

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

Location	Ohio Department of Education 25 South Front Street, Columbus, Ohio 43215 Conference Room B-004
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Date	Wednesday, April 24, 2019; 10:00am-12:00pm
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Facilitator(s)	Erica Weaston
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Attendees	Tami Kunesh	John Kellogg**	Annie Epperson	Ruth Niese	Kylea Kimmerly	Cristia Weisbrod	Teresa Williams
	Krista Foley	Missi Valenti	Amber Myers**	Julie Sellers**	Janis Orlando	Judy Williams	

Bold names indicate who was present.

** Indicates the work group member is also on the EMIS Advisory Council

Agenda Items	Approx. Start Time
Welcome/Roll Call	10:00
Vote on Approval of March Meeting Minutes	10:10
General Issue Checks Recommendations	10:15
ODDEX Recommendations	10:35
Break	11:00
Level 2 Reports Recommendations	11:10
Data Files and Other Data Processing Recommendations	11:40
Adjournment	12:00

Welcome/ Roll Call

- The meeting was called to order by Erica Weaston at 10:06 AM.
- The first order of business was roll call. All members were present except for Krista Foley, Missi Valenti, Julie Sellers, and Cristia Weisbrod.

Vote on Approval of March Meeting Minutes

- The next agenda item was to review and approve the meeting minutes from the March 15th meeting. John Kellogg made a motion to approve the meeting minutes with Janis Orlando providing the second. All present workgroup members voted in favor of the approval. These meeting minutes are to be posted on the EMIS Advisory Council webpage.

Prioritization Process Explanation

- Before reviewing and revising the list of challenges and opportunities for improvement, Erica Weaston gave an overview of the prioritization process that would be used in order for the EMIS Advisory Council to learn and understand what items were most important to the workgroup.
- Today, the workgroup reviewed and revised each of the challenges/ opportunities for improvement on the list. Blank line items were created in order to gather new items to add to the list. Subsequently, each present workgroup member had the opportunity to individually rank their top three most important challenges/ opportunities for improvement, as well as ten additional items for a total of no more than 13.
- Results below show scores for each of the recommendations prioritized by eight non-ODE workgroup members. Top three items were scored with more weight (x3) as priority challenges/ opportunities for improvement.

General Issue Checks

Workgroups members liked the report explanations, that the checks have a contact person, the early notification/ warning which gives you a chance to correct data before it becomes a bigger issue, and that it is easy to use and well defined.

Eight non-ODE workgroup members prioritized the following list:

Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Total:
1. Districts need more frequent feedback about data reporting during the collection.	When possible, provide general issue checks earlier in the collection and more often toward the end.		14
2. Districts are unsure when to expect updated data checks. It is difficult to plan and prepare accordingly.		Create resources that provide more information to districts about the timeline associated with checks.	5
3. 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.		Create multi-audience training/documentation for district staff to help them interpret EMIS data, as well as, understand the importance of their role related to EMIS data.	15

* 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.

* Top 2 and Top 3 items were scored with more weight (x3) as priority challenges/opportunities. The total in the right column reflects scores for all non-ODE workgroup members.

4.	Districts find it difficult to locate their data checks in the Data Collector.	Provide training to help districts better utilize the Data Collector to find and filter for checks. Add a messaging section to the first tab of the Data Collector to allow ODE to point out most important updates and issues that need to be addressed.		2
5.	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.		Evaluate opportunities for creating a report or other notification to the field regarding their status as it relates to data checks.	5
6.	Districts are unclear about where they stand overall with their data reporting during a data collection.		Evaluate opportunities for creating more summative checks or reports that show a percentage of completion for specific collections.	5
7.	Difficult to find general issues in the Data Collector.			0
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ODDEX

Workgroup members find overall that ODDEX is helpful when extracting special education and testing data and they like its ability to go back to summary, history function, and tuition module. Members liked the view-only access that could be granted to people in their districts and appreciated the training available for EMIS coordinators.

Eight non-ODE workgroup members prioritized the following list:

Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Total:
12. District staff, other than EMIS Coordinators, do not utilize ODDEX effectively because they do not always understand the relevance of the information displayed.	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.		5

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13. Districts are unable to sort information displayed in the Student Cross Reference (SCR).	Create sortable headers in the SCR.		7
14. The History is missing additional useful demographic data included from EMIS reporting, such as grade level, LEP status, disability, disadvantage, gifted identification, etc.	Add more student demographic EMIS data to the History.		10
15. Districts cannot upload a document (i.e., journal entry/invoice/court documents/proof of residency) in the Tuition module.	Add functionality to upload a document in the Tuition module.		2
16. 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.		Gather use cases and business requirements for open enrollment data exchange, including the ability to share the information on open enrollment forms.	8
17. 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.		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.	3
18. Districts are not notified when a comment is added to a flag in the system.	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.	8
19. Districts cannot extract groups of students from ODDEX in places other than the assessment module.		Gather use cases and requirements for which groups of students need to be extracted and for what purposes.	5
20. Higher Education College Credit Plus (CCP) data upload timelines are unknown and not on a schedule.	Add notification capability in ODDEX regarding when ODE has loaded higher education CCP data.	Determine additional ways to facilitate timely data reporting and uploading of higher education data in ODDEX for the purposes of CCP.	3
21. Contact information in ODDEX is sometimes missing.	Improve training associated with adding contact information in ODDEX.	Investigate the business rules and implications of requiring contact information in ODDEX.	0
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Level 2 Reports

Workgroup members like the excel format of the level 2 reports, the sortable feature, its speed, and its all-inclusiveness.

Eight non-ODE workgroup members prioritized the following list:

Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Total:
26. Districts do not know which data were used to calculate each payment.	Create a snapshot report that shows the data that was used to calculate each payment.		10
27. Districts are not able to easily access archived reports from the prior year.	Provide training to help districts better utilize the Archive capabilities in the Data Collector. Update Data Collector to make it easier to find archived reports from prior closed collections.		6
28. Teacher Licensure Report is difficult to use efficiently and effectively.	Create training or documentation to help districts use the report more effectively.	Review the invalid certification program for opportunities for improvement.	3
29. 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 % of time reported by other districts.		Review information displayed in FTE Detail report to determine what additional data could be provided. Consideration will be given to adding the LRE data, a student's total FTE, and percent of time reported by other districts.	12
30. There is not currently a result code in the adjustments that specifically flags newly identified special education students.		Review result codes for special education in the adjustments to determine feasibility and impact of creating new result code for this situation.	3
31. 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.		Better document what error codes mean and engage the field on if additional or different error codes or language would be helpful.	3
32.			

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Data Files and Other Data Processing

Eight non-ODE workgroup members prioritized the following list:

Challenges	Short-Term Opportunity for Improvement	Long-Term Opportunity for Improvement	Total:
37. 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.		<p>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.</p> <p>Create reports and data checks to help districts flag potential issues.</p> <p>Create instructional documentation and/or web-based training modules to educate multiple staff at districts about reviewing prepared for success data.</p>	8
38. 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.		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.	
39. Using a VLOOKUP to find student name is difficult and cumbersome.	<p>Create training resources to help districts use existing resources.</p> <p>Determine combinations of data that would be most helpful and feasibility of adding pre-defined reports to join that data within the Data Collector.</p>	Explore alternative options to allow districts to analyze information more efficiently.	1
40. It is difficult to find various data files in the Data Collector.	Provide web-based training for multiple audiences at districts to help districts better utilize the Data		7

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	Collector to find and filter for data files with a link to training.		
41. EMIS Coordinators do not have access to view the CTE26 application and therefore have difficulty reporting CTE program of concentration, course data, etc.	Consult with Office of CTE regarding granting EMIS Coordinators read-only access to the CTE26 application	Investigate opportunities for summative reports or other information to assist in analysis of a CTE 26.	2
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Wrap Up/ Next Steps:

- These results will be taken to the full EMIS Advisory Council meeting on April 30th for review and discussion and later voted on in June to then be taken to the State Superintendent for consideration.
- Erica Weaston asked for one workgroup volunteer who was also on the Council to present these recommendations alongside her at the April 30th meeting. Amber Myers volunteered.
- The meeting adjourned at 12:01 PM.

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