# EMIS Advisory Council:
# Department Data Processing/ ODDEX Workgroup Meeting Agenda and Minutes

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| **Location** | Ohio Department of Education<br>25 South Front Street, Columbus, Ohio 43215<br>Conference Room B-004 |

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| **Date** | Friday, March 15, 2019; 1:00-4:00pm |

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| **Facilitator(s)** | **Erica Weaston** |

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| **Attendees** | **Tami Kunesh** | **Annie Epperson** | Julie Sellers** | **Kylea Kimmerly** |
| | **Krista Foley** | **Amber Myers**** | Crista Weisbrod | **Janis Orlando** |
| | John Kellogg** | **Ruth Niese** | **Judy Williams** | **Teresa Williams (ODDEX)** |
| | Missi Valenti | | | |

Bold names indicate who was present.
** Indicates the work group member is also on the EMIS Advisory Council

| Agenda Items | Approx. Start Time |
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| Welcome | 1:00 |
| Member Introductions | 1:05 |
| Overview of Workgroup | 1:10 |
| General Issues Data Checks | 1:15 |
| Ohio District Data Exchange (ODDEX) | 2:00 |
| Break | 2:45 |
| EMIS Level 2 Reports | 3:00 |
| Data Files | 3:45 |
| Other Discussion Topics | 3:55 |

## Welcome/ Roll Call

- The meeting was called to order by Erica Weaston at 1:01 PM.
- The first order of business was roll call and introductions. All members were present except for John Kellogg, Missi Valenti, Julie Sellers, and Crista Weisbrod.

## Workgroup Overview – Purpose, Charge, Scope

- The next agenda item was to review the purpose and goals of the workgroups, such that each workgroup will address a subset of issues related to EMIS and will report their recommendations to the EMIS Advisory Council on ways to improve the operation of EMIS. It was explained that ORC 3301.0713 established the EMIS Advisory Council.

- The Department Data Processing/ ODDEX workgroup specifically will discuss topics related to general issues, statewide processing, ODDEX, certification, level 2 reports, and data files.

## General Issue Checks

| Challenges | 1. Districts need more frequent feedback checks about data reporting during the collection.<br>2. Districts find it difficult to locate their data checks in the Data Collector.<br>3. Districts need better communication about the date data will be pulled for the payment.<br>4. Districts are unsure when to expect updated checks. It is difficult to plan and prepare accordingly.<br>5. EMIS Coordinators find it difficult to give checks to other district staff to help correct data because those other district staff members do not understand the relevance of the information displayed.<br>6. Districts do not have validation from the Department that they are not receiving any data checks. They are concerned they might be overlooking and missing them.<br>7. Districts are unclear about where they stand overall with their data reporting during a data collection. |
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| **Short-Term Opportunity for Improvement** | 1. When possible, provide general issue checks earlier in the collection and more often toward the end.<br>2. Provide training to help districts better utilize the Data Collector to find and filter for checks.<br>3. Create notification in the Data Collector with payment date information. |
| **Long-Term Opportunity for Improvement** | 4. Create resources that provide more information to districts about the timeline associated with checks.<br>5. Create multi-audience training or documentation geared toward helping various district staff understand the importance of and their role related to EMIS data.<br>6. Evaluate opportunities for creating a report or other notification to the field regarding their status as it relates to data checks.<br>7. Evaluate opportunities for creating more summative checks or reports that show a percentage of completion for specific collections. |

## ODDEX

| Challenges | 1. District staff, other than EMIS Coordinators, do not utilize ODDEX effectively because they do not always understand the relevance of the information displayed.<br>2. Districts are unable to sort information displayed in the Student Cross Reference (SCR).<br>3. The History is missing additional useful demographic data included from EMIS reporting, such as grade level, LEP status, disability, disadvantagement, etc.<br>4. Districts cannot upload a document (i.e., journal entry/invoice/court documents/proof of residency) in the Tuition module.<br>5. 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.<br>6. ODDEX is difficult to navigate with regards to moving between modules to reference information about a student. An example is the need to see information from the History module while using the Tuition module.<br>7. Districts are not notified when a comment is added to a flag in the system.<br>8. Districts cannot extract groups of students from ODDEX in places other than the assessment module. |
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| **Short-Term Opportunity for Improvement** | 1. Create online training content for multiple audiences in the district to help with very basic ODDEX navigation and relevance of information available.<br>2. Create sortable headers in the SCR.<br>3. Add more student demographic EMIS data to the History.<br>4. Add functionality to upload a document in the Tuition module. |
| **Long-Term Opportunity for Improvement** | 5. Gather use cases and business requirements for open enrollment data exchange.<br>6. Gather use cases and business requirements regarding how to make it easier to move between modules for same student or to see selected data from one module in another module<br>7. Create basic email notifications for when a comment is added to a flag. Facilitate a larger conversation with the field regarding what notification might look like and how to improve the ability of users to manage their contact information in ODDEX.<br>8. Gather use cases and requirements for which groups of students need to be extracted and for what purposes. |

## Level 2 Reports

| Challenges | 1. Districts do not know which data were used to calculate each payment.<br>2. Districts are not able to easily access archived reports from the prior year.<br>3. There is not currently a result code in the adjustments that specifically flags newly identified special education students.<br>4. 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). Districts are concerned that fatal errors remaining after the collection is closed are difficult to explain or justify to district leadership. |
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| **Short-Term Opportunity for Improvement** | 1. Create a snapshot report that shows the data that was used to calculate each payment.<br>2. Provide training to help districts better utilize the Archive capabilities in the Data Collector and create training or documentation to help districts use the report more effectively. |
| **Long-Term Opportunity for Improvement** | 3. Review result codes for special education in the adjustments to determine feasibility and impact of creating new result code for this situation.<br>4. Better document what error codes mean and engage the field on if additional or different error codes or language would be helpful. |

## Data Files and Other Data Processing

| Challenges | 1. Using a VLOOKUP to find student name is difficult and cumbersome.<br>2. It is difficult to find various data files in the Data Collector.<br>3. EMIS Coordinators do not have access to view the CTE26 application and therefore have difficulty reporting CTE program of concentration, course data, etc.<br>4. Prepared for Success file is cumbersome to use. Guidance Counselors, in particular, do not understand the relevance of the Prepared for Success data and how to use the file to correct data.<br>5. Each component of the Prepared for Success measure (e.g. industry credentials, ACT tests scores, etc.) is not presented in a manner that allows districts to easily verify the accuracy of each type of data, individually. |
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| **Short-Term Opportunity for Improvement** | 1. Create training resources to help districts use existing resources.<br>2. Provide training to help districts better utilize the Data Collector to find and filter for data files.<br>3. Grant EMIS Coordinators read-only access to the CTE26 application |
| **Long-Term Opportunity for Improvement** | 4. Create reports in the SDC for Prepared for Success data that are easier to navigate. Create instructional documentation and/or web-based training modules to educate counselors about reviewing prepared for success data. |

| | 5. Create reports in the SDC for Prepared for Success data, including the ability to drill down to student and check each piece of data separately. |
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## Wrap Up/ Next Steps:

- The workgroup would like to have at least one more meeting to hash out details and solidify recommendations to give to the State Superintendent.
- The meeting adjourned at 3:50 PM.