

Education Management Information System (EMIS) Advisory Council Recommendation Report



**FUTURE
FORWARD
OHIO** 

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Ohio

Department
of Education



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I. Introduction

In alignment with [Future Forward Ohio](#), Ohio's strategic priorities are now focused on using federal funds to help students recover from the impact of the COVID-19 pandemic, with a focus on students who experienced the greatest disruptions to learning. This includes literacy, accelerating learning, workforce readiness and student wellness. 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 who regularly interact with data from the EMIS system. The council currently consists of 24 members, six being Department staff (one serving as 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 fifth set of recommendations submitted to the state superintendent and represents the council's work from May 2022 to May 2023.



II. Current Status and Recommendations from Workgroups

The work of the council continues to progress and many improvements have been implemented over the past several years. This past year, the council welcomed several new members, two ongoing workgroups continued their work and one new workgroup met once. These workgroups dove deeper into specific EMIS topics and issues ranging from a review of EMIS data elements, progress on the Statewide Longitudinal Data Systems (SLDS) grant and examining interactions between special education reporting and EMIS. The scope of each of these workgroups, topics included in their discussions and any approved recommendations are included in this report.

As the council focuses more on its role to provide feedback on ongoing Department projects and initiatives, it will likely transition to an advisory group that meets biannually, unless an occasion arises that necessitates additional meetings. The council will continue to create and participate in workgroups, which allow for more targeted discussion and feedback on topics that will be presented to the council.

EMIS Data Elements Workgroup

This workgroup was created in response to an overarching recommendation made by the council, which stressed that districts are required to report a large volume of data. 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.

Department staff reviewed the EMIS Manual prior to the first workgroup meeting to determine why each item is collected and where it must be reported/used. During the first two workgroup meetings, members identified current EMIS data elements that are not needed, are problematic to report and should be changed or clarified, or could be derived from the Department. Workgroup members also identified elements that might need to be added, as well as missing resources, reports and guidance. Department staff met with program offices to determine why each identified element is collected and whether it is required by law or administrative rule or is needed to inform a program or to develop policies. As a result of the discussions, a number of elements were identified to be deleted, streamlined or clarified. Several EMIS changes were entered to make these updates.

Recommendations from this workgroup are incorporated in Appendix B. This completes the work of this group.

Special Education Workgroup

This workgroup was created after the October 2022 council meeting to recommend improvements to special education reporting. This workgroup has been tasked with examining interactions between special education reporting and EMIS.

At its first meeting in April 2023, this workgroup discussed a proposal to restart the collection of program codes that identify special education related services in FY24. Overall, the workgroup supported this proposal and identified revisions, additions and deletions to the draft program codes. Currently, the legislative report around related services is very limited and this data will help better inform who is receiving services and where gaps exist across the state. This data will also inform higher education programs. Department staff reviewed this feedback on related services and made changes as necessary. The change was posted for public comment on May 10.



The workgroup also discussed data reported to the Department, staff roles and collaboration within districts and the intersection of policy and data. Workgroup members spent time discussing data reported to the Department, specifically challenges that exist in data reporting, how to streamline data, and where gaps and unmet data needs exist. The workgroup also reviewed resources and reports made available by the Department to aid districts in reporting and analyzing data, tracking accountability and analyzing student services.

Department staff will review and categorize the feedback from this first meeting and meet with the workgroup again in the fall.

Statewide Longitudinal Data Systems (SLDS) Grant Workgroup

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 – Using Data to Identify Students at Risk of Not Graduating. Since its creation, this workgroup has met seven 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. 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.

The Early Warning System (EWS) currently is under design and development. At its foundation, the ODDEX EWS will focus on the ABC's: attendance (10% absent for a particular time period), behavior (one or more days of suspension or expulsion) and course grades (failed one or more credit-bearing courses). The data used in the system will grow over time. The eventual goal is to create a machine learning model that uses as much data as possible to identify at-risk students. The initial release of the EWS will be for grades 9-12.

This workgroup continues to meet as needed.

III. Update on Previous Recommendations

When compiling all previous recommendations from June 2019 to present, Department staff have completed 111 of 146 recommendations. Work is in progress on 12 recommendations that will be completed within the next two EMIS reporting years. Twelve recommendations are ongoing due to prioritization or actions needed from external partners. Eleven 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, 13 have been completed 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 April 2023 and noted in previous annual reports is not listed in the completed section of the appendix; only newly completed recommendations are included.



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
Ashley Castle, Ohio Department of Education
Christina Collins, State Board of Education of Ohio
Janice Ditto, Management Council of the Ohio Education Computer Network (MCOECN)
David Ehle, Ohio Department of Education
Greg Edinger, Vanguard-Sentinel Career Technical Centers
Diane Fabian, Area Cooperative Computerized Educational Service System (ACCESS)
Cathy Franks, Northwestern Local School District
Katie Hofmann, State Board of Education of Ohio
Julie Kadri, ESC of Lake Erie West
Robert Kornack, Ohio Department of Education
Stan Nicol, Buckeye Community Hope Foundation
Ben Richards, Tiffin City School District
Courtney Roberts, Fairfield Union Local Schools
Elena Sanders, Ohio Department of Education
Christine Shaw, Cuyahoga Falls City Schools
Cathy Spellman, Cincinnati Public Schools
David Stewart, Hilliard City School District
Sean Taylor, Northwest Ohio Computer Association (NWOCA)
Sheila Vitale, Ohio Department of Education
Karen Wachter, Oakmont Education
Erica Weaston, Ohio Department of Education (Chair)
Catherine Wright, Northeast Ohio Network for Educational Technology (NEOnet)
Amy Younglas, Connect



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.

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

Special Education Workgroup

Kathy Brand, Jackson Local School District
Elisha Bryant, Oakmont Education
Ashley Castle, Ohio Department of Education
Kaellen Craft, Ohio Department of Education
Diane Fabian, Area Cooperative Computerized Educational Service System (ACCESS)
Debbie Flynn, Hamilton Clermont Cooperative (HCC)
Amanda Ford, Struthers City Schools
Brenda George, Ohio Related Services Personnel Network
Bethany Ladich, Northeast Ohio Network for Educational Technology (NEOnet)
Bernadette Laughlin, Ohio Department of Education
Gretchen Martin, Area Cooperative Computerized Educational Service System (ACCESS)
Joe Petrarca, Ohio Department of Education
Brian Rau, Wellston City School District
De'Ja Roundtree-Gibbs, Ohio Department of Education
Susan Scarponi, Charter School Specialists
Melissa Sears, Northwest Ohio ESC
Christine Shaw, Cuyahoga Falls City Schools
Mary Alice Sigler, United Local School District
Rebekah Silla, Perry Local Schools
Gwenn Spence, Granville Exempted Village
Stacey Spencer, Sycamore Community Schools
Erin Stoliker, Columbus City Schools
Jackie Vance, North Ridgeville City Schools
Deb Vanek, Parma City Schools



Sabrina Voll, Triple V Reporting
Sarah Walker, Amherst Exempted Village
Erica Weaston, Ohio Department of Education
Bethany Whidden, Miami County ESC/ Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC)
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
Kim Atwell, Painesville City Local Schools
Greg Cosimi, Kirtland High School
Bryan Drost, Rocky River 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
Suzette Jackson, Warren City School District
Brian Jettinghoff, Miami Valley Local Schools
Kylea Kimmerly, Beavercreek City Schools
Dara LaForest, Monroe Local School District
Carrie Long, Monroe Local School District
Karen Meister, Bryan High School
Amber Myers, Springfield City School District
Ben Richards, Valley View Local School District
Ryan Shively, Washington Local Schools
Cathy Spellman, Cincinnati Public Schools
Amy Szymanski, 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



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:

- Completed** - *Note that any recommendation completed prior to April 2023 and noted in previous annual reports is not listed below; only newly completed recommendations are included.*
- 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.
- 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.
- 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 2023
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, Mar. 21, 2022 and Nov. 29, 2022. Members identified elements they would like to eliminate, those that are problematic to report, and those they would like to derive from other data. Several changes were implemented in FY23. Many others were implemented in FY24. A few are marked as potential future changes but will depend on the budget and future funding formulas. At the end of the last meeting, workgroup members reviewed and approved the final set of recommendations, which



				have been individually integrated into the larger set of recommendations.
2*	EMIS Manual and Data Requirements	Not enough direct “How To” documents as a reference when attempting to report specific situations.	<p>Short-term: Develop more situational “If this, then that” examples in the EMIS Manual. Similar to the examples in 2.1.1.</p> <p>Long-term: Establish an internal review and revision of the EMIS Manual.</p>	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	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.	We have provided and will continue to provide training. Additionally, the new system is designed to be significantly more intuitive.
4	EMIS Manual and Data Requirements	EMIS 101 document needs updated and added to the EMIS Manual.	Short-term: Update EMIS 101 document.	The EMIS 101 Document has been incorporated into the EMIS Framework documentation.
5	District Software and EMIS Data Collector	18. CTE does not have some reports that other LEAs receive, such as reports on graduation data.	<p>Short-term: Review reports available for CTE and develop new reports as needed.</p> <p>Long-term: Develop training on how data from different entities (such as JVSD and home LEA) impact both entities.</p>	We have a variety of CTE, JVS and member-district reports in the SDC now. These align to the majority of the metrics appearing on the CTPD report card. Additional reports continue to be built as needed.
6	District Software and EMIS Data Collector	Terminology of “fatal” error is misleading.	<p>Short-term: Update/clarify terminology of “fatal” to “critical” error.</p> <p>Long-term: Review nomenclature used for giving feedback to districts and make needed changes based on analysis.</p>	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.
7*	District Software and EMIS Data Collector	EMIS coordinators often need information in one place from multiple reports. There is no	Short-term: Determine combinations of data that would be most helpful and the feasibility of adding	Local Report Builder is code complete and added to the Data Collector.



		<p>way to see everything about a single student in one place. Staff spend too much time on VLOOKUPS or other types of merges before they can efficiently review data.</p>	<p>pre-defined reports to join that data within the Data Collector.</p> <p>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 working with auditors and civil rights data that must be sent to federal government agencies.</p>	
8	District Software and EMIS Data Collector	<p>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.</p>	<p>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 members can access which reports/processes within the Data Collector.</p> <p>Long-term: Understand roles and needs of non-EMIS coordinators to design new reports (such as special ed, gifted and CTPDs) and functionality that will make it easier for them to contribute to the quality and accuracy of their district's data submissions.</p>	<p>The Data Collector will be OH ID enabled by this fall. The Local Report Builder (report writer) is complete and will allow districts to create reports for different staff within each district.</p>



9	District Software and EMIS Data Collector	Guidance counselors have to keep track of each year's different graduation requirements and keep up with constant changes.	Long-term: EMIS cross-tracking graduation data and requirements would be helpful.	The Progress Towards Graduation module will be released this spring.
10*	Department Data Processing and ODDEX	The FTE Detail report does not display some information useful to correcting issues associated with data reporting, such as 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.	The Local Report Builder developed as part of another recommendation will allow users to add any desired columns to the FTE Detail report.
11	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.	This enhancement was released.
12	Reports and Impact	Many school personnel don't understand that the codes reported in EMIS today impact the funding they receive tomorrow to support all students.	<p>Short-term: Create more awareness and communication to all district personnel on the role that EMIS data play in supporting teachers in their services to students.</p> <p>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.</p>	The 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, training 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 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.



13	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 reach out directly to districts and ESCs to offer training to people who are new to those key positions.	In the last three 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 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.
14	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.	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 have been supplied by the Office of Accountability and Data Quality & Governance staff at multiple venues. These types of trainings will continue into the future.
15	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.
16	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.	The Secure Data Center includes a variety of reports on a number of topics. The Department does not collect benefits and health insurance information, so this cannot be included.
17	Secure Data Center	Missing Resources and Trainings	More formal training for all users on how to use the SDC and the reports.	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 across the state. Training will continue as the report cards are reworked.



18	Secure Data Center	Missing Reports	Short-term: Reports to show EdChoice, Peterson and Autism Scholarship students.	Although not in the SDC, a new level 2 Data Collector report is now available that lists resident students educated elsewhere.
19	Secure Data Center	Missing Functionality	Short-term: Shifting to having student names.	There have not been any legislative changes related to this, but the Local Report Writer will enable 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 (including exports from the Secure Data Center) that the district can load into the new Data Collector feature.
20	Secure Data Center	Missing Functionality	Short-term: A time stamp to show when the report was last updated (which EMIS submission is included).	We do not think we are able to incorporate a time stamp into the reports. Users can leverage the Status of Reports page.
21	EMIS Data Elements	Retained Status Element is confusing.	Short term: Review the name of the element and collection and consider updates based on required reporting.	The name of the element is now "Retained/Promoted Status." The collection is "Retention/Promotion – Grade 3 Only." EMIS Change 23-66 was added for the 2022-23 school year and beyond. This FY23 change is reflected in the EMIS Manual Section 2.6, version 13.2.
22	EMIS Data Elements	Preschool reporting is confusing, particularly when ESCs are involved.	Short term: Review the purpose of this reporting to determine whether all information is needed.	The data reported to EMIS for preschool students is used for funding and reports the Department is required to submit. The information is also used for compliance monitoring. The Department continuously reviews these reporting rules. Preschool was the topic of an EMIS Focused Training in August 2022. The recording is available online. Preschool reporting will continue to be included on the list of training topics to ensure new EMIS personnel understand the elements.
23	EMIS Data Elements	The Student Acceleration Record is confusing to report.	Short term: Review the record to determine whether all data are needed and whether	EMIS change 23-91 focused on streamlining this record by removing the Accelerated Assessment Flag. It was determined that this flag was not used and the reporting of the flag



			there are opportunities to clarify reporting.	caused confusion for districts. This FY23 change is reflected in EMIS Manual Section 2.7, version 5.1.
24	EMIS Data Elements	It is duplicative reporting for districts to have to report subject area for credit and the CORE Fine Arts Requirement Met element.	Short term: Review these elements and determine whether both are needed.	The Department reviewed this element and determined that it is necessary. Students are required to have a fine arts experience; however, it does not have to be a course for which they earn credit. EMIS training can include information on reporting the CORE Fine Arts element, reminding districts that this field should be reported when the requirement is met, especially when it is met outside of a fine arts class for which the student earns credit.
25	EMIS Data Elements	Districts want the Progress Toward Graduation Module data to be able to be downloaded in the same format as the graduation office's documentation.	Short term: Review the graduation office's documentation and the ODDEX module to see if changes are needed.	Given the freeform nature of the graduation office's document, it is not possible to download data in that same format. However, there will be csv files available for download from the Progress Toward Graduation module. Once the module is live, if districts need additional features or reports, they can be requested via an Enhancement Request.
26	EMIS Data Elements	Since students are only required to earn two seals, districts are questioning the tracking of more than two seals.	Short term: Meet with the graduation office to discuss reporting requirements related to graduation seals.	State law only requires a student to earn two seals, however, Ohio Revised Code 3313.6114 requires all earned seals to appear on a student's diploma and transcript. Therefore, districts do need to continue tracking even after a student has met the minimum requirement. To assist districts and clarify questions related to this reporting, the Graduation Requirements Office worked to update their website, turning the Graduation Requirements Manual into a series of webpages with FAQs.



27	EMIS Data Elements	Reporting Fiscal Year that Student Began Ninth Grade and grade level is duplicative.	Short term: Review this reporting to determine whether the element is needed given that we have student grade level.	<p>The Fiscal Year that Student Began Ninth Grade is used to assign students to a cohort when other data, such as prior year grade level(s), doesn't exist.</p> <p>For example, if a student arrives in an Ohio school sometime after beginning grade 9, no data exists in EMIS that can be used to determine when a student started high school and thus assign the student to the proper cohort. Therefore, both elements are needed.</p> <p>Future EMIS training will provide additional information to clarify that when determining graduation cohort, the Department uses a student's prior grade level when possible. Fiscal Year Student Began Ninth Grade is used for students only if the necessary grade level data does not exist.</p>
28	EMIS Data Elements	Missing lists need to be improved.	Short term: Review the missing lists for opportunities for improvement, particularly to determine whether the missing lists can be more interactive with each other.	EMIS changes (including change 22-83) improved the spring missing lists by making them more interconnected. The Department continues to review these reports for improvement opportunities.
29	EMIS Data Elements	There is only one subject code for algebra, though some districts break this subject into two years.	Short term: Review the available subject codes and score not reported reasons.	<p>If districts do not want to report score not reported reasons for students in their first year of algebra, then the course can be reported as Other Mathematics (see EMIS Manual Section 4.7).</p> <p>This information can be shared with districts via EMIS training.</p>
30	EMIS Data Elements	OGT Graduation Alternative is no longer needed.	Short term: Determine whether this element still needs to be reported to EMIS.	This data is no longer needed after FY22. Change request 23-63 removed this element from the EMIS Manual.
31	EMIS Data Elements	FD and General tab aren't in sync with each other.	Short term: Further review determined that this is an issue with certain student information systems.	The Department does not mandate the use of any specific student information system. Districts decide locally which system they will use. To help open a line of communication



				<p>between the vendors and their clients, the Department spoke with the software vendors. They are aware of districts' concerns.</p>
32	EMIS Data Elements	Reporting of DN attributes.	<p>Short term: Review the attributes currently required on the DN Record to determine whether they are all still necessary.</p>	<p>The Department reviewed the current attributes and confirmed that all are required by state law and none can be removed at this time.</p> <p>Section 5.3 of the EMIS manual already included many references to the various laws when describing the elements that must be reported in this record.</p> <p>Some additional language was added in EMIS change 23-96 to provide additional information on why these records are required.</p>
33	EMIS Data Elements	There are many duplicate SSIDs.	<p>Short term: Further discussion determined that with certain software, there aren't enough "like" matches presented; too many fields require perfect matches. This leads to multiple SSIDs due to spelling differences, apostrophes, nontraditional capitalization, etc. The Department can review this with the software vendors.</p>	<p>The Department does not mandate the use of any specific student information system. Districts decide locally which system they will use. To help open a line of communication between the vendors and their clients, the Department spoke with the software vendors. They are aware of districts' concerns.</p>
34	EMIS Data Elements	Reporting position code 212, the special education FTE and the special education assignment area is duplicative reporting.	<p>Short term: Review the documentation and reporting guidance.</p>	<p>Section 3.4 of the EMIS manual includes a very limited list of position codes for which an assignment area is required to be reported. Districts are not required to report an assignment area for position code 212 as it is not on that list.</p> <p>The only manifest check performed is to make sure the special education FTE reported is within the valid range. If a district does not report an assignment area for a staff member who works in position code 212, no error occurs.</p>



35	EMIS Data Elements	Tracking graduation seals.	Short term: Review this issue with Department staff.	<p>In 2020, the Department was awarded a Statewide Longitudinal Data Systems Grant from the U.S. Department of Education. One of the projects funded with this money is the development of a comprehensive “Progress Toward Graduation Module” in ODDEX, which will include much of the information requested by the workgroup.</p> <p>Once the module is live, if districts need additional features or reports, they can be requested via an Enhancement Request.</p>
36	EMIS Data Elements	Student race reporting is duplicative.	Short term: Review EMIS reporting to determine if all race fields are necessary.	<p>There are only two race-related fields that are required to be reported in EMIS.</p> <p>However, some student information systems do have other fields added by the vendors not at the request of Department staff. The Department spoke with the software vendors; they are aware of districts’ concerns.</p>
37	EMIS Data Elements	P-EBT is a great deal of work and is very time consuming.	Short term: Determine whether P-EBT will be continuing in FY23.	<p>P-EBT is a federal program and states must provide data as required by federal law and regulation. Department staff determined P-EBT will continue to be collected in FY23.</p> <p>EMIS will continue to include information in the Newsflash to make sure EMIS coordinators are aware of deadlines and any reporting requirements.</p>
38	EMIS Data Elements	It is difficult to get families to fill out paperwork for economic disadvantage since all kids are getting free lunch.	Short term: Determine when this program will end.	<p>Students were offered free lunches through a program funded with federal money. This program ended with the last school year.</p> <p>This challenge should self-resolve since families once again need to show proof that they are eligible for a free- or reduced-price lunch.</p>
39	EMIS Data Elements	Civil Rights Data Collection (CRDC) reporting is difficult.	Short term: Determine whether this data can be collected through EMIS.	<p>Ohio Revised Code 3301.0730 establishes a process with deadlines for making changes to the EMIS reporting requirements.</p> <p>The Civil Rights Data Collection is a federal requirement. The Office of</p>



				Civil Rights changes the reporting requirements annually and does not publish the latest rules/specifications early enough for the updates to be made within the EMIS change timelines outlined in state law.
40	EMIS Data Elements	Grad credit progress reporting is time consuming.	Short term: Review the reporting requirements to determine whether changes can be made.	<p>Starting with the class of 2023, all students must use the “permanent” graduation requirements outlined in Ohio Revised Code Section 3313.618. One of the criteria for graduating is for students to complete the credit requirements outlined in Ohio Revised Code Section 3313.603; therefore, there is a need to see that data.</p> <p>As was mentioned in Item 15 above, the Department is building a Progress Towards Graduation Module in ODDEX to help districts track all the elements that must be completed to graduate. Information on credits earned will become one piece of the module.</p> <p>Once the module is live, if districts need additional features or reports, they can be requested via an Enhancement Request.</p>
41	EMIS Data Elements	The closing of the Initial Staff and Course Collection conflicts with tax reporting.	Short term: Determine whether this closing date can be moved.	<p>The Department is required to report data to the U.S. Department of Education in late winter. Moreover, many districts use the data from the initial staff and course collection to populate the roster verification tool. This is the tool where teachers link to students for the purpose of building student growth reports that are used as part of the state’s teacher evaluation system.</p> <p>Because the data are needed for these purposes, the collection cannot close later in the school year.</p> <p>Department staff investigated closing the collection earlier, but stakeholders raised concerns about shortening the amount of time districts have to report these data.</p> <p>As a compromise, the Department</p>



				opened the collection window earlier in FY23 to give districts more time to focus on these data.
42	EMIS Data Elements	DT Record	Short term: Determine whether this record is still needed. If it is not, then an EMIS change will be entered to delete the record.	This record will be deleted in FY24. Please see EMIS change 24-29.
43	EMIS Data Elements	Gifted reporting is time consuming due to the different program codes.	Short term: Determine if there are any opportunities to streamline the screened and assessed reporting. If it is possible to streamline the record, enter an EMIS change to make those updates.	FY24 changes to the EMIS Manual have been posted for public comment and will be published this summer. The changes impact the Accelerated (FB) record. Please see EMIS change 24-41. This change removes the Accelerated Level Count Element. It also adds an option to the Subject Area Element and updates the reporting guidance to allow (but not require) districts to report a single record for students who are whole-grade accelerated.
44	EMIS Data Elements	High and low grades (staff reporting) reporting don't seem useful; take from building.	Short term: Determine whether these elements are still needed. If they are not, enter an EMIS change to delete the elements and/or requirements.	Grade Levels Assigned-High Element and Grade Levels Assigned-Low Element are being deleted for the FY24 reporting year.
45	EMIS Data Elements	Transportation and food service assignment areas are duplicative.	Short term: Determine the use for these codes. Determine whether they are needed. If they are not needed, then enter an EMIS change to delete these options.	The business offices indicated that area coordinators use these codes, so they are being maintained at this time.
46	EMIS Data Elements	Reporting both Education Level and Semester Hours seems unnecessary.	Short term: Review the reporting instructions to be sure they are clear regarding who these elements apply to. If additional clarity is warranted, enter an EMIS change to make updates.	The relevant EMIS Manual section (Section 3.3) is being reviewed and updated. Education level will remain as a required element. Reporting guidance for semester hours will be updated to clarify when it is required and when it is optional.
47	EMIS Data Elements	Principal Experience Years, Total Experience Years and Authorized Teaching	Short term: Update EMIS Manual to clarify definitions and reporting instructions.	The relevant EMIS Manual section (Section 3.3) is being reviewed and updated. Reporting guidance for these three elements will be updated to add clarity.



		Experience Years are confusing.		
48	EMIS Data Elements	Contract Only Staff Record reporting is complicated and confusing.	Short term: The record will be reviewed to determine whether it is still necessary. The situations that require the record to be reported will be reviewed to determine whether all are still needed. If updates can be made to the EMIS Manual, enter an EMIS change.	This record facilitates course reporting by requiring only one district/entity to report the staff member. This record also assists with staffing level questions. EMIS Manual Sections 3.2 and 3.5 are being reviewed and updated. The updates are intended to clarify reporting and include removing situations that are no longer relevant.
49	EMIS Data Elements	Derive more of the retention codes so that there is less retention reporting.	Long term: Determine whether all the retention options are still needed.	EMIS does not collect scores for all assessments that can be used for promotion, thus we cannot remove those reporting options. We also cannot determine other reasons why a student was/was not retained in third grade without this reporting.
50	EMIS Data Elements	Discipline reporting—can only report one type of discipline for a period of discipline.	Long term: Discussion needed to determine whether changes can be made to this reporting.	Whether this reporting can be modified—simplifying the discipline reason options, for example—is constrained by federal reporting requirements the Department cannot control. However, FY24 EMIS change 24-33 is simplifying the reporting of expulsion data to move it from a withdrawal reason to a 'sent to' with a 'percent of time' that can be reported for students who are still receiving special education services during that time. This reporting makes the reporting clearer on the discipline record as well.
51	EMIS Data Elements	Need for a retention missing list around cut score.	Long term: Determine whether all of the retention options are still needed.	We now have a Missing List for Retention for all 3rd graders that were not withdrawn on or before the end of the prior school year.

In Progress Recommendations

Workgroup	Challenge	Opportunity for Improvement	Status as of April 2023	
1	EMIS Manual and Data Requirements	The EMIS Manual should have links to other related items (related sections, (related sections,	Long-term: Research possibility of using newer technology to make the Manual “webpages” rather	The Department is required to change website platforms to conform with state standards and will address these recommendations at that time.



		report explanations, etc.).	than .pdf documents to accommodate more functionality.	
2	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.
3	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.
4	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.
5	Reports and Impact	Reports are too complex when trying to share and explain with district administration and local 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, 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.
6	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 needed data.	This report is still 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.
7	Secure Data Center	Missing Functionality	Short-term: A way to make all files into printable PDF 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.
8	Secure Data Center	Missing Reports	Short-term: WebXam and credential reports.	We are currently working on a Technical Skill Attainment report that includes the WebXam assessments. We are starting discussions on the development of a credential report for all students in a cohort, not just the CTE population.



9	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.	<p>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 members can access which reports/processes within the Data Collector.</p> <p>Long-term: Understand roles and needs of non-EMIS coordinators to design new reports (such as special ed, gifted and CTPDs) and functionality that will make it easier for them to contribute to the quality and accuracy of their district's data submissions.</p>	The Data Collector will be OH ID enabled by this fall. The Local Report Builder (report writer) is complete and will allow districts to create reports for different staff within each district.
10	District Software and EMIS Data Collector	Guidance counselors must keep track of each year's different graduation requirements and keep up with constant changes.	Long-term: EMIS cross-tracking graduation data and requirements would be helpful.	The Progress Towards Graduation module will be released this spring.
11	Department Data Processing and ODDEX	Districts are not notified when a comment is added to a flag in the system.	<p>Short-term: Create basic email notifications for when a comment is added to a flag.</p> <p>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.</p>	Initial design work has been done, but implementation has been deferred until work on other priority functionality has been completed.



12	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 still in progress. Work did begin on migrating all the elements needed for this calculation into our data warehouse so 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.
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Ongoing Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of April 2023
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.	<p>Short-term: ODE will facilitate a discussion with stakeholders to find ways to make the report card tell a story.</p> <p>Long-term: Work with stakeholders to help readers know about the good things schools are doing with their students.</p>	This continues to be ongoing. The legislature changed the report card law in July 2021. The law is 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.	<p>Short-term: Refine the report card landing page language to include a more "personal" message geared to parents.</p> <p>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.</p>	This continues to be ongoing. The legislature changed the report card law in July 2021. The law is 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	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.	The Early Warning System is in development.
6	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.	We are currently working with SAS to help provide educational materials and tutorials/technical documents that can help better assist users with navigating the Value Added reports and understanding the calculations.
7	EMIS Data Elements	Sent to percent of time for CCP reporting is time consuming.	Long-term: Workgroup members said districts and colleges don't understand the split payment coding so training for colleges and district staff may be needed if this reporting remains as it is.	<p>Over the last couple years, significant changes were made to Ohio's school funding laws. The Department's Fiscal Office has concerns with eliminating reporting until we know direct funding is permanent.</p> <p>Department staff will monitor the next budget to see what happens with direct funding.</p>



				Once the governor signs the next state budget, we will revisit this item. Based on the timeline, any changes are unlikely to occur prior to FY25.
8	EMIS Data Elements	Hardware, connectivity, and delivery method reporting.	Long term: Determine whether this reporting is still needed and if so, whether it can be streamlined.	<p>The RemotEDx Initiative and Ohio’s Connectivity Champions are using these data to inform their work, which includes boots-on-the-ground assistance to help schools overcome internet connectivity and device barriers that limit remote, hybrid and blended education experiences.</p> <p>Because these educational partners need data to help them effectively spend a multi-million-dollar grant, this request is being deferred for the immediate future. Department staff will revisit the request in FY24 or FY25 to determine whether changes can be made at that time.</p>
9	EMIS Data Elements	Foster, court placed and open enrolled student reporting.	Long term: Determine whether multiple district reporting is still necessary for these “shared” student situations.	<p>Over the last couple years, significant changes were made to Ohio’s school funding laws. The Department’s Fiscal Office has concerns with eliminating reporting until we know direct funding is permanent.</p> <p>Department staff will monitor the next budget to see what happens with direct funding.</p> <p>Once the governor signs the next state budget, we will revisit this item. Based on the timeline any changes are unlikely to occur prior to FY25.</p>
10	EMIS Data Elements	The ODDEX: SOES module seems unnecessary with the new funding model.	Long term: Determine whether this reporting and module are still needed.	<p>The original purpose of this module was about more than funding. SOES allows districts to perform the legally required review and verification of the data in that module (see EMIS Manual Section 1.1 and Ohio Re-vised Code Section §3314.08). After the next budget it may be possible to make some updates to this reporting; however, due to the review requirements in the law, it is unlikely to be removed entirely.</p> <p>Once the governor signs the next state budget, we will revisit this item.</p>



				Based on the timeline any changes are unlikely to occur prior to FY25.
11	EMIS Data Elements	Districts would like more options for reporting gender.	Long term: Discussions are needed to determine the possibility of adding additional options for reporting gender.	This issue currently is being discussed with the Office of Legal Counsel.
12	EMIS Data Elements	One combined Graduation Cohort Report (received files).	Long term: Discuss the feasibility of combining these reports into a single report.	<p>Ohio's graduation requirements became even more complicated with the passage of the new "permanent" requirements. The Department intends to show districts detailed information about students to help ensure districts know if a graduation requirement has or has not been fulfilled.</p> <p>Given the additional data to be included in these reports, combining them into one report would result in a file so large as to be unusable for most districts. One file also would make it more difficult to see which students are in the "wrong" cohort.</p> <p>This is the first year that all students must use the permanent requirements to graduate. In the coming years, staff will work with members of the field to see if the reports can be streamlined or modified.</p>

Long-Term and Under Future Consideration Recommendations

	Workgroup	Challenge	Opportunity for Improvement	Status as of April 2023
1	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	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.



			guarantee on the budget.	
2	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.
3	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 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.
4	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 whether to review in the Data Collector, the 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.
5	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. In addition, the new Local Report Builder will assist districts in creating some of the CRDC reports on their own.
6	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.



7	District Software and EMIS Data Collector	<p>Local SIS software and EMIS/ODDEX do not always integrate well.</p> <p>a. Some SIS software thinks there is an EMIS issue when an issue doesn't exist.</p> <p>b. ODDEX files are too big to transfer to PowerSchool and causes timing out issues.</p>	<p>Long-term: Improve documentation of EMIS checks so that SIS vendors who choose to apply EMIS checks in their software can do so accurately.</p>	<p>Current resources are not available for this project but may be in the future.</p>
8	Department Data Processing and ODDEX	<p>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.</p>	<p>Long-term: Gather use cases and business requirements for open enrollment data exchange, including the ability to share the information on open enrollment forms.</p>	<p>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.</p>
9	Department Data Processing and ODDEX	<p>There is not currently a result code in the adjustments that specifically flags newly identified special education students.</p>	<p>Long-term: Review result codes for special education in the adjustments to determine feasibility and impact of creating new result code for this situation.</p>	<p>Current resources are not available for this project but may be in the future.</p>
10	EMIS Data Elements	<p>Reporting Majority of Attendance.</p>	<p>Long term: Consider the feasibility of deriving this at the Department.</p>	<p>There are several policy implications involved in such a change. The Office of Accountability currently is involved with updates to the state report card, so consideration has been placed on hold until they can participate in detailed discussions on this issue.</p>
11	EMIS Data Elements	<p>Reporting of student memberships/co-curricular codes.</p>	<p>Long term: Determine whether this reporting is necessary and whether it can be district-level counts instead of student-level program codes. Determine whether the codes themselves need to be reviewed or updated and if additional training is</p>	<p>Ohio Revised Code 3302.03 requires the Department to produce a Student Opportunity Profile starting in the 2022-2023 school year. At least some membership data will be used for this per that section of law. The Accountability team does not know which data will be needed, so this item is being put on hold until we know what data is needed to build the profile reports.</p> <p>Moreover, these data also are needed</p>



			<p>needed around this reporting.</p>	<p>at the student level for the Progress Toward Graduation module as one pathway to graduate is to earn a Student Engagement Seal. That module is not complete and the developers asked us to hold on making changes until after they finish building the reports.</p> <p>Department staff will revisit this item once the Progress Toward Graduation module is complete and the Student Opportunity Profile is on the report card.</p> <p>Most likely, this will be reviewed for FY26.</p>
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