Status of June 2019 Report
Recommendation Overview

DEPARTMENT DATA PROCESSING AND ODDEX WORKGROUP

- ODDEX: 37%
- General Issue Checks: 26%
- Level 2 Reports: 22%
- Data Files and Other: 15%
EMIS coordinators find it challenging to get help from district data owners because they do not always understand the relevance of the information.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Opportunity for Improvement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EMIS coordinators find it challenging to get help from district data owners because they do not always understand the relevance of the information.</td>
<td>Create multi-audience training/documentation for district staff to help them interpret EMIS data and understand the importance of their role related to EMIS data.</td>
<td>In Process. Creating a new section of the EMIS Manual with 1-pagers about importance of EMIS for various district staff data owners.</td>
</tr>
</tbody>
</table>
Quality EMIS Data:

The Role of the Superintendent

Why?
The data districts report to the Department through EMIS
- Help determine state and federal funding
- Drive the school and district performance results on the Ohio School Report Cards
- Help determine the support and incentives the Department can provide to districts

What?
Districts report several different categories of data to EMIS.
- Assessment
- Financial
- Graduate
- Staff/Course
- Calendar
- Five-Year Forecast
- March
- Student

When?
EMIS reporting is year-round. There is no EMIS holiday or summer...
## Data Processing & ODDEX

<table>
<thead>
<tr>
<th>Challenge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher Licensure Report is difficult to use efficiently and effectively.</td>
<td>Create training or documentation to help districts use the report more effectively.</td>
<td>In progress. Currently planning enhancements to report explanation and new training videos to address common questions and usage tips.</td>
</tr>
<tr>
<td>Districts find it difficult to locate data checks/files/archives in the Data Collector. (originally listed as 3-4 separate challenges)</td>
<td>Provide web-based training to help districts better navigate and use the Data Collector.</td>
<td>In process. Creating instructional videos series covering the Data Collector. More Data Collector videos are planned for 2020.</td>
</tr>
</tbody>
</table>
## Data Processing & ODDEX

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<tr>
<td>District staff, other than EMIS coordinators, do not utilize ODDEX effectively because they do not always understand the relevance of the information displayed.</td>
<td>Create training content for ODDEX navigation and relevance of information available for multiple audiences.</td>
<td>In Progress. Creating instructional videos series covering ODDEX.</td>
</tr>
<tr>
<td>Districts do not know which data were used to calculate each payment</td>
<td>Create a snapshot report that shows the data that was used to calculate each payment</td>
<td>Completed.</td>
</tr>
</tbody>
</table>
## Challenge

EMIS coordinators do not have access to view the CTE26 application and therefore have difficulty reporting CTE program of concentration, course data, etc.

## Opportunity for Improvement

Consult with Office of CTE regarding granting EMIS coordinators read-only access to the CTE26 application

## Action

Completed.
Recommendation Overview

EMIS MANUAL AND DATA REQUIREMENTS WORKGROUP

- Instructional Documentation and Reporting Responsibilities 31%
- EMIS Manual 31%
- Communications 38%
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunity for Improvement</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EMIS Manual is not situational and has archaic qualities.</td>
<td>Research possibility of integrating newer technology to make the Manual “webpages” rather than .pdf documents.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The EMIS Manual should have links to other related items (related sections, report explanations, etc.).</td>
<td>Research possibility of using newer technology to make the Manual “webpages” rather than .pdf documents to accommodate more functionality.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Searching the EMIS Manual for specific data elements is difficult.</td>
<td>Create Element list by Record to assist with locating specific data elements. Research potential solutions to assist with EMIS Manual searching.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
## Challenges

| Districts would prefer the EMIS Manual was updated at the same time the change was communicated with the ITC. | Internal review and redesign of ODE EMIS Manual change process. | Completed - Created specific email list for which you can subscribe alerting you to updates that have been made |
| More direct “How To” documents would be helpful to have as a reference when attempting to report specific situations. | Develop more situational “If this, then that” examples in the EMIS Manual. | Ongoing |

## EMIS Manual & Data Requirements
# EMIS Manual & Data Requirements

<table>
<thead>
<tr>
<th>Challenges</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Because of the multiple avenues of communications, a centralized location</td>
<td>One stop shop for all recent ODE communications.</td>
<td>Completed</td>
</tr>
<tr>
<td>would be helpful.</td>
<td></td>
<td>-Creation of ‘EMIS Roundup’ in May 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Creation of ‘EMIS Learning Library’ in July 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Creation of ‘New!’ section on the EMIS homepage in November 2019</td>
</tr>
<tr>
<td>EMIS Newsflashes being sent out on Fridays is not preferred.</td>
<td>EMIS Newsflashes would come out on Monday mornings at 7 a.m.,</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>instead of late Fridays.</td>
<td></td>
</tr>
</tbody>
</table>
## EMIS Manual & Data Requirements

<table>
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</thead>
<tbody>
<tr>
<td>Unable to search past Newsflashes for specific information.</td>
<td>Research solution to assist with Newsflash searching.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>EMIS Helpdesk ticket searching is difficult when trying to find information.</td>
<td>Continue to work with MCOECN to improve Helpdesk functionality.</td>
<td>Completed&lt;br&gt;-Upgrades to the system implemented in September 2019</td>
</tr>
</tbody>
</table>
## EMIS Manual & Data Requirements

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<tr>
<th>Challenges</th>
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<tr>
<td>Some information from ITCs does not flow to the districts in a reliable/timely manner.</td>
<td>Include link to ITC Conference call minutes in a Newsflash once notes are published.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Newsflash is now sent when ITC conference call notes are posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Published ODE EMIS Training Calendar in advance</td>
</tr>
<tr>
<td>Lack of instructional documentation pertaining to the functionality and use of information provided in the SDC.</td>
<td>Create instructional documentation for SDC.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Marianne Mottley and Letitia Linville facilitating a new workgroup around the SDC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- First meeting is 2/26</td>
</tr>
<tr>
<td>Challenges</td>
<td>Opportunity for Improvement</td>
<td>Status Update</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Most up to date department documentation is not always retrieved via search.</td>
<td>Research current ODE website search engine optimization parameters; request changes if needed.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>ODE ITC EMIS Training presentations are difficult to search.</td>
<td>Research solution to assist with these searches.</td>
<td>Completed</td>
</tr>
<tr>
<td>EMIS 101 document needs updated.</td>
<td>Update EMIS 101 document.</td>
<td>Ongoing</td>
</tr>
</tbody>
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## EMIS Manual & Data Requirements

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<tr>
<td>It is difficult to explain EMIS reporting to administrators and other staff who have not had EMIS reporting training.</td>
<td>Include SDC information in EdConnection that specifically targets Superintendents.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Integrate communications for Superintendents and Treasurers into EMIS Newsflash subscriptions.</td>
<td>- Created EMIS Training videos in July 2019</td>
</tr>
<tr>
<td></td>
<td>Create an EMIS glossary of common EMIS terms.</td>
<td>- Currently working on: Data Collector/SDC/ODDEX/EMIS Manual/Data Appeals</td>
</tr>
<tr>
<td></td>
<td>Develop webinars and/or training for other key players such as Superintendents, Principals, Treasurers, etc.</td>
<td>- Current workgroup working on the development of “one pagers”</td>
</tr>
</tbody>
</table>
Recommendation Overview

REPORTS AND IMPACT WORKGROUP

- Accountability Resources and Report Card Webpage: 30%
- Secure Data Center: 35%
- Financial Data and Funding Reports: 35%
# Reports and Impact Workgroup

<table>
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<tr>
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<tr>
<td>Data are not stored in one single place and it’s often hard to understand because of its complexity.</td>
<td>Create an all-in-one funding report for reconciliation that provides more transparency regarding how numbers are calculated for SFPR.</td>
<td>ODE staff reviewed the impact of budget changes on use of data for payments; additional reports now exist to help clarify which current year data impacts current year payments</td>
</tr>
<tr>
<td>Lack of understanding what files correlate with payments. Treasurers cannot reconcile payments to students funded.</td>
<td>Create a snapshot report when data is pulled for payments. Create a tool to show all the data reported for each single payment.</td>
<td>The latest version of Data Collector includes the ability for ODE to create snapshots; snapshots are now on the Archive tab with their own display/search options</td>
</tr>
<tr>
<td>Challenges</td>
<td>Opportunity for Improvement</td>
<td>Status Update</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SDC is difficult to navigate and not user friendly.</td>
<td>Develop the capability in the SDC to switch from one building to another on same report without having to start over in running the report.</td>
<td>ODE committed a significant amount of funding in FY20 to migrate the SDC to a new, more modern, business intelligence tool (Power BI). ODE currently is working with the Dept. of ADM Services to hire a resource to design the structure and migrate the data to the new tool. A new SDC Work Group has been created to advise ODE staff as the project moves forward and reports are developed. CTE reports are included in the scope of the project.</td>
</tr>
</tbody>
</table>
## Reports and Impact Workgroup

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<tbody>
<tr>
<td>SDC reports need to be more student centered.</td>
<td>Recommend a law change to allow ODE to collect names in addition to SSIDs so they can be added to the reports</td>
<td>In the fall of 2019, the Ohio General Assembly created a work group to review the report card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The group met several times and heard from stakeholders on desired changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Their report is located at:</td>
</tr>
</tbody>
</table>
# Reports and Impact Workgroup

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<tr>
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<tr>
<td>The report card is not simple and easy to read like it is intended to be.</td>
<td>Review each page of the report card website to simplify the language so that parents can better understand what is being measured or reported.</td>
<td>Staff reviewed the report cards and added tool tips and amended wording. Staff are asking stakeholders for additional recommendations on wording changes.</td>
</tr>
<tr>
<td>The letter grades are not a true picture of districts’ and schools’ performance.</td>
<td>Work with stakeholders to help readers know about the good things schools are doing with their students.</td>
<td>The report card guide and report card press release included statements to drive readers to the districts to learn about the good things they are doing.</td>
</tr>
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## Reports and Impact Workgroup

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<tbody>
<tr>
<td>Lack of training for other staff and administrators makes the process more</td>
<td>Reach out directly to districts and ESCs to offer training to people who are new to those</td>
<td>ODE contracted with three Educational Service Centers to host regional trainings across the state on the use of data</td>
</tr>
<tr>
<td>challenging because they don’t understand reports.</td>
<td>key positions.</td>
<td>One of the training sessions focuses on accountability data for non-EMIS personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One goal is to raise awareness and understanding of the EMIS elements that are used in the report card calculations</td>
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## Reports and Impact Workgroup

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<td>Lack of training for other staff and administrators makes the process more</td>
<td>Reach out directly to districts and ESCs to offer training to people who are new to those</td>
<td>ODE already is populating some parts of the SDC with data from the 2019-2020 school year.</td>
</tr>
<tr>
<td>challenging because they don’t understand reports.</td>
<td>key positions.</td>
<td>The entire SDC will be updated with 2019-2020 data in March.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The report card technical documents are updated to reflect business rules that will be used in the 2019-2020 calculations.</td>
</tr>
</tbody>
</table>
Recommendation Overview

DISTRICT SOFTWARE AND DATA COLLECTOR WORKGROUP

District Software 25%

Data Collector 75%
## District Software & Data Collector

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<tr>
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<tbody>
<tr>
<td>Need data from multiple reports combined; too much time on vlookups</td>
<td>Determine most helpful combinations to add in reports; join reports on demand; add names to received files; add a report writer</td>
<td>Internal Report Design and Coordination group; form to request feedback for improving or adding reports in final edit stage</td>
</tr>
</tbody>
</table>
## District Software & Data Collector

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</thead>
<tbody>
<tr>
<td>The Assessment Missing Lists do not account for more scenarios in which a district may not have an assessment for a student.</td>
<td>Update missing lists for new scenarios; evaluate adding data that would enable missing list to be 100 percent inclusive</td>
<td>EMIS change 20-94 planned for later this month; ongoing evaluation of process to determine students on missing lists</td>
</tr>
</tbody>
</table>
### District Software & Data Collector

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<tbody>
<tr>
<td>Additional Level 1 check or additional information on a report does not exist which would simplify work locally to review and use the data.</td>
<td>Develop process for users to request changes to checks and reports for evaluation by ODE.</td>
<td>Internal Report Design and Coordination group; form to request feedback for improving or adding reports in final edit stage; updates through change process</td>
</tr>
</tbody>
</table>
## District Software & Data Collector

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<tbody>
<tr>
<td>SIS vendors need more time to implement changes, including both updates to</td>
<td>Decrease, when possible, the amount of time between when a change is announced and final</td>
<td>New EMIS Change process and webpage; more frequent updates to EMIS manual as information</td>
</tr>
<tr>
<td>the software and time to train local staff.</td>
<td>details are published. Provide information as it’s available.</td>
<td>is known.</td>
</tr>
</tbody>
</table>


District Software & Data Collector

• Other recommendations addressed/reported to EAC
  – The Data Collector includes a lot of information; this can make it especially difficult to make sure you are reviewing all important, updated items, even for experienced EMIS coordinators. New or novice coordinators can be completely over-whelmed. (messaging)
  – Level 2 Reports from closed collection windows are difficult to find when needed for other purposes (such as audit requests or civil rights reporting). (archives tab)
  – Lack of understanding what files correlate with payments. (labeled snapshots by payment)
District Software & Data Collector

• Other recommendations addressed/reported to EAC
  – 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. (new view)
  – Last minute extensions to a collection window are helpful but would be more beneficial if more notice could be given. (change process)
  – Data Collector is not navigation friendly to other related parts of EMIS. (resources tab)
EMIS Professional Qualifications and Development Workgroup Update
Previous Meetings

- Credential options pros and cons
- Five main challenges as identified by group
- Framework of support for EMIS coordinators
- Implementation/solutions
**Pros**

- Formalized pathway for the profession, best practices – III
- Accomplishment – II
- Recognition for self and others that you have EMIS knowledge – II
- Standardization of basic knowledge, baseline competencies – II
- Acknowledges the commitment
- Depth of understanding/increased knowledge
- Employability
- Equity across state
- Improve data quality
- Require certain training
- Sense of community
- Value as a professional

**Cons**

- Budgetary impacts, cost – III
- Any recommendation committee makes could be changed at any time in approval process – III
- How would it affect EMIS coordinators who currently hold the position? – III
- Additional pressures on EMIS coordinators—additional liability, legal, financial – II
- CEUs do not = knowledge – II
- EMIS deferred to already licensed staff member/administrator – II
- Requirements, processes for acquiring/renewing certification – II
- Credentialing processes can be confusing
- Districts do not value the position
- Do EMIS coordinators want to be part of rapback?
- Fear of the unknown
- Hiring challenges
- Inflated sense of knowledge
- It doesn’t solve problem
- Might limit data quality
- No/unknown compensation
- Not recognized by districts or in general
Main Challenges

- Lack of Support
- Lack of Resources
- Lack of Training
- Lack of Collaboration
- Lack of Understanding
Lack of Support

Coordinators are not valued; their importance is not recognized

– Lists of skills and competencies, i.e., job description
– Ensure EMIS data impacts are clearly communicated
Lack of Understanding

Administrators and other district staff don’t understand their role in EMIS data, EMIS data reporting, and EMIS data quality

- Enrollment to graduation to show staff involvement with and ownership of EMIS data
- Impact and use of EMIS data by position
Lack of Collaboration

Other staff in districts don’t work with and support the work of EMIS coordinators
  – Outline best practices
  – Encourage data teams
Lack of Training

Some EMIS coordinators are not allowed to leave the district for necessary training; all EMIS training is left to the coordinators

– Recommend certain trainings
– Recommend certain amount of training
– Recommend including other staff with EMIS coordinator
Lack of Resources

• Being addressed in part by goals of other workgroups
• Developing additional training and resource formats
Solution Implementation

Two parts
- OAC §3301-14-01
  - Operation of the EMIS System
  - Currently up for 5-year review
- EMIS Manual
  - Leverage guide to operationalize updates to the rule
  - New section addressing the main challenges
(C) The education management information system shall contain, but not be limited to, automated school district student, staff, and financial information. The information to be collected and reported shall be defined in the "EMIS guidelines". This publication shall be developed by the department and shall include, but not be limited to:

(1) Definitions of all data pursuant to divisions (A)(1), (B), and (C) of section 3301.0714 of the Revised Code.

(2) Procedures for collecting, transferring, and reporting data to the department pursuant to divisions (A)(2) and (D) of section 3301.0714 of the Revised Code.

(3) Procedures for the security, privacy, and retention of school district data records collected pursuant to section 3301.0714 of the Revised Code.

(4) Procedures for compiling the data pursuant to divisions (A)(3) and (E) of section 3301.0714 of the Revised Code.

(5) Procedures for annually reporting the data to the public pursuant to divisions (A)(4) and (F) of sections 3301.0714 of the Revised Code; sections 3319.32 and 3319.321 of the Revised Code; and 20 U.S.C. 1232(g). In accordance with these statutes, no data, such as a social security number, shall be used to release personally identifiable student information to the department.

(6) Procedures for user access to the education management information system data.

(D) School districts shall provide all data required by section 3301.0714 of the Revised Code as set forth in the "EMIS guidelines".
Two Step Process

• Step 1: General rule
  – Generic language in the rule requiring training and structural requirements as stated in the Manual

• Step 2: Specifics
  – Specific language in the Manual requiring, e.g., a certain number of hours of training
  – Prior to any rule revision, can move forward with Manual; would be recommendations rather than requirements
Recommended Addition

(D) School districts shall comply with any training or structural requirements as specified in the EMIS guidelines.
1. Rule Review Prompted
2. Staff Review & Recommend Changes
3. State Board Committee
4. State Board
5. Final Rule with CSI
6. File Rule with JCARR
7. File Final Rule

Mar 2020
Feb 2020
Jun 2020
Apr 2020
May 2020
Jun 2020
Aug/Sep 2020

Revised Rule is Effective

Posted for Public Comment (30 days)

10 days

10 days

10 days

10 days

10 days
New Manual Section

• Strategic Plan and ORC/OAC
• EMIS Advisory Council
• Data Cycle
  – High level
  – Illustrate the scope and impact of EMIS data
  – A picture of how EMIS works
• Data Teams
• Recommendations regarding training
• Pull Outs
Pull Out Documents

One-page documents designed such that they can be printed separately and used for education and training with districts

- Training Inventory
- Role of an EMIS Coordinator
- Essential Skills of an EMIS Coordinator
- Enrollment to Graduation
- EMIS data by position
Enrollment to Graduation... And Beyond

From the time a student enrolls in a district until the time a student leaves school, multiple people within the district are involved with the creation and building of that student’s record.

**Enrollment**

When students first enroll in school, the building secretary inputs the relevant student information and attributes.

**Courses**

From a student’s enrollment and throughout her years in school, she will be enrolled in courses. Curriculum directors determine the courses that will be offered by the district. Treasurers ensure that teachers are properly licensed to teach those courses. Counselors assist students in determining which classes to take.

**Screenings & Services**

At different times in their academic careers, students may be screened for different things like disability conditions or giftedness. Gifted directors, intervention specialists, and teachers are all involved in these screenings. If identified and served, additional staff members may be involved in the services provided.

**Attendance**

Student attendance is generally entered daily by attendance secretaries. For students who have attendance issues, truancy officers work to locate students and encourage them to continue their educations.
Quality EMIS Data: The Role of the **Superintendent**

**Why?**
The data districts report to the Department through EMIS
- Help determine state and federal funding
- Drive the school and district performance results on the Ohio School Report Cards
- Help determine the support and incentives the Department can provide to districts

**What?**
Districts report several different categories of data to EMIS.
- Assessment
- Financial
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- Staff/Course
- Calendar
- Five-Year Forecast
- March
- Student

**When?**
EMIS reporting is year-round. There is no EMIS holiday or summer break.

---

Superintendents...
...have the important job of being the lead educator for the students of their districts. Their
Discussion
New Workgroup: Secure Data Center
New Workgroup: Secure Data Center

- Creation of the new workgroup came from the Reports and Impact Workgroup

- Workgroup members discussed the need for a deeper dive/discussion into the Secure Data Center

- Workgroup members said the current tool (powered by Microstrategy) is not user friendly
New Workgroup: Secure Data Center

- ODE is beginning discussions on replacing the current SDC with a new business intelligence platform

- Workgroup members can help guide the work by doing a deep dive into the current SDC to identify what works well and where are the challenges
Prior Discussion on Reports

Strengths:
• CSV/Excel format
• Reports are more timely than previous years
• Reports are easily accessible
• Located in one spot

Weaknesses:
• Reports are not user friendly
• More targeted reports for specific users (counselors, principals, etc.)
• CTE needs CTPD level reports
• Summary reports in PDF would be helpful
• Have SDC system where data is loaded year-round
Guiding Questions

• What elements of the current SDC should be kept?
• What reports are most useful?
• What is missing?
• Who is the audience for the reports?
• What is the purpose (or purposes) of the SDC?
• Other?
New Workgroup: SDC
Meeting Dates

• February 26, 2020: 9:00am-12:00pm
• April 8, 2020: 9:00am-12:00pm
• May 13, 2020: 9:00am-12:00pm
New Workgroup: Career Tech
New Workgroup: CTE

• Much has changed about CTE data and processing over the last several years
• Many changes are in the pipeline
  – Level 2 accountability reports
  – Perkins V rule changes
• Time to review where we have been and give feedback to improve
• Time to provide input on the implementation of reports and other items related to new policy
New Workgroup: CTE

• Current Status
  – FTE reports
    • Do we have the right reports?
    • How can we make the data and reports easier to use?
  – Accountability reports/files
    • Mostly through files- will be moving to Level 2
    • How can we best meet the needs of CTPDs?
New Workgroup: CTE

- Coming soon- Perkins V
  - State plan public comment closing soon
  - Once the state plan exists, how does it translate into new reports?
  - Is there new data required?

- Comprehensive Local Needs Assessment
  - New data analysis task for local entities
  - How can EMIS data and reports be leveraged?
New Workgroup: CTE

• New definitions- Concentrator
  – How is data used to support new definition?
  – What reports are needed?
  – How will the new definition be transitioned in for March (D) reporting?

• Report Card changes
  – Perkins V is not the same as the report card
  – Post-Perkins V, will there be changes in the CTE report card, and how will data processing change to match?
New Workgroup: CTE

• Membership
  – Represent JVSDs, Compact, Comprehensive
  – Represent non-lead LEAs
  – Both EMIS and policy staff
New Workgroup: CTE
Meeting Dates

• February 26, 2020: 1:00pm-4:00pm
• April 8, 2020: 1:00pm-4:00pm
• May 13, 2020: 1:00pm-4:00pm
Council Next Steps

• Proposed Next Advisory Council Meeting Dates:
  – Tuesday, April 28, 2020 from 10:00am-12:00pm
  – Wednesday, April 29, 2020 from 1:00pm-3:00pm
  – Thursday, May 7, 2020 from 1:00pm-3:00pm

• E-mail Taylor.Rabold@education.ohio.gov by February 11, 2020 with your availability, workgroup preference, and workgroup nominations.