: Research possibility of using newer technology to make the Manual "webpages" rather than .pdf documents to accommodate more functionality.	Working with IT regarding how to integrate new technology to include live links/webpages into the EMIS Manual.
11	EMIS Manual and Data Requirements	Most up to date department documentation is not always retrieved via search.	Short term: Research current Department website search engine optimization parameters; request changes if needed.	Researching website search engine capabilities.
12	EMIS Manual and Data Requirements	The EMIS Manual is not situational and has archaic qualities.	Long term: Research possibility of integrating newer technology to make the Manual "webpages" rather than .pdf documents.	Working with IT regarding how to integrate new technology to include live links/webpages into the EMIS Manual.
13	EMIS Manual and Data Requirements	Unable to search past Newsflashes for specific information.	Short term: Research solution to assist with Newsflash searching.	Working with IT regarding how to integrate new search functionality not currently available.
14	Reports and Impact	Many school personnel don't understand the codes reported in EMIS today impact the funding they receive tomorrow to support all students.	Short term: Create more awareness and communication to all district personnel on the role that EMIS data plays in supporting teachers in their services to students. Long term: 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.	Since the new Secure Data Center is about to open, the Department decided to hold off and develop training documents based on the new tool for the non-EMIS users.

Ohio | Department of Education

15	Reports and Impact	Reports are too complex when trying to share and explain with district administration and board members.	Short term: Simplify the SFPR report. Long term: Add short videos to explain the various pieces of the funding formula (such as excess costs tuition payments).	The Department staff created a simpler report to help districts understand the various pieces of the funding formula. Discussions are underway on how to create additional resources to help district administrators and board members understand the elements for which they are funded.
16	Reports and Impact	Lack of training for other staff and administrators makes the process more challenging because they don't understand reports.	Short term: 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 educational service centers to offer training to people who are new to those key positions.	About a year ago, Ohio was awarded more than $500,000 in a federal grant through the U.S. Department of Education to develop training materials and courses to help build a cadre of experts in using data to drive school improvement and instructional programming decisions. This grant builds on the work we did in the spring of 2020 with the educational service centers. One of the goals of those trainings last year was to raise awareness and understanding of the EMIS elements that are used in the report card calculations. This work is continuing through the grant where all credentials will require trainees to take a course on Data Sources and Access Points that will specifically discuss EMIS elements.
17	Reports and Impact	Many reports allow users to disaggregate only by a single subgroup.	Short term: Make reports drillable to multiple subgroups.	The new Secure Data Center includes functionality to allow users to see multiple subgroups (–for example, drill down to see race, disadvantagement, disabled students and English learner data all at once) by choosing the subgroup from the drop-down list. The list of subgroups is expansive and includes more than just the subgroups required for federal accountability.

Ohio | Department of Education

18	EMIS Professional Qualifications and Development		Long term: The EMIS Advisory Council to create a subgroup meant to advise the Council on a regular basis until Dec. 31, 2021, regarding Department initiatives needed to support EMIS coordinators.	Workgroup met for the first time on May 12, 2021.
19	EMIS Professional Qualifications and Development		Long term: The Department to develop and publish best practices for districts to follow regarding EMIS staff, data, and reporting.	Workgroup met for the first time on May 12, 2021.
20	EMIS Professional Qualifications and Development		Long term: The Department to develop and publish a new EMIS Manual section that goes beyond EMIS reporting rules to include information about EMIS staff, data, and reporting.	Workgroup met for the first time on May 12, 2021.
21	EMIS Professional Qualifications and Development		Long term: The Department to develop a more formalized, structured training for new EMIS coordinators.	Workgroup met for the first time on May 12, 2021.
22	Secure Data Center	Missing Reports	Short term: Joint vocational school district and career-technical planning district reports.	The design team is beginning to develop reports for career-technical planning districts. A demonstration of one report (graduation rate) was done at the last EMIS Advisory Council meeting.
23	Secure Data Center	Timing of Reports	Short term: The timing of the reports is challenging. It would be nice to see reports earlier in the year (for example, in the first or second reporting windows) when there is plenty of time to check and double check data.	As the new Secure Data Center is built, the Department is discussing which reports can be populated with data from the first two reporting windows to help EMIS coordinators see data sooner.
24	Secure Data Center	Missing Functionality	Short term: Ability to switch between schools without going back to the beginning of the report.	The new Secure Data Center includes this functionality in a drop-down box. Users choose a school and then can quickly choose a different school from the menu without having to close the original report or return to the home page.
25	Secure Data Center	Missing Resources and Trainings	Short term: A reports list to describe what is in each report to make it easy to see if a report exists that contains the data needed.	As the new Secure Data Center is built, we will develop a list of reports to make it easy to see what is available.

Ohio | Department of Education

26	Secure Data Center	Challenge with Resources or Training	Short term: The platform is not intuitive. Users don't know they can drill down into aggregate reports unless trained.	The new Secure Data Center includes several tabs at the bottom of each report. The first tab shows the aggregated data, while other tabs specifically include the word "disaggregate" to help clarify the user can drill down into the data. Moreover, drop-down boxes at the top of the reports clearly show that disaggregations are available. Finally, the reports also will have an "SSID" tab to make it clear that student-level data are available.
27	Secure Data Center	Missing Functionality	Short term: Ability to see all/multiple subgroups at once.	A user drills in the new Secure Data Center by choosing a subgroup from a drop-down box or by choosing the 'disaggregated' report tab. The drop-down allows more than one subgroup to be chosen at a time and the most common subgroups are shown automatically on the disaggregated report tabs.
28	Secure Data Center	Challenge with Functionality	Short term: Hard to unfilter or aggregate once a report has been disaggregated into subgroups.	Subgroups are chosen in the new Secure Data Center by clicking a box in a drop-down menu to put a checkmark in the box. The user can unselect the subgroup just as quickly by clicking the box again to remove the check mark.
29	Secure Data Center	Missing Functionality	Short term: Archived Local Report Card (pretty) reports from prior years.	The new Secure Data Center will allow the Department to archive several years of the "pretty" Local Report Card reports.
30	Secure Data Center	Missing Functionality	Short term: A way to make all files into PDF style pretty reports.	The new Secure Data Center includes the ability to display data visualizations with any report. We are experimenting with some visualizations as the Department begins migrating the existing reports to the new system and will work with members of the field to gain feedback on whether the "pretty'" pie charts or bar graphs are helpful.

Ohio | Department of Education

31	Secure Data Center	Missing Functionality	Short term: Ability to quickly filter aggregated data into one or more disaggregations and then quickly unfilter it back to the original numbers.	As was mentioned above, the new Secure Data Center includes a drop-down box to allow users to quickly choose subgroups and then unselect them by clicking the box.
32	Secure Data Center	Missing Reports	Short term: WebXam and credential reports.	These data elements are used for the career-technical planning district report cards. The Department is working on migrating those tests into the data warehouse so they can be used to build reports.
33	District Software and EMIS Data Collector	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.	Short term: Integrate access to the Data Collector with logins currently used by all district staff to access Department applications (SAFE/ OH|ID). Give districts control over which staff within their districts can access which reports/processes within the Data Collector. Long term: Understand roles and needs of non-EMIS coordinators to design new reports (special education, gifted and career-technical planning districts are examples) and functionality that will make it easier for them to contribute to the quality and accuracy of their district's data submissions.	A report interface for novice users has been added to make it easier for them to find information they need. More granular control of which staff can access different parts of the Data Collector has been added. Process for integration with OH|ID is in testing and expected to be released next year.
34	District Software and EMIS Data Collector	Guidance counselors have to keep track of each year's different grad requirements and keep up with constant changes.	Long term: EMIS cross tracking graduation data and requirements would be helpful.	Developing reports on graduation progress for ODDEX as part of the Department's Statewide Longitudinal Data Systems grant. Will be released for the 2021-2022 school year.
35	Department Data Processing and ODDEX	Districts are not notified when a comment is added to a flag in the system.	Short term: Create basic email notifications for when a comment is added to a flag. Long term: 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.	Adding extensive notifications module (emails) to ODDEX, hope for release next year.

36	Department Data Processing and ODDEX	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.	Long term: 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. 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.	The Department has started discussions on how to migrate all the elements needed for this calculation into our data warehouse so that this report can be automated within the Secure Data Center.
37	Department Data Processing and ODDEX	Districts are unable to sort information displayed in the Student Cross Reference (SCR).	Short term: Create sortable headers in the SCR.	Some sortable headers added, and more planned in the future.
38	Department Data Processing and ODDEX	It is difficult to find various data files in the Data Collector.	Short term: 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.	Created and published live and recorded web-based trainings as part of New EMIS Coordinators training for the Data Collector and EMIS reports. Information is also included in bimonthly EMIS Information Technology Center trainings, as appropriate. Trainings available and applicable to all EMIS users.
39	Department Data Processing and ODDEX	District staff, other than EMIS coordinators, do not utilize ODDEX effectively because they do not always understand the relevance of the information displayed.	Short term: 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.	Created and published live and recorded web-based trainings as part of New EMIS Coordinators training for ODDEX. Trainings available and applicable to all EMIS users.
40	Department Data Processing and ODDEX	Districts are concerned that fatal errors cannot always be removed or addressed because the data is already reported accurately (for example, 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.	Long term: Better document what error codes mean and engage the field on if additional or different error codes or language would be helpful.	Latest version of the Data Collector allows districts to split reports by error code, so they can more easily focus on areas that can be resolved.

Ohio | Department of Education

| 41 | Department Data Processing and ODDEX | Districts are unsure when to expect updated data checks. It is difficult to plan and prepare accordingly. | Long term: Create resources that provide more information to districts about the timeline associated with checks. | EMIS now includes data checks in the EMIS change process. New checks are posted on the web regularly and communicated through the EMIS change calls and EMIS Information Technology Center trainings. When checks or files are posted in the Data Collector, EMIS is creating roles for Department staff to enable them to notify districts of pertinent information associated with them. |

Ongoing Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of May 2021
1*	Reports and Impact	SDC reports need to be more student centered.	Long term: Recommend a law change to allow the Department to collect names in addition to SSIDs so they can be added to the reports.	No legislation has been introduced to do this (in part because the legislators have been busy with other forms of support since the beginning of the COVID-19 pandemic). A bill to overhaul the accountability system was introduced in March 2021, and agency staff will be working with the sponsors to determine what amendments will be accepted. This proposal was sent to the agency's legislative liaison for discussion with legislative leaders.
2	Reports and Impact	The report card is not simple and easy to read like it is intended to be.	Short term: Review each page of the report card website to simplify the language so parents can better understand what is being measured or reported.

Long term: Create "voice over" options to explain what each measure of the report card means. | Some report card elements will continue to be hidden in 2021, and a bill was introduced in the Ohio General Assembly recently to overhaul the entire report card. Additional work most likely will not be done on this recommendation until it is known what will be displayed moving forward. |
| 3 | Reports and Impact | The letter grades are not a true picture of districts' and schools' performance. | Short term: The Department will facilitate a discussion with stakeholders to find ways to make the report card tell a story.

Long term: Work with stakeholders to help readers know about the good things schools are doing with their students. | As was mentioned above, several members of the Ohio General Assembly introduced legislation to overhaul the report cards in an effort to make them more "meaningful." The Department's office of Legislative Services will provide updates and the Department will update the web application once it is |

				known what is required moving forward.
4	Reports and Impact	The six-line description on the report card landing page is too long and needs to be refined.	Short term: Refine the report card landing page language to include a more "personal" message geared to parents. Long term: 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.	This was placed on hold as a result of the COVID-19 pandemic. Most of the 2020 report card pages were hidden. The Department will revisit this once it is known what will (or will not) be displayed on the 2021 report cards.
5	Secure Data Center	Missing Functionality	Short term: Shifting to having student names.	No legislation has been introduced to do this (in part because the legislators have been busy with other forms of support since the pandemic started). A bill to overhaul the accountability system was introduced in March 2021, and agency staff will be working with the sponsors to determine what amendments will be accepted. This proposal was sent to the agency's legislative liaison for discussion with legislative leaders.
6	District Software and EMIS Data Collector	18. Career-technical education does not have some reports that other LEAs receive, such as reports on grad data.	Short term: Review reports available for career-technical education and develop new reports as needed. Long term: Develop training on how data from different entities (such as joint vocational school district and home LEA) impact both entities.	Career-technical education report workgroup has completed work, and an internal group is reviewing which reports are needed in EMIS, the Secure Data Center and other career-technical education-related systems. Many new career-technical education reports are in the pipeline.
7	District Software and EMIS Data Collector	Terminology of "fatal" error is misleading.	Short term: Update/clarify terminology of "fatal" to "critical" error. Long term: Review nomenclature used for giving feedback to districts and make needed changes based on analysis.	Added ability in latest version of the Data Collector to separate reports by type of error, making it easier to focus on errors that need to be resolved.

Ohio | Department of Education

Long-Term and Under Future Consideration Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of May 2021
1	Reports and Impact	Lack of understanding about report card measures.	Short term: Create more training through short webinars that explain a specific report card element.	This work was placed on hold because of the COVID-19 pandemic. A significant number of pages on the 2020 report cards are hidden because there are no data to display. The decision was made not to begin this work since people viewing the trainings would not be able to "see" their report card elements. Moreover, legislation was recently introduced to overhaul the report card. Once that legislation is enacted this project will commence.
2	Reports and Impact	A member of the EMIS Advisory Council should be added to the State Board of Education's "combined" report card/accountability committee so a data person can contribute to the discussions.	(NOTE: The original "combined committee" disbanded after issuing its report in late 2018.) Long term: If a new workgroup or combined committee is created in the future, include a representative from the EMIS Advisory Council on that new group's membership.	This workgroup remains disbanded. If a committee is formed in the future, the Department will revisit this recommendation.
3	Reports and Impact	No reports exist with data about benefits/health insurance.	Long term: Create a new funding report which contains data about benefits/health insurance.	This recommendation also was discussed by the Secure Data Center work group. As that new tool is built, the Department plans to add reports, so the Department will circle back to determine if data is needed to build a report on this topic.
4	Reports and Impact	No reports exist to help districts see data about at-risk students and mental health/social-emotional learning.	Short term: Create a new report which contains data about at-risk students and mental health/social-emotional learning.	This recommendation also was discussed by the Secure Data Center workgroup. As that new tool is built, the Department plans to add reports, so the Department will circle back to determine if data is needed to build a report on this topic.
5	Reports and Impact	Because so many districts are on the guarantee, we need a way to explain what it means and why budget reconciliation still is needed.	Short term: 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.	This project was deferred because of the pandemic and the need for agency staff to focus on supporting districts during the COVID-19 pandemic.

Ohio | **Department** of Education

6	Secure Data Center	Missing Resources and Trainings	More formal training for all users on how to use the Secure Data Center and the reports.	Once the new Secure Data Center is rolled out, the Department will work with the education stakeholder groups (for example, BASA, OAESA, OASSA, OASBO) to help get their members engaged in trainings.
7	Secure Data Center	Missing Functionality	Short term: A time stamp to show when the report was last updated (which EMIS submission is included).	The Department is working with the developers building the reports to see if this functionality is doable in the new application.
8	Secure Data Center	Timing of Reports	Short term: The timing of this tool versus ODDEX is an issue. Users wish the SDC was populated earlier to be able to use it in tandem with ODDEX.	Since the Department is just building the new Secure Data Tool, it will not be populated early for this school year. The Department will work on this for next year to help districts see data sooner.
9	Secure Data Center	Missing Resources or Training	Short term: Add links to the EMIS manual to help personnel understand the data elements used in the calculations.	The Department is working with the developers building the reports to see if this functionality is doable in the new application.
10	Secure Data Center	Missing Reports	Short term: Reports to show EdChoice, Jon Peterson and Autism Scholarship students.	Scholarship data are not stored in the EMIS data system, which is the system used to feed the Secure Data System reports. Once the existing reports are re-created in the new system, the Department will begin work developing new reports. At that time, the Department will work with the owners of the scholarship data to determine if it can be imported into the tool.
11	Secure Data Center	Missing Reports	Short term: A report showing why someone is not in a calculation.	The Department is working to re-create the existing reports before building new ones. This will be discussed in a future phase of the work.
12	Reports and Impact	The value-added report card measure is difficult to explain.	Short term: Develop a simple resource (something that does not focus on the technical calculations) for districts to use to explain the value-added measure.	Many years ago, the Department created a value-added advisory council to help message districts about the value-added calculation. The Department had a meeting of this council earlier this school year (late 2020) and discussed creating better resources around the calculation. There are several interest groups that are pushing for changes

Ohio | **Department** of **Education**

				to how student growth is calculated, and legislation has been introduced to make changes to this piece of the report card. Because it's likely to change, the Department has paused this work for now. Once the Department knows what happens, work will resume with this recommendation.
13	District Software and EMIS Data Collector	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.	Long term: Determine the core needs met by the Secure Data Center and other Department 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.	Secure Data Center redesign underway; will be able to evaluate better once that project is complete.
14	District Software and EMIS Data Collector	Some Civil Rights Data Collection data is not included in the SIS and/or not aligned with EMIS data.	Long term: Understand gaps between Federal Civil Rights Data Collection data needs and current EMIS data set to consider possible EMIS changes that would assist with Civil Rights Data Collection reporting.	Current resources are not available for this project but may be in the future.
15	District Software and EMIS Data Collector	Trusting that vendors are 100 percent 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.	Short term: The Department collects and shares information on what software supports and how changes are implemented.	Current resources are not available for this project but may be in the future.
16	District Software and EMIS Data Collector	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.	Long term: Improve documentation of EMIS checks so that student information system vendors who choose to apply EMIS checks in their software can do so accurately.	Current resources are not available for this project but may be in the future.

Ohio | Department of Education

17	Department Data Processing and ODDEX	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.	Long term: Gather use cases and business requirements for open enrollment data exchange, including the ability to share the information on open enrollment forms.	Current resources are not available for this project but may be in the future. Current checks on Open Enrollment exist in Student Cross Reference module in ODDEX, and Open Enrollment appears in FTE reports.
18	Department Data Processing and ODDEX	There currently is not a result code in the adjustments that specifically flags newly identified special education students.	Long term: Review result codes for special education in the adjustments to determine feasibility and impact of creating new result code for this situation.	Current resources are not available for this project but may be in the future.

Ohio | Department of Education