Education Management Information System (EMIS) Advisory Council Recommendation Report

June 2022

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I. Introduction

In alignment with *Each Child, Our Future*, Ohio's strategic plan for education, the education community is engaged in a partnership-based approach to provide services and supports necessary to meet the needs of the whole child. This includes working to ensure students, educators and staff are healthy, safe and successful every day. The Department continues to work with districts and schools to address challenges resulting from the coronavirus and beyond.

The Education Management Information System (EMIS), required by Ohio law 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 upon 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 Ohio law 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 members of the field involved in collecting, reporting and using EMIS data.

Council members are appointed consistent with Ohio law, which requires the council 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 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. This report is the fourth set of recommendations submitted to the state superintendent and represents the council's work from May 2021 to May 2022.

II. Current Status and Recommendations from Workgroups

Due to the ongoing pandemic and the state's emergency declaration in March 2020, the Ohio General Assembly passed legislation that included temporary changes to the Open Meetings Act. House Bill 197 generally allowed public bodies to conduct meetings and hearings virtually while the COVID-19 emergency declaration was in effect. However, this temporary change was only effective until July 1, 2021. Consequently, the council and its workgroups were required to hold their meetings in person again beginning in July 2021. Scheduling in-person meetings where a quorum would be present became increasingly difficult as the pandemic continuously changed, and coronavirus variants became prevalent. Many council members could not commit due to concerns surrounding the pandemic as well as staff shortages in their districts. Members were polled before setting a meeting date, however, despite the planning, several meetings had to be cancelled/postponed because too many people declined as the date grew closer and a quorum was not going to be present. Fortunately, the passage of House Bill 51 in February 2022 made the virtual public meeting options available again through June 30, 2022. Looking ahead to future meetings, the Department's legislative affairs office is advocating for the council and its workgroups to convene remotely beyond the June 30, 2022, deadline.

Despite the impact of the pandemic on meetings during much of the past year, work continued on behalf of the council. Three ongoing workgroups met four times, delving deeper into specific EMIS topics and issues ranging from a framework for EMIS professionals to the Statewide Longitudinal Data Systems (SLDS) grant to a review of EMIS data elements. The scope of each of these workgroups, topics included in their discussions and any approved recommendations are included in this report.

Framework for EMIS Professionals Workgroup

This workgroup was 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 workgroup was tasked with monitoring the Department's progress in creating and formalizing a framework for EMIS professionals, including the following:

1. Best practices for districts to follow regarding EMIS staffing, data and reporting.
2. A new document 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 May 12, 2021, and reviewed and provided feedback on several documents via email from September through December 2021. Its work is documented below.

Reports Catalog

The Department developed a catalog of reports to help district staff when completing EMIS reporting and data appeals. During the development stage, workgroup members were asked what information would be most helpful to have in the catalog, how users planned to use the catalog, how they would sort it and what types of roles/users might employ it. This catalog will help users more easily identify records and collections utilized for each report, where to find the report, target audience(s), the purpose of each report, the impact of the data/report, how to use the report and how often it is generated. After collaboration and finalization with Department data managers, the catalog has been published on the website.

EMIS 1.0 Framework

These new materials go beyond EMIS reporting rules to include information about how EMIS works, the range of district data included in EMIS data and the roles and responsibilities associated with a variety of district personnel who work with EMIS data. These materials do not provide data reporting guidance; instead, they are meant to provide an understanding of the EMIS framework. One-pagers included in the appendix were developed as

stand-alone documents that can be printed individually and shared with district staff and data team members to assist them in better understanding EMIS data and reporting. These one-pagers are explained below:

1. *EMIS Coordinators: Roles and Essential Skills.* The two lists on this one-pager come from the previous EMIS Professional Qualifications and Development workgroup and describe the role of an EMIS coordinator and the essential skills of an EMIS coordinator.
2. *Inventory of Existing Professional Development and Training Opportunities for EMIS Coordinators.* Includes training opportunities provided by the Department, the Ohio Association of EMIS Professionals (OAEP) and the Ohio Education Data Systems Association (OEDSA), Information Technology Centers (ITC) and by other education-related organizations that offer training.
3. *Data Cycle, Impacts and Uses.* Displays the EMIS data flow from the districts to ITCs, then to the Department and State Software Development Team (SSDT). It shows how the Department uses these data in a variety of ways, including state reporting, federal reporting, funding, local report cards, EMIS reports, research, policy, legal proceedings and routine audits. It also shows how SSDT uses EMIS data, which is mainly for modules in Ohio District Data Exchange (SOES, Student Cross Reference Records: History, Assessments, Grad, SPED, CCP, Tuition).
4. *EMIS Building Blocks.* Explains the basics of EMIS data and reporting including data types, elements, records and collections.
5. *Enrollment to Graduation… And Beyond!* Emphasizes the importance of a data team by showing the range of data included in EMIS data and the variety of district staff involved in collecting and entering these data locally. Highlighted in this document are building secretaries, curriculum directors, counselors, treasurers, gifted directors, truancy officers, intervention specialists, teachers, attendance secretaries, assessment coordinators, principals and more.
6. *Quality EMIS Data: The Role of EMIS Coordinators.* Explains the function of EMIS coordinators and their role in EMIS data reporting and review.
7. *Quality EMIS Data: The Role of Office Staff.* Explains why EMIS matters to other district staff and their role in EMIS data reporting and review.
8. *Quality EMIS Data: The Role of Principals.* Explains why EMIS matters to principals and their role in EMIS data reporting and review.
9. *Quality EMIS Data: The Role of the Superintendent.* Explains why EMIS matters to superintendents and their role in EMIS data reporting and review.

The new EMIS 1.0 Framework document was published on April 25, 2022. This completes the work of this subgroup and it was disbanded.

EMIS Data Elements Workgroup
This workgroup was created in response to an overarching recommendation made by the council, which stressed that a large volume of data is required to be reported by districts. The council identified a long-term opportunity for improvement regarding this challenge, asking for a periodic review of the data elements to identify items not used or required that therefore may be deleted.

Prior to the workgroup meeting for the first time, Department staff began a review of the EMIS Manual to determine why each item is collected and where it must be reported/used. At its first meeting, this workgroup provided additional input by reviewing the current EMIS data elements to identify those that are not needed; that are problematic to report and should be changed or clarified; and that could be derived by the Department. Workgroup members also identified elements that may need to be added as well as missing resources, reports and guidance.

At the November 9, 2021 meeting, the workgroup identified 32 items in the following categories:

- Nine items for deletion
- Three items for the Department to derive
- Nine items to simplify
- Three items to add
- Three items involving vendor software systems
- Five items that didn't fit other categories and were classified as 'other'

Department staff have been meeting with program offices to determine why each identified element is collected and whether it is required by law, administrative rule, to inform a program or to develop policies. This work is going more slowly than anticipated as some elements are more widely used than initially determined, so meetings are being expanded. Several EMIS changes have been entered.

In late March 2022, the workgroup reviewed the element lists of each EMIS Manual chapter to identify if any elements fall into the following categories: not needed, problematic to report, could be derived by the Department, things to add, resources that are needed. Work continues at the Department as internal meetings take place regarding the need for different elements. The workgroup will remain informed about this review and will meet as needed.

Statewide Longitudinal Data Systems (SLDS) 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 its creation, this workgroup has met five times 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 the likelihood of graduating and use data to identify students at risk of not graduating.

A soft release of the Student Claiming Module (SCM) occurred in early fall 2021. As of December 2021, more than 400 students have been claimed. The SCM allows for earlier access to student records and notification to the district when a student is leaving, fewer incorrect SSIDs, improved grade placement of new students and better high school graduation planning.

Since graduation requirements are complex, the Department is developing a shared format for understanding a student's progress, especially transfer students. The creation of school and district level reports for

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administrators will allow for planning and monitoring. Formats at a high level for parents are also being developed.

As part of this work, the Department created focus groups that are helping with detailed design of different parts of the system. One focus group looked at basic progress toward graduation requirements and discussed the basic needs/requirements for a system to track and present progress toward graduation for individual students and groups of students. Two other focus groups discussed individual student and student group progress toward graduation reports.

This workgroup and the focus groups continue to meet as needed.

III. Update on Previous Recommendations

When compiling all previous recommendations from June 2019 to present, Department staffers have completed 60 of 105 recommendations. Work is in progress on 23 recommendations that will be completed within the next two EMIS reporting years. Eight recommendations are ongoing due to prioritization or actions needed from external partners. Fourteen 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 items identified as among the top 14 priorities, nine have been completed, four are in progress and one is ongoing as it is dependent on a legislative change. A more detailed status description for each recommendation can be found in Appendix B. Note that any recommendation completed prior to May 2022 and noted in previous annual reports is not listed in the completed section of the appendix; only newly completed recommendations are included.

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IV. 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
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
Michael Leutze, 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 (Chair)
Amber Myers, Springfield City School District
Kim Rhoads Atwell, Painesville City Local Schools
Ben Richards, Valley View Local School District
Penny Rucker, Beavercreek City School District
Elena Sanders, Ohio Department of Education
Diane Smith, Accel Schools Ohio
Cathy Spellman, Cincinnati Public Schools
Sean Taylor, Northwest Ohio Computer Association (NWOCA)
Jenny Wall, Wall to Wall Reporting
Erica Weaston, Ohio Department of Education (Vice-Chair)

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Workgroup Membership

Workgroups 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.

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, Painesville City Local Schools**
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

EMIS Data Elements Workgroup
Tami Bevins, Four County Career Center
Toni Brady, Wall 2 Wall Reporting
Kim Burgert, London City School District
Korinne Conder, Northwest Local School District
Elizabeth Davis, Southwest Ohio Computer Association (SWOCA)**
Annie Epperson, Licking Area Computer Association (LACA)
Samantha Howard, Valley View Local Schools
Cindy Howard, Springboro Community City Schools
Kylea Kimmerly, Beavercreek City Schools
Helen Mills, META Solutions
Marianne Mottley, Ohio Department of Education**
Susan Payne, META Solutions
Kim Rhoads Atwell, Painesville City Local Schools**
Chad Richardson, Ohio Department of Education
Stephanie Rouse, OME-RESA
Gail Sams, Middletown City School District
Diane Smith, Accel Schools Ohio**
Erica Weaston, Ohio Department of Education**
Karen Wilson, Miami Valley Educational Computer Association
Deidre Wunderlich, Ohio Department of Education

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

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Greg Cosimi, Kirtland High School
Scott Davie, Talawanda City Schools
David Ehle, Ohio Department of Education**
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**
Kim Rhoads Atwell, Painesville City Local Schools**
Ben Richards, Valley View Local School District**
Ryan Shively, Washington Local Schools
Amy Szymanski, Ohio Department of Education
Graham Wood, Ohio Department of Education
Bill Wagner, Ohio Department of Education
Alice Weygandt, Indian Lake 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.

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V. 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** - *Note that any recommendation completed prior to May 2022 and noted in previous annual reports is not listed below; only newly completed recommendations are included.*
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 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, the need for action from external partners or dependence on 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 among the top 14 items in the 2019 recommendation report.*

Completed Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of April 2022
1 *	Reports and Impact	SDC is difficult to navigate and not user friendly.	Short-term: 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. Long-term: 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.	Phase 1 of this work is complete. All of the reports that existed in the "old" SDC have been migrated over to the 'new' Report Portal. In addition, ODE staff have built reports for the career-technical planning districts and joint vocational school districts. Several new reports also have been built including a similar district report to show users all facets of the report card for each of the districts that is most similar to the one being reviewed. In July 2021, the legislature enacted updates to the report card law. Almost all the reports completed in Phase 1 will have to be redone to account for the changes to the calculations. This will delay the Department staff moving on to Phase 2, which is to

				begin creating new reports that didn't exist in the old tool.
2	Reports and Impact	Many reports allow users to disaggregate only by a single subgroup.	Short-term: Make reports drillable to multiple subgroups.	This is completed. The new Secure Data Center includes functionality to allow users to see multiple subgroups (e.g., drill down to see race, disadvantagement, disabled students and English Learner data all at once) by choosing the subgroup from the dropdown list. The list of subgroups is expansive and includes more than just the subgroups required for federal accountability.
3	Secure Data Center	Missing Reports	Short-term: JVSD and CTPD reports	Phase 1 is complete. The CTPDs/JVSDs do have reports in the portal. Several facets of the CTE report card changed when the Perkins law was reauthorized. Additional reports will be created as the changes are phased in.
4	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.	This is complete. We are populating the SDC much earlier (first and second reporting window data are used).
5	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 (e.g., in the first or second reporting windows) when there is plenty of time to check and double check data.	This is completed. The SDC was loaded in the fall with the graduation rate data for the Class of 2021 (used on the 2022 report card). Staff data also were loaded during the first reporting window to help districts see those data. In March additional student data elements were loaded (K-3, test results, enrollment, attendance and some CTE elements).
6	Secure Data Center	Missing Functionality	Short-term: Ability to switch between schools without going back to the beginning of the report.	Phase 1 is completed. The new SDC includes this functionality in a drop down box for traditional districts to switch schools without having to back out and reload the reports.
7	Secure Data Center	Challenge with Resources or Training	Short-term: The platform is not intuitive. Users don't know the aggregate reports are drillable unless trained.	Phase 1 is complete. The new SDC 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

			that the data are drillable. 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.
8	Secure Data Center	Missing Functionality	Short-term: Ability to see all/multiple subgroups at once.	Phase 1 is complete. In the future, we'll continue to build out functionality, but each report currently has the ability to see one or all subgroups at once.
9	Secure Data Center	Challenge with Functionality	Short-term: Hard to unfilter or aggregate once a report has been disaggregated into subgroups.	Phase 1 is complete. In the future, we'll continue to build out functionality, but each report currently has the ability to quickly disaggregate data and then reaggregate it without starting over.
10	Secure Data Center	Missing Functionality	Short-term: Archived Local Report Card (pretty) reports from prior years.	Phase 1 is complete. The new SDC allows users to see a rolling 5 years of data for the report card's 'pretty' reports.
11	Secure Data Center	Missing Functionality	Short-term: Ability to quickly filter aggregated data into one or more disaggregation's and then quickly unfilter it back to the original numbers.	Phase 1 is complete. In the future, we'll continue to build out functionality, but each report currently has the ability to quickly disaggregate data and then reaggregate it without starting over.
12*	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/tools for district staff to help them interpret EMIS data and understand the importance of their role related to EMIS data.	All EMIS trainings are now open to any district staff to attend. New EMIS Coordinator trainings cover topics relevant to other district personnel, such as ODDEX, and do not have limits on the number of participants or requirements to have a STARs account and register ahead of time.
13	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.	Completed

14	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.	Completed
15	Department Data Processing and ODDEX	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.	Long-term: Better document what error codes mean and engage the field on if additional or different error codes or language would be helpful.	Completed
16	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.	Completed
17 *	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.	Multiple EMIS Changes implemented this year to enhance the accuracy of the missing lists including: 22-8 – Incorporate DN Attribute – First Day of Test Window to further enhance who is required to have a test record reported for 3-8 and EOC Assessments. 22-84 – Improve 3-8, EOC, and ALT Assessment Missing Lists by adding a column on the report to indicate if the student is also missing another assessment.
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 December 31, 2021, regarding Department initiatives needed to support EMIS coordinators.	The Framework for EMIS Professionals Workgroup provided feedback on a number of documents associated with its charge and a new reports catalog. At this time, there are no additional items that need input from this workgroup.

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			Long-term: The Department to develop and publish best practices for districts to follow regarding EMIS staff, data, and reporting.	The EMIS 1.0 Framework materials were posted on April 25, 2022.
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.	The EMIS 1.0 Framework materials were posted on April 25, 2022.
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.	The EMIS 1.0 Framework materials were posted on April 25, 2022.
21	EMIS Professional Qualifications and Development		Long-term: The Department to develop a more formalized, structured training for new EMIS coordinators.	The EMIS 1.0 Framework materials were posted on April 25, 2022. New EMIS Coordinator trainings have been enhanced and modified and opened to more coordinators. Since they are now online, they are also recordings; the recordings are available on our website.

In Progress Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of April 2022
1*	Council	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.	The EMIS Advisory Council created the Data Elements workgroup to further address this recommendation. The workgroup met on Nov. 9, 2021, and Mar. 21, 2022. Members identified elements they would like to eliminate, those that are problematic to report, and those that they would like derived from other data. Many data elements are required by state or federal law, so much of the work will center on ways to make the reporting easier versus a complete elimination of the data element. Once the possible changes are identified, the Department will need to follow a new state law that enacted a timeline and procedure for making changes to the state's EMIS reporting requirements. Several changes identified at the work group's first meeting are being made and will be posted for public comment for an FY23 change.

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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.	In progress. Incorporated many new scenarios and examples of EMIS reporting situations into regular and ongoing EMIS trainings. This information has been well received by training participants on session evaluations.
3 *	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 pre-defined 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.	Requirements for the report writer are complete. Technical and User Interface design is currently underway. Goal is for the report writer to be released to the Data Collector by the end of June.
4 *	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 LRE data, a student's total FTE and percent of time reported by other districts.	Work on the FTE process and reports has been focused on changes needed due to the changes in the school funding system. Release of the new report writer (item 5) will allow districts to do some of this work on their own; additional items will be reviewed for addition during FY23.
5	EMIS Manual and Data Requirements	Lack of instructional documentation pertaining to the functionality and use of information provided in the SDC.	Short-term: Create instructional documentation for SDC.	This continues to be in progress. Two videos were posted on using the SDC and numerous trainings were held for users of all types to learn how to access the portal. Written documentation was slated to start, but in July 2021 the general assembly enacted significant changes to the report card laws and changes to the reports will be needed. A decision was made not to start on written documents as they'd be based on a system that would be outdated by the time the documents were

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			released. Instead, they will be created once the reports are updated.
6	EMIS Manual and Data Requirements	EMIS 101 document needs updated and added to the EMIS Manual.	Short-term: Update EMIS 101 document.	In progress. Incorporating all relevant sections of the EMIS 101 document to the new EMIS Framework webpage.
7	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.	The Department is required to change website platforms to conform with state standards and will address these recommendations at that time.
8	EMIS Manual and Data Requirements	Most up to date department documentation is not always retrieved via search.	Short-term: Research current ODE website search engine optimization parameters; request changes if needed.	The Department is required to change website platforms to conform with state standards and will address these recommendations at that time.
9	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.	The Department is required to change website platforms to conform with state standards and will address these recommendations at that time.
10	EMIS Manual and Data Requirements	Unable to search past Newsflashes for specific information.	Short-term: Research solution to assist with Newsflash searching.	The Department is required to change website platforms to conform with state standards and will address these recommendations at that time.
11	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.	The short-term proposal to create more awareness and communication to all district personnel on the role that EMIS data plays in supporting teachers in their services to students has been completed. Now that the new SDC is open, trainings with non-EMIS personnel (usually organized by Educational Service Centers and targeting principals, superintendents and curriculum personnel) always include mentioning the new tool. Those trainings also include messaging on the role that EMIS plays in the report card and in funding. The longer term goal to generate report card resources to help non-EMIS personnel understand the relationship between accountability and EMIS reporting was delayed because of changes to the report cards caused by a

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			change to Ohio law. When the existing documents are updated to reflect the new report card calculations, they will include a section for non-EMIS personnel.
12	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 ESCs to offer training to people who are new to those key positions.	In the last two years, Department staff have made a conscious effort to work with the education stakeholder groups to offer sessions on 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. The move to a virtual world has made it much easier to reach personnel who live in parts of the state that are far from Central Ohio.
13	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 (i.e., excess costs, tuition payments, etc.).	The short term proposal to simplify the SFPR report is completed. Discussions continue on how to create additional resources to help district administrators and board members understand the elements for which they are funded.
14	Secure Data Center	Missing Resources and Trainings	More formal training for all users on how to use the SDC and the reports.	This is in progress. As the SDC was rolled out, Department staff held numerous trainings with both EMIS and non-EMIS personnel. The ability to connect virtually helped us reach people all across the state. Trainings will continue as the report cards are reworked.
15	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.	This report still is in progress. The new report card has delayed the creation of the list as many reports will need to be updated to account for new elements being added to the calculations or old elements being removed.

16	Secure Data Center	Missing Functionality	Short-term: A way to make all files into PDF style pretty reports.	This continues to be a work in progress. The new SDC originally had limited functionality to allow users to turn files into PDFs, but Microsoft (the company that owns the PowerBI Platform) recently made some changes to the platform and increased the options to turn the visualizations into PDFs.
17	Secure Data Center	Missing Reports	Short-term: WebXam and credential reports.	This continues to be a work in progress. We are working to get the additional technical assessments stored in our warehouse so we can display them in a 'technical assessment' report.
18	Secure Data Center	Missing Reports	Short-term: Reports to show Ed. Choice, Peterson and Autism Scholarship students.	Although not in the SDC, there is a new level 2 Data Collector report that lists resident students educated elsewhere.
19	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 ODE applications (SAFE/ OH|ID). Give districts control over which staff within their district can access which reports/processes within the Data Collector. Long-term: 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.	Behind-the-scenes work on enabling Data Collector login via OH|ID is mostly complete but still needs integration testing. Planned release in FY23. The report writer will assist EMIS coordinators with creating custom reports geared specifically towards different staff members in a district.
20	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.	Development of a Progress Towards Graduation module in ODDEX is well underway. Goal is for the PTG module to be released in ODDEX this summer.
21	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	ODDEX design work for this functionality is underway. The definition of an ODDEX user and the information stored in ODDEX for each user was updated in preparation for this feature.

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			ability of users to manage their contact information in ODDEX.	
22	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.	This is in progress. Work did begin on migrating all of the elements needed for this calculation into our data warehouse so that this report can be automated within the SDC. However, in July 2021, the legislature rewrote the report card law and added many new elements that will go into the calculation for 2022 and beyond. Some of the elements are not even collected in EMIS today for the general population of students (like military enlistment, which only is collected for CTE concentrators), so additional work will be needed before this report can be finalized.
23	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.	The code to allow sortable headers has been added, but release to the live ODDEX module is waiting for completion of some additional performance enhancements in the SCR module. Release of both planned updates is expected by the end of the year.

Ongoing Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of April 2022
1*	Reports and Impact	SDC reports need to be more student centered.	Long-term: Recommend a law change to allow ODE to collect names in addition to SSIDs so they can be added to the reports.	There have not been any legislative changes related to this, but the report writer feature (see in progress item 5) will allow districts to add student names to any file with just a few clicks. File must include SSID or a local ID. Note that this functionality will work both with files in the Data Collector as well as with any CSV format file (include exports from the Secure Data Center) that the district can load into the new Data Collector feature.

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 that 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.	Continues to be ongoing because of the changes to Ohio law in July 2021. The new law is very prescriptive on what language must be used on the report cards. Many new phrases were adopted by the state board of education. We will comply with the law for the 2022 report card and then survey parents and other stakeholders on ways to improve the text.
3	Reports and Impact	The letter grades are not a true picture of districts' and schools' performance.	Short-term: ODE 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.	This continues to be ongoing. The legislature changed the report card law in July 2021. They were very prescriptive on some of the changes that must be made. We no longer have letter grades, but rather will have star ratings. Work on this will pick up once the 2022 report cards are released and we see what users like and don't like.
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 continues to be ongoing. The legislature changed the report card law in July 2021. They were very prescriptive on some of the changes that must be made. We no longer have letter grades, but rather will have star ratings. Work on this will pick up once the 2022 report cards are released and we see what users like and don't like.
5	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.	Work on this is ongoing. The legislature reworked the report card in July 2021 and the state board of education adopted the rules to amplify the law changes in March 2022. Trainings will begin now that the rules are about to be final.
6	Secure Data Center	Missing Functionality	Short-term: Shifting to having student names.	There have not been any legislative changes related to this, but the report writer feature (see in progress item 5) will allow districts to add student names to any file with just a few clicks. File must include SSID or a local ID. Note that this functionality will work both with files in the Data Collector as well as with any

				CSV format file (include exports from the Secure Data Center) that the district can load into the new Data Collector feature.
7	District Software and EMIS Data Collector	18. CTE does not have some reports that other LEAs receive, such as reports on grad data.	Short-term: Review reports available for CTE and develop new reports as needed. Long-term: Develop training on how data from different entities (such as JVSD and home LEA) impact both entities.	This continues to be ongoing. A lot of new reports were created this past year in the Secure Data Center. Other reports are in the pipeline.
8	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.

Long-Term and Under Future Consideration Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of April 2022
1	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 that 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, we will revisit this recommendation.
2	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 continues to be under consideration. Because the legislature changed the report card law in July 2021, we will have to rework all of the existing reports because the calculations changed. This means work on all new reports will be put on hold until the rewrite of the existing reports is done.
3	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/SEL.	This continues to be under consideration. Because the legislature changed the report card law in July 2021, we will have to rework all of the existing reports because the calculations changed. This

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			means work on all new reports will be put on hold until the rewrite of the existing reports is done.
4	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 continues to be under consideration. The funding formula was changed in July 2021 and ODE staff are evaluating what is needed to help explain the new funding model.
5	Secure Data Center	Missing Functionality	Short-term: A time stamp to show when the report was last updated (which EMIS submission is included).	This continues to be under consideration. The functionality of PowerBI has recently changed and we are working with the developers building the reports to see if this functionality is doable in the new application.
6	Secure Data Center	Missing Resources or Training	Short-term: Add links to the EMIS manual to help personnel understand which data elements are used in the calculations.	This continues to be under consideration as we rework the existing reports because of changes to the report card.
7	Secure Data Center	Missing Reports	Short-term: A report showing why someone is not in a calculation.	This continues to be under consideration. Because the legislature changed the report card law in July 2021, we will have to rework all of the existing reports because the calculations changed. This means work on all new reports will be put on hold until the rewrite of the existing reports is done.
8	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.	This continues to be under consideration. Because the legislature changed the report card law in July 2021, we will have to rework all of the existing reports because the calculations changed. The value-added calculation is one that underwent significant changes so we will need to work with the vendor on new tools to explain the changes.
9	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, SDC, or some other system.	Long-term: Determine the core needs met by the SDC 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.	This is still under consideration. Once the report card redesign is complete, we will be able to evaluate better.

10	District Software and EMIS Data Collector	Some Civil Rights Data Collection (CRDC) data is not included in the SIS and/or not aligned with EMIS data.	Long-term: Understand gaps between Federal CRDC data needs and current EMIS data set to consider possible EMIS changes that would assist with CRDC reporting.	Current resources are not available for this project but may be in the future.
11	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: ODE 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.
12	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 SIS 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.
13	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.
14	Department Data Processing and ODDEX	There is not currently 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.

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