Ohio | **Department of Education**

The District Software and Data Collector workgroup's charge was to examine and review topics related to student information systems (SIS), payroll/HR systems, Level 1 validations, user interface, extracts from SIS, and report access.

District Software

In general, workgroup members are satisfied with their local software as it related to EMIS reporting. They feel that there is good integration between the systems, and that the local software handles the data accurately, but the following challenges were identified as areas for improvement:

Nine non-ODE workgroup members prioritized the following list:

Challenges with integration of local SIS software and EMIS system	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Total:
1. Lack of training for other staff and administrators who enter data into the local software makes the process more challenging because they don't understand what/ how data can be used other than on the local report card	Integrate training and communication for Superintendents, Treasurers, Principals, and other district stakeholders on how local SIS data is used by ODE via EMIS		**6**

2. Local SIS software and EMIS/ODDEX do not always integrate well.
   a. Some SIS software thinks there is an EMIS issue when an issue doesn't exist.
   b. ODDEX files are too big to transfer to PowerSchool and causes timing out issues.
		Improve documentation of EMIS checks so that SIS vendors who choose to apply EMIS checks in their software can do so accurately	**1**

3. SIS vendors need more time to implement changes, including both updates to the software and time to train local staff. Need for time is made worse by some vendors refusing to make changes until published in black and white	Decrease, when possible, the amount of time between when a change is announced and final details are published. Provide information as it's available.	Work with vendors to try to identify ways to communicate change details so that change implementation can begin even if not all change details are published in manual. Include importance of changes and collection timeframe in addition to when the data is due.	**9**
4. Address information sometimes looks correct in the SIS but does not transfer to ODDEX correctly	Improve training and documentation on how address information is loaded into ODDEX. Review Contact Collection Request to determine if common issues can be flagged before the data is submitted.	Explore EMIS and/or ODDEX changes that would resolve any issues that can not be resolved with edit checks and training.	**3**

* Blank boxes are for additional recommendations.
* Short-term is defined as being able to be completed in this calendar year, while long-term is defined by taking longer than this calendar year to implement.
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	Challenges	Short-Term Opportunity	Long-Term Opportunity	Total:
5.	Some Civil Rights Data Collection (CRDC) data is not included in the SIS and/or not aligned with EMIS data		Understand gaps between Federal CRDC data needs and current EMIS data set to consider possible EMIS changes that would assist with CRDC reporting	**3**
6.	For Staff and payroll software processes, the EMIS collection calendar and staff rollover for the new year and not in alignment	Work with HR vendors to understand the problem and explore solutions; discuss within ODE and with the field the possibility of closing staff data earlier in the summer.		**8**
7.	Trusting that vendors are 100% EMIS compliant and support all record types and will be timely with updates. The LEA makes software adoption decisions and needs this information when there is a software decision.	ODE collects and shares information on what software supports and how changes are implemented.		**3**
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Data Collector

In general, workgroup members like the Data Collector and see it as a major improvement over the prior software/process for EMIS submissions. The Data Collector facilitates transparency over what data is used by ODE, and returns information to districts daily. The process of separating EMIS data into subsets of data assists with monitoring submissions, as do the counts of records in prior submission, the archives of prior submissions and reports, and the warnings that indicate a new submission may be missing data. Members also appreciate that reports generated by various offices at ODE are now available in the Data Collector, and while reports (such as the missing reports) often point out more work to be done by the districts, members appreciate the feedback and opportunity to get the data corrected. Even with the improvements made to date, the following challenges were identified as areas for improvement:

Nine non-ODE workgroup members prioritized the following list:

	Challenges with using Data Collector	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Total:
12.	The Data Collector includes a lot of information; this can make is especially difficult to make sure you are reviewing all important, updated items, even for experienced EMIS coordinators. New or novice coordinators can be completely overwhelmed.	Add a messaging section to the first tab of the Data Collector to allow ODE to point out important updates and issues that need to addressed.	Consider adding some type of Dashboard view within the Data Collector.	**12**

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13. Sometimes it is difficult to get buy-in from district staff members beyond the EMIS coordinator. Buy-in improves data quality. It needs to be easier for non-EMIS coordinators to access and use the data	Integrate access to the Data Collector with logins currently used by all district staff to access ODE applications (SAFE/ OH|ID). Give districts control over which staff within their district can access which reports/processes within the Data Collector.	Understand roles and needs of non-EMIS coordinators to design new reports (special ed, gifted, and CTPDs are examples) and functionality that will make it easier for them to contribute to the quality and accuracy of their district's data submissions.	9
14. Reports tab is not user friendly, especially for new or novice users. Currently, for these types of users to benefit from the Data Collector, the EMIS coordinator has to do a lot of hand-holding.	Add a new view in the Data Collector designed with the novice user in mind, without removing current functionality needed by EMIS coordinators		6
15. Last minute extensions to a collection window are helpful but would be more beneficial if more notice could be given.	Consider if extensions will be needed earlier in the window, and review how extensions are communicated to ensure users know about them ASAP.		2
16. ODE does not always communicate when a processing issue causes data to not update overnight.	Continue to provide timely communication to districts and provide training on how users can see if data has been updated.	Add additional processing information into ODDEX and the data collector where appropriate	3
17. Data Collector is not navigation friendly to other related parts of EMIS.	Create a tab in the Data Collector that includes links that go to other parts of EMIS (to ODDEX, documentation, OEDS, etc).		1
18. Level 2 Reports from closed collection windows are difficult to find when needed for other purposes (such as audit requests or civil rights reporting).	Update Data Collector to make it easier to find archived reports from prior closed collections	Improve understanding of data needs of auditors and consider reports/instructions to make the audit process easier. Explore CRDC and how EMIS reports could assist with completion.	12
19. Lack of understanding what files correlate with payments.	Develop the ability to snapshot files that correlate with payments.		8
20. The last updated date on Level 2 Reports sometimes stays the same which causes confusion on whether the data was updated.	Review date updating process, related training, and how the information is displayed within the Data Collector		0
21. CTE does not have some reports that other LEAs receive, such as reports on grad data.	Review reports available for CTE and develop new reports as needed.	Develop training on how data from different entities (such as JVSD and home LEA) impact both entities.	3
22. Sometimes an additional level 1 check or additional information on a report would simplify work locally to review and use the data	Develop process for users to request changes to checks and reports for evaluation by ODE. Some possible changes suggested by workgroup members included: • Staff enrollment headcount report • Staffing profile • Blank county of residence • If % of time is less than 100 and no sent to reported • 100% of time and no courses • Checks on IRNs reported for CCP		

EMIS District Software & Data Collector Workgroup April 2019

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17		• Staff and course – cross check start and end dates and IRNs reported • Disability reported on FD vs GE • FE exemption record this year versus last • FB acceleration check this year versus last • Blank FY started 9th grade element • Retention for repeat kindergarten and high school tests retake • March D Follow up data missing at element level • Preview of March students for future year • District relationship of 1 with no attendance • Assessment Pre-ID files from EMIS data • Make sure 230 course check includes course and employment dates		
23. EMIS Coordinators often need information in one place from multiple reports. There is no way to see everything about a single student in one place. Staff have to spend too much time on Vlookups or other types of merges before they can efficiently review data.	Determine combinations of data that would be most helpful and feasibility of adding pre-defined reports to join that data within the Data Collector.	Consider adding methods to join reports on-demand within the Data Collector. Determine if there is any way to add names to received files and implement functionality. Create a report writer so that self-designed reports can be generated, which would help when dealing with auditors and civil rights data that must be sent to the feds.	23	
24. The EMIS Manual does not have links to other related items and is not comprehensive.		Internal review and revision of the EMIS Manual (This is being addressed by multiple workgroups).	3	
25. Progress has been made on consolidating feedback to districts in one location, but it is still sometimes hard to know where to review- in the Data Collector, Secure Data Center, or some other system.		Determine the core needs met by the Secure Data Center and other ODE systems related to EMIS data reporting, and determine if enhancements could be made to the Data Collector to allow those needs to be met within a single system.	5	
26. Guidance counselors have to keep track of each year's different grad requirements and keep up with constant changes.		EMIS cross tracking graduation data and requirements would be helpful.	7	
27. Terminology of "fatal" error is misleading.	Update/ clarify terminology of "fatal" to "critical" error.	Review nomenclature used for giving feedback to districts and make needed changes based on analysis.	1	
28. Inability to create self-designed reports.		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 the feds.		

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29.	The Assessment Missing Lists would be more useful if they accounted for more scenarios in which a district may not have an assessment for a student. (Recommendation from the Department Data Processing/ODDEX workgroup)	Update the Assessment Missing Lists to include situations in which a student is accelerated or has taken alternate assessments.	Evaluate adding new EMIS data that would enable all situations that impact missing list to be considered, making missing list 100% inclusive.	**19**
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