

# **EMIS 1.0:**

## **An EMIS Framework**



**Version 1.0**  
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# EMIS 1.0

## STRATEGIC PLAN FOR EDUCATION

*Each Child, Our Future* is Ohio's shared plan for ensuring each student is challenged, prepared, and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. Part of the plan's purpose is to guide development of state-level education policies and to promote high-quality practices across the state.

The plan includes three core principles, a vision and a goal, four equal learning domains, and ten priority strategies that together will help educators across the state ensure that our students are graduating from high school ready for their futures. The plan talks about equity, highly effective teachers, clear learning standards, and expansion of access to quality learning experiences.

The needs addressed by this plan were informed by the current state of education in Ohio. The current state of education in Ohio was determined in large part by reviewing data. Very often, that data was EMIS (Education Management Information System) data.

As we all work to implement this plan and as we all strive to achieve the goals in this plan, it is the data collected that will inform us of how well we do. Again, that will very often be EMIS data.

## EMIS ADVISORY COUNCIL

The EMIS Advisory Council is authorized under [Ohio law](#) (Ohio Revised Code 3301.0713) to recommend improvements and provide a forum for communication and collaboration between the Department and parties affected by the collection, reporting, and use of EMIS data. The council includes Department staff and representatives of school districts and other entities that regularly interact with data from EMIS.

The Council and its related workgroups have allowed the Department a unique opportunity to facilitate discussions between a diverse group of education professionals from throughout the state. This has led to many recommendations for improvement around specific EMIS-related topics. These recommendations are providing the Department with feedback on current EMIS systems, reports, training, and documentation.

The recommendations also assist the Department in building a framework that allows EMIS to continue to improve the EMIS data collection systems—as well as the documentation, training, and other tools that assist districts with their reporting—which then leads to improved, more complete education-related data.

EMIS data directly impacts state and federal funding, state report cards, and improved education opportunities through even more informed policy decisions at both the local and state levels. EMIS data is also used throughout the state—and the Nation—as researchers look into student achievement levels, graduation rates, effective programs and policies, teacher quality, teacher supply and demand, and countless other studies and research projects all aimed at determining where our kids are versus where they need to be and how to get them there.

Improving data quality is a never-ending project. There are always refinements that can be made to current systems, new systems to be designed, and more robust reporting assistance at all points in the data lifecycle and at all stages of reporting.

## EMIS DATA

There are a few data-related terms that are used frequently in EMIS. Together these terms create the basic building blocks of EMIS data and reporting. You'll encounter these terms frequently and will need to know what they mean and how they fit into the overall picture of EMIS.

A significant portion of the data at your district is sent to EMIS. Data about student enrollments, the courses students take, attendance, district expenses, and staff employment information is all EMIS data. All of this data can be divided into five main EMIS data types: student data, staff data, course data, district and building data, and financial data. The EMIS Manual is separated by these *data types*.

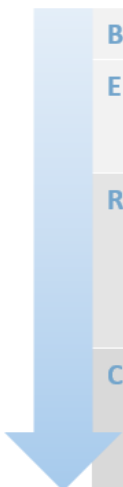
Each bit of information is reported to EMIS in its most basic parts. For example, when reporting staff names, the name is split into three parts: first, middle, and last names. Each of those three parts is reported as a separate *element*: First Name Element, Middle Name Element, and Last Name Element.

All of these data elements are grouped together by the five *data types* listed above. Within each data type, elements are separated and reported by more specific subjects. These smaller “sub types” of data are reported to EMIS by *record*. For example, student assessment data is reported via Student Assessment Records, information about student disciplinary events is reported via Student Discipline Records, and information about staff positions is reported via Staff Employment Records.

These *records* are then reported to the Department in pre-defined groupings or *collections*. For instance, much of a district's student data is reported during the Beginning of Year Student Collection; staff and course data is reported during the Staff and Course Collections; and end of course exam data is reported during the End of Course State Assessment Collection.

The [EMIS Manual](#) includes an overview of EMIS and detailed reporting guidance for all EMIS data. There is a separate chapter of the EMIS Manual for each *data type*. These chapters are then divided into sections by *record*. Each section includes information about all of the *elements* that make up that *record*. The beginning of each Manual section indicates which of the *record's elements* are reported in which *collection*.

See Figure 1 and the *EMIS Building Blocks* document in the appendix for a visual representation of these terms.



| Building Block | Description   | Examples   |
|----------------|---|--|
| Element        | Each bit of information is reported in its most basic parts. These basic parts are <i>elements</i> .  | First Name Element<br>Middle Name Element<br>Last Name Element   |
| Record         | Within each data type, elements are separated and reported by a more specific subject. These subdivisions of data are collected and reported by <i>record</i> . | Staff Demographic Record<br>Student Assessment Record<br>Student Discipline Record                                 |
| Collection     | Records are reported to the Department in pre-defined groupings. This reporting is done by <i>collection</i> .  | Final Staff/Course Collection<br>Beginning of Year Student Collection<br>Fall Early Learning Assessment Collection |

**Figure 1.** EMIS Building Blocks

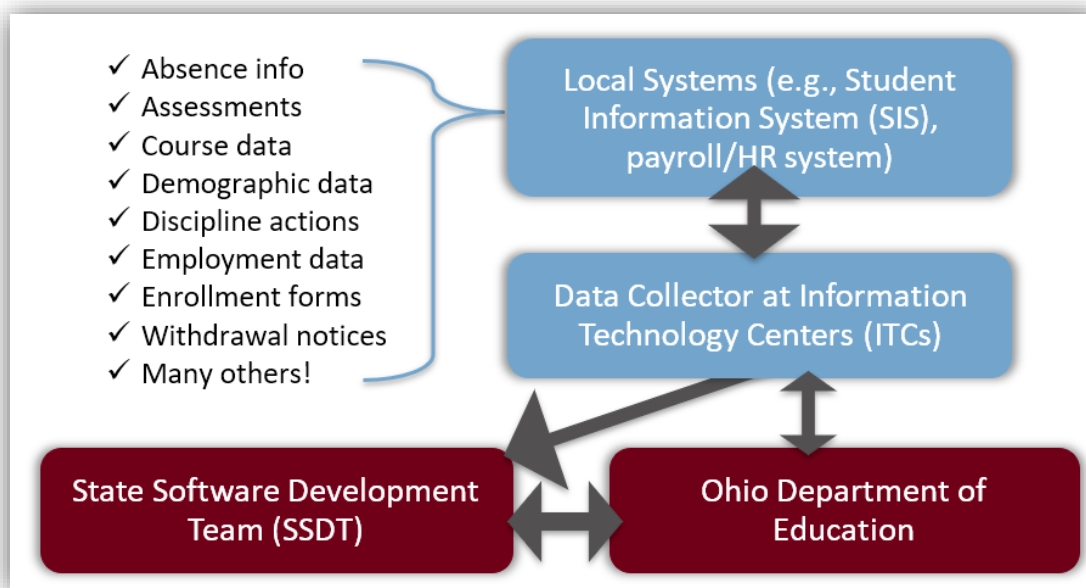
## DATA CYCLE, IMPACTS, AND USES

There are many original sources of EMIS data. A few examples include enrollment forms, absence information, withdrawal notices, student demographic data, and discipline information. From these original sources, the individual pieces of data are entered into districts' local systems—their student information system (SIS) or payroll system, for example—for upload to the data collector, which is hosted at the Information Technology Center (ITC) with which each district contracts.

From the data collector, data moves both to the State Software Development Team (SSDT) and to the Department. Data that goes directly to SSDT includes student names and addresses and is used to populate the Ohio District Data Exchange (ODDEX). This data goes directly to SSDT and never enters the Department because the EMIS office at the Department is legally prohibited from having, seeing, or using personally identifiable information for students.

Data that goes from the data collector to the Department is used for many different uses. A few examples are EMIS reports that are returned to the districts for review and verification of their data, local report cards, and funding.

See Figure 2 for a visual representation of the EMIS data cycle. Also see the *EMIS Data Cycle, Impacts, and Uses* document in the appendix.



**Figure 2.** EMIS Data Cycle

## DATA TEAMS

Much like education itself, reporting education data is a team sport. There are multiple people in any given district who are impacted by and have an impact on the district's EMIS data. There are also multiple data owners in any given district. Though the following list is neither comprehensive nor complete, it is an example of the range of staff members impacting your district's EMIS data. Though the position titles listed below may not align with a particular district's staffing, the job duties included are what is important.

The people filling these positions all have ownership of a portion of a district's EMIS data and should be included on a district's Data Team. It is important for all members of a Data Team to understand their role on the team. They should know the impact of their data on the Ohio report cards, district funding, and state and federal policy making. They should also understand the wide-ranging uses of EMIS data and the variety of stakeholders regularly using EMIS data. See the *Data Cyle, Impacts, and Uses* and *Enrollment to Graduation... and Beyond!* documents in the Appendix for more information.

- **Assessment coordinators** are responsible for knowing which students took which assessments, which students did not test and why, and assessment scores. These are all examples of assessment data that go into the building and district achievement grades on a district's report card. See *EMIS Manual Sections 2.8 Student Assessment Record and 2.8.1 Assessment Area Codes*.
- **Attendance staff** enter data that goes into building and district attendance rates. See *EMIS Manual Section 2.4 Student Standing Record*.
- **Building principals or assistant principals** review data regarding student discipline. See *EMIS Manual Section 2.11 Student Discipline Record*.
- **Building secretaries** enter student data that goes into the subgroups by which data on the report card is separated. See *EMIS Manual Sections 2.5 Student Attributes – Effective Date Record and 2.6 Student Attributes – No Date Record*.

- **Career technical directors** enter and review data that appears on the report card and drives career-technical funding. *See EMIS Manual Chapter 3 Staff Records and Chapter 4 Course Records.*
- **Curriculum directors** are responsible for course data that impacts the licensure numbers on the report card. *See EMIS Manual Chapter 4 Course Records.*
- **EMIS coordinators** are the EMIS data stewards.
- **Enrollment staff** enter students' demographic information to districts' local student information systems upon student enrollments. *See EMIS Manual Sections 2.2 Student Demographic Record and 2.3 Student Demographic – Race Detail Record.*
- **Food services directors** are responsible for economic disadvantage data, which impacts subgroups on the local report card. *See EMIS Manual Section 2.5 Student Attributes – Effective Date Record.*
- **Gifted coordinators** identify gifted students and review gifted reports and data. *See EMIS Manual Section 2.10 Student Gifted Education Record.*
- **Guidance counselors** make sure students are on track to graduate with their cohorts and review College Credit Plus data. *See EMIS Manual Chapter 2 Student Records and Chapter 4 Course Records.*
- **Human resources staff** are familiar with staff qualifications and licensure and are involved with hiring. *See EMIS Manual Sections 3.3 Staff Demographic Record, 3.4 Staff Employment Record, and 4.3 Staff Course Record.*
- **IT staff** make sure systems are running effectively and efficiently, ensure data security, and assist the district with the choice of local software that best meets the district's data needs.
- **Payroll staff** are responsible for much of the staff data that is reported to EMIS. *See EMIS Manual Sections 3.3 Staff Demographic Record and 3.4 Staff Employment Record.*
- **Special education staff** enter and review data that impacts special education funding and the gap closing grade on the report card. *See EMIS Manual Section 2.13 Student Special Education Record.*
- **Superintendents** are the leaders of their districts and can instill a data-focused culture throughout the district and can lead the way for their district's creation of an EMIS framework that results in the most accurate EMIS data reporting possible.
- **Treasurers** are the fiscal leaders and advisors of the district and control the district's financial data. *See EMIS Manual Chapter 6 Financial Records and Chapter 7 Five-Year Forecast Records.*

## EMIS COORDINATORS

When EMIS began, it was small enough that few districts had a full-time EMIS coordinator. The duties associated with EMIS reporting were simply added to another employee's job description. Over the years, EMIS has grown. There are now more than 30 different records that together include several hundred elements. These records and elements are all included in the now nearly 1,000 page EMIS Manual. There are more than 30 different collections that together span the entire calendar year. With the exception of a few of the smallest districts, EMIS reporting is now a full-time job that requires one or more employees whose job is focused wholly on coordinating the reporting, review, and revision of EMIS data.

Given the work required to report a district's data to EMIS, two lists have been developed to assist districts with staffing their EMIS coordinator positions and in determining professional development needs. The first list includes the roles of an EMIS coordinator and is based on the work required for a district's data to be accurately reported. The second list includes the essential skills required to carry out the role of an EMIS coordinator. See Figure 3 for an abbreviated version of each of these lists. See the *EMIS Coordinators: Roles & Skills* document in the appendix for longer, more complete versions of these two lists.

#### **ROLE OF AN EMIS COORDINATOR**

The following list includes many of the most common and important roles of a district's EMIS coordinator.

- ◆ Differs by district.
- ◆ Liaison between the district and the district's Information Technology Center (ITC).
- ◆ Interpret EMIS reporting requirements for the district using the EMIS Manual.
- ◆ Ensure the accuracy, completeness, and transfer of data to EMIS.
- ◆ Coordinate data collection and verification processes.
- ◆ Communicate EMIS requirements to staff within the district.
- ◆ Work with members of the data team to troubleshoot data reports.
- ◆ Investigate and trouble-shoot various error reports.
- ◆ Assist district staff with understanding and interpretation of EMIS reports.
- ◆ Interpret data and other statistical information.

#### **ESSENTIAL SKILLS OF AN EMIS COORDINATOR**

The following list includes many of the skills required to carry out the role of an EMIS coordinator.

- ◆ Ability to work collaboratively with other staff members in the district.
- ◆ Ability to work with spreadsheets.
- ◆ Dedication, commitment, honesty, and integrity when reporting district data to the Department.
- ◆ Effective communication (verbally and in writing).
- ◆ Efficient and effective in meeting deadlines.
- ◆ Good organizational skills.
- ◆ Multitasking.

**Figure 3.** Roles & Skills of an EMIS Coordinator

## **PROFESSIONAL DEVELOPMENT**

EMIS-related professional development and training opportunities are available throughout the year and around the state. Some of these opportunities are directed to certain members of your data team. For example, a conference hosted by the Ohio Association of School Business Officials is geared more toward your treasurer and payroll staff, while a conference related to special education issues is geared more toward your special education coordinator and staff. However, there are two areas in which all members of your data team should receive annual training: ethics and data privacy. It has become common for employees in a range of fields to have an annual training requirement in both ethics and data privacy.

When districts file data appeals, part of the application includes the development of a corrective action plan (CAP) to hopefully avoid the need for future appeals. These CAPs may require that the EMIS



coordinator or other staff members attend certain trainings or a certain number of trainings. Whether a district is taking part in available training may impact the approval of a data appeal.

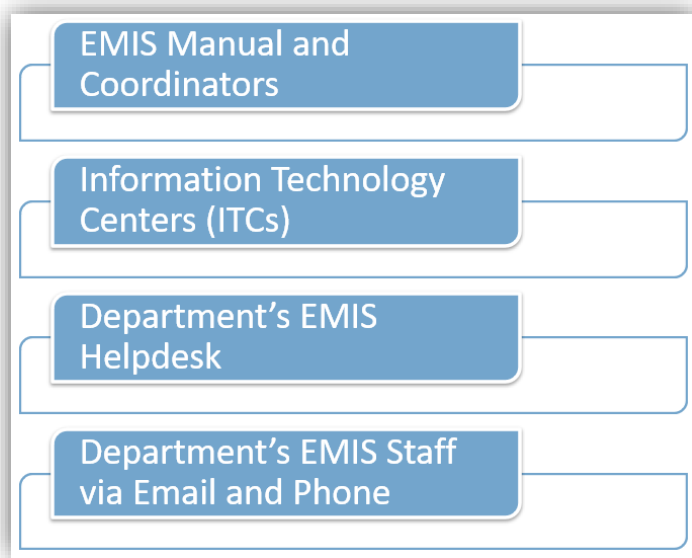
See Figure 4 for a list of organizations that regularly provide EMIS-related professional development and training for district staff. For more information regarding EMIS-related professional development and training opportunities, see the *Inventory of Existing Professional Development & Training Opportunities* document in the Appendix.



**Figure 4.** Organizations that Regularly Present EMIS-Related Material

## WHERE TO FIND HELP

EMIS encompasses a great deal of data. Given updates to federal laws, state laws, board resolutions, and policy, EMIS is not static. There is a hierarchy of support available for EMIS reporting questions and problems. EMIS coordinators, the EMIS Manual, and other available resources should always be consulted first. When additional information and help is needed, the appropriate ITC should be contacted. When the appropriate ITC cannot answer the question or resolve the issue, the EMIS helpdesk is the next level in the hierarchy. Questions in the EMIS helpdesk are handled by the EMIS staff at the Department. The final level of the hierarchy of support is contacting EMIS staff at the Department directly.



**Figure 5.** Hierarchy of Support

Whenever possible, follow this support hierarchy. This allows for a triage of questions/issues, thus cutting down on the number of questions the Department receives and decreasing response times. This also allows you to receive a written response from the Department.

### ***EMIS Coordinators and EMIS Resources***

District staff who need assistance reporting, reviewing, or understanding EMIS data should work with their EMIS coordinator. EMIS coordinators are responsible for the accuracy, completeness,

and transfer of EMIS data. The EMIS Manual is the primary source of reporting guidance. Between the district's EMIS coordinator and the EMIS Manual, many questions can be resolved.

The Department has a great deal of information and many useful resources available for assistance with understanding and reporting EMIS data. Links to many helpful resources can be found on the [EMIS Homepage](#). Though not comprehensive, the list below includes many of the most useful and most used EMIS resources.

- [EMIS Data Collection Calendar](#). EMIS Data Collection Calendars are available by fiscal year. Each calendar includes the collection name and the collection's open date and close date. Those reporting EMIS data must submit their information as outlined in the schedules unless a waiver has been granted.
- [EMIS Manual](#). The EMIS Manual provides a uniform and consistent source of reporting instructions for EMIS data. The Manual includes data definitions, requirements, and procedures to assist districts with the submission, review, validation, and correction of data.
- [EMIS Newsflashes](#). These are periodic communications sent to school district staff, software vendors, and other interested parties who work with EMIS data in some capacity. They feature late-breaking news and links to current resources and tools related to EMIS data reporting, as well as reminders and information about upcoming collections, appeals, and trainings. To sign up to receive EMIS Newsflashes, click the red envelope at the top or bottom of any Department webpage, then follow the instructions.
- [Release Notes](#). Each time a new manifest is posted (whether it is the first or the twelfth version of the manifest), there is also a new Release Note posted. Release Notes include a description of the collection, details regarding what and when to report, who must report for the collection, and information regarding outstanding known issues.
- [Report Explanations](#). Report Explanations provide detailed explanations of the various EMIS reports, which can be used to submit and verify EMIS data.

For additional information about these and other resources, see the [EMIS Communications and Information](#) webpage.

### ***Information Technology Centers***

ITCs host the data collector, which is how data is transferred from the districts to the Department and from the Department to the districts. ITCs provide training opportunities to their districts throughout the year. If an EMIS coordinator needs assistance with EMIS reporting, the ITC should be contacted as the second level of support. Most issues can be resolved and most questions can be answered by ITC staff. This includes issues with SSIDs, access to IBM (for SSIDs), and assistance with the student information system used by your district.

### ***EMIS Helpdesk***

The third level of support is the EMIS helpdesk. ITCs can direct EMIS reporting questions or technical issues to the Department's EMIS office and to SSDT through the EMIS helpdesk. EMIS reporting questions will be answered by EMIS staff at the Department. Technical questions may be answered by the

Department or by SSDT. ITC staff also have access to search the EMIS helpdesk for previously answered questions.

### ***Contacting the Department's EMIS Office***

EMIS coordinators/district personnel should go to their ITC or through their ITC to the EMIS helpdesk in the majority of instances. If EMIS coordinators/district personnel feel that a question is not appropriate for this pathway or if this pathway has been followed and there is still no adequate answer, then contacting the Department's EMIS office directly is an option.

Please note that districts that want to be able to refer back to a particular answer from the Department should get that answer in writing. The Department's EMIS office can be reached at [emis@education.ohio.gov](mailto:emis@education.ohio.gov) and 614-387-0395.

Note that the Department's EMIS office is legally prohibited from having personally identifiable information about students. That is one of the main reasons that statewide student identifiers (SSIDs) were created. IBM is the vendor that works with SSIDs. The SSID/IBM helpdesk is available for assistance with SSID issues and can be found via your ITC. Do not include a student's personally identifiable information—e.g., name, address, parent name, social security number—in communications with the Department's EMIS office.

### ***Additional Help***

For policy questions—not EMIS reporting questions—contact the appropriate business office at the Department. Contact information can be found on the Department's website or by calling 877-644-6338 and asking to speak with someone in the relevant office.

Area coordinators and fiscal consultants can assist with a number of issues, including determination of district of residence, excess costs, open enrollment, financial reports, and financial issues. Lists of area coordinators and fiscal consultants can be found on the [Department's website](#), along with more complete lists of the topics with which they can assist.

## APPENDIX

### INTRODUCTION

The documents in this Appendix have been developed to also function as stand-alone documents that can be printed individually and shared with others in your districts to help them better understand EMIS data and reporting. These documents can also be found as individual .pdfs on the EMIS website.

#### ***Documents Included***

- EMIS Coordinators: Roles & Essential Skills
- Inventory of Existing Professional Development & Training Opportunities for EMIS Coordinators
- Data Cycle, Impacts, and Uses
- EMIS Building Blocks
- Enrollment to Graduation... And Beyond!
- Quality EMIS Data: The Role of EMIS Coordinators
- Quality EMIS Data: The Role of Office Staff
- Quality EMIS Data: The Role of Principals
- Quality EMIS Data: The Role of Superintendents

# EMIS Coordinators: Roles & Essential Skills

## ROLE OF AN EMIS COORDINATOR

The following list includes many of the most common and important roles of a district's EMIS coordinator.

- ◆ Differs by district.
- ◆ Adhere to EMIS processing schedules.
- ◆ Assist district staff with understanding and interpretation of EMIS reports.
- ◆ Attend EMIS Coordinator meetings, seminars, workshops, etc. to maintain accurate knowledge of EMIS requirements as needed.
- ◆ Communicate EMIS requirements to staff within the district.
- ◆ Coordinate data collection and verification processes.
- ◆ Correct data and re-submit when necessary.
- ◆ Distribute EMIS reports received from the Department to district staff.
- ◆ Ensure the accuracy, completeness, and transfer of district, building, staff, student, course, and financial data to EMIS.
- ◆ Interpret data and other statistical information.
- ◆ Interpret EMIS reporting requirements for the school district using the EMIS Manual and other resources.
- ◆ Investigate and troubleshoot various error reports.
- ◆ Liaison between the district and the district's Information Technology Center (ITC).
- ◆ Monitor and adhere to all state and federal changes to EMIS reporting.
- ◆ Share reports from the Secure Data Center (SDC) with district staff.
- ◆ Train district administrators and data team members to access Department-provided reports.
- ◆ Transmit files to the Department.
- ◆ Work with members of the data team to troubleshoot data reports.

## ESSENTIAL SKILLS OF AN EMIS COORDINATOR

The following list includes many of the skills required to carry out the role of an EMIS coordinator.

- ◆ Ability to research, plan, and develop special reports.
- ◆ Ability to troubleshoot.
- ◆ Ability to work collaboratively with other staff members in the district.
- ◆ Ability to work collaboratively with staff at other districts.
- ◆ Ability to work with spreadsheets.
- ◆ Dedication, commitment, honesty, integrity, and good character when reporting data for a district to the Department.
- ◆ Effective communication (verbally and in writing).
- ◆ Efficient and effective in meeting deadlines.
- ◆ Good organizational skills.
- ◆ Multitasking.

# Inventory of Professional Development & Training Opportunities

## [Department EMIS Office Trainings](#)

- **ODE ITC Trainings.** These trainings cover a wide variety of EMIS reporting topics and are scheduled about six times a year. Information on upcoming and recent trainings can be found online.
- **EMIS Focused Trainings.** These trainings cover a single topic and are offered throughout the year as time and material permits. Information about upcoming and recent trainings can be found online.
- **New EMIS Coordinator Trainings.** The Department's EMIS training team provides training for new EMIS coordinators in August and in April. These are two distinct trainings that each focus on the basics of reporting. More information can be found online.

## [EMIS Training Videos](#)

These videos have been created to assist with understanding EMIS, EMIS data, and EMIS reporting. Though the primary intended audience is EMIS coordinators, these videos will also be helpful to district staff at all levels. Be sure to visit the EMIS Videos page often, as more videos are being developed.

## [EMIS Alliance Trainings](#)

These trainings are provided by ITC staff for EMIS coordinators. These trainings are developed in concert with EMIS at the Department and are intended to assist districts on a more detailed level than the Department is able to provide. For information about these trainings, contact your ITC.

## [Ohio Association of EMIS Professionals \(OAEP\)](#)

OAEP is a not-for-profit organization made up of EMIS professionals from throughout the state. Staff from the Department often attend OAEP's fall and spring conferences to present on a variety of topics.

## [Ohio Education Data Systems Association \(OEDSA\)](#)

OEDSA is an organization that provides conferences to help Information Technology Center staff, district staff, and others in the education environment in the use of software, hardware, and other related topics. Staff from the Department often attend OAEP's conferences to present on a variety of topics.

## [Information Technology Center \(ITC\) Trainings](#)

Though the details differ by location, ITCs generally offer training opportunities to their customer districts.

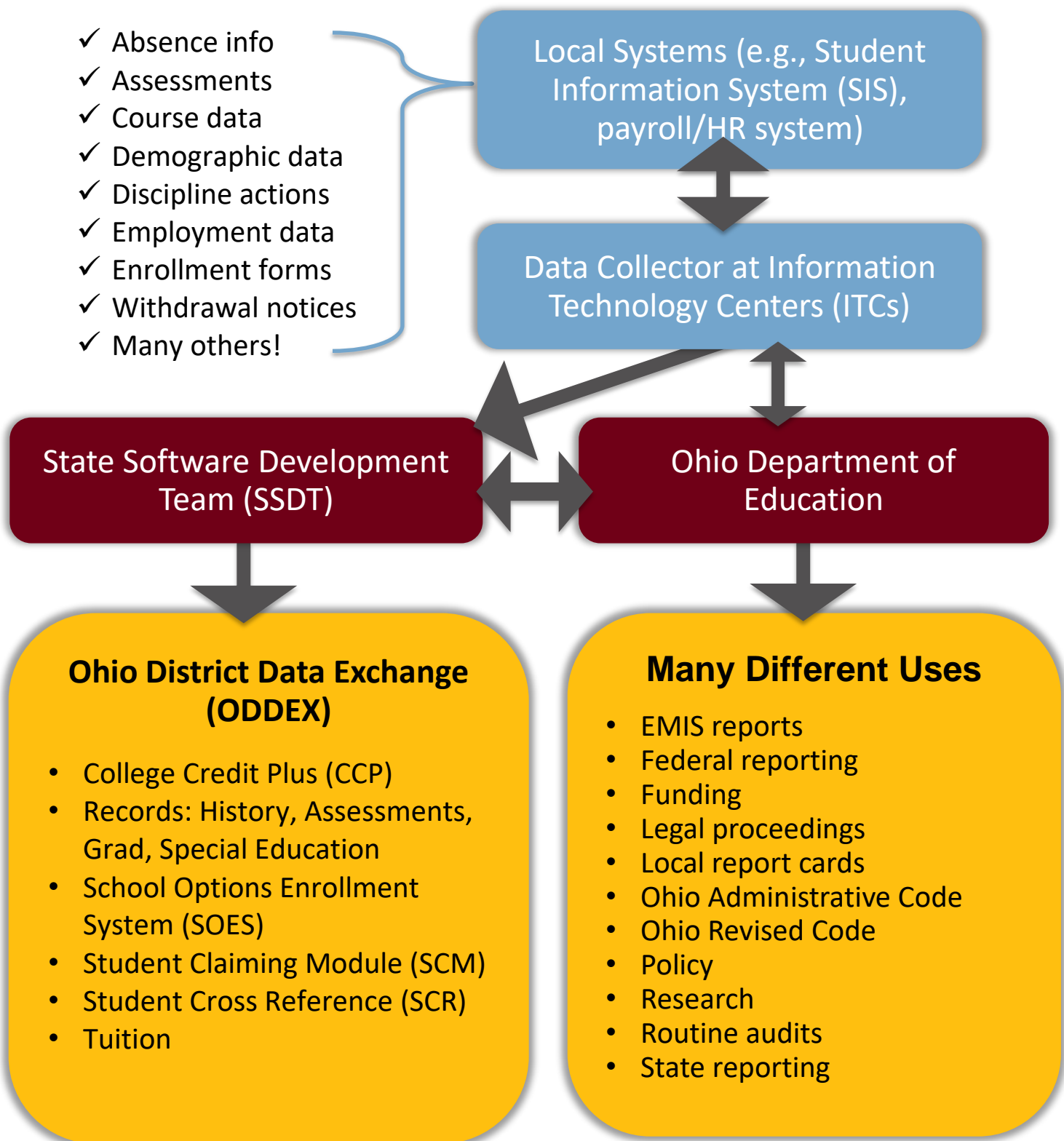
## [Ohio Career Technical Administrators \(OCTA\)](#)

OCTA offers educators the information, representation, and resources needed to provide outstanding educational opportunities. OCTA's conferences often include EMIS-related topics. Department staff are often invited to present.

## [Ohio Association of School Business Officials \(OASBO\)](#)

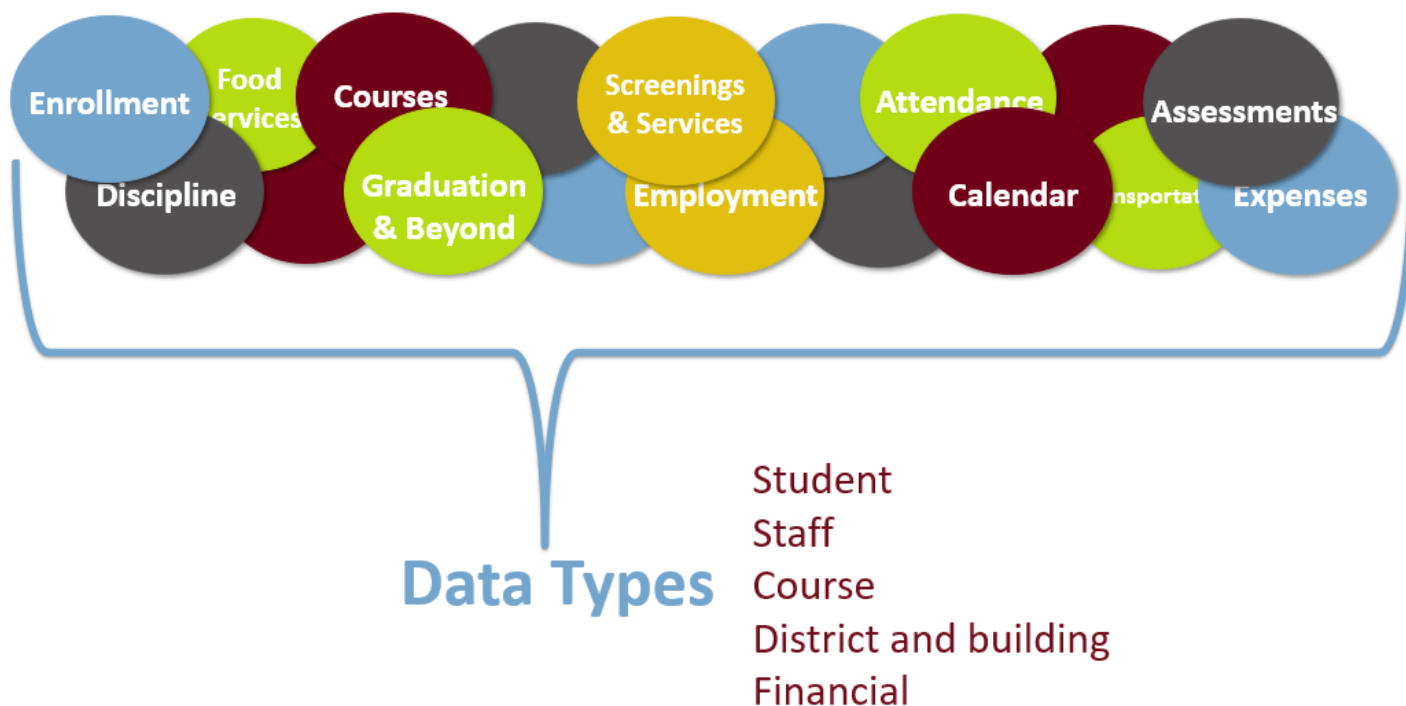
OASBO is an association of school business officials empowering members by providing advocacy, collaboration, and innovative education. OASBO's annual conference generally includes sessions related to data or EMIS.

# Data Cycle, Impacts, and Uses



# EMIS Building Blocks

The basic building blocks of EMIS data and reporting are represented by the terms included here. More detailed information about elements, records, and collections is available in the EMIS Manual and throughout the EMIS webpages.



| Building Block    | Description   | Examples   |
|-------------------|---|--|
| <b>Element</b>    | Each bit of information is reported in its most basic parts. These basic parts are <i>elements</i> .  | First Name Element<br>Middle Name Element<br>Last Name Element   |
| <b>Record</b>     | Within each data type, elements are separated and reported by a more specific subject. These subdivisions of data are collected and reported by <i>record</i> . | Staff Demographic Record<br>Student Assessment Record<br>Student Discipline Record                                 |
| <b>Collection</b> | Records are reported to the Department in pre-defined groupings. This reporting is done by <i>collection</i> .  | Final Staff/Course Collection<br>Beginning of Year Student Collection<br>Fall Early Learning Assessment Collection |



# 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 or registrar** 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. **Human resources staff** 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, e.g., disability conditions or giftedness. **Gifted directors, intervention specialists, English learner coordinators, 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.

## Assessments

From kindergarten through graduation, students must take multiple **assessments**. **Teachers** and **assessment coordinators** are responsible for knowing which assessments students need to take and for administering those assessments.

## Discipline

Occasionally, a few students will have difficulty following the rules. Dealing with these **discipline** issues often falls to the **principals** or **assistant principals**.

## Graduation & Beyond

The majority of students will one day **graduate** from high school. **Counselors** assist students with ensuring they have met graduation requirements. After graduation, **administrators** at joint vocational districts gather information from their graduates regarding their continuing education or employment.

All the data mentioned here is reported to the Department via EMIS; it is all EMIS data. The staff members included here are EMIS data owners. For your district to report the highest quality data to EMIS, these staff members must work together—along with the EMIS coordinator and district administration—on a regular basis. Staff members should be aware of relevant data reporting deadlines. They should also be familiar with the EMIS reports that the EMIS coordinator will ask them to review.

*Note that EMIS data also includes categories not included here, such as financial data, five-year forecast data, and calendar data. For more detailed information on EMIS data and EMIS data reporting, see the [EMIS Manual](#) and other sections of the [EMIS website](#).*

# Quality EMIS Data:

## *The Role of **EMIS** Coordinators*

### 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   | • Calendar                   |
| • Financial    | • Five-Year Forecast         |
| • Graduate     | • Career-Technical Follow-up |
| • Staff/Course | • Student                    |

### When?

EMIS reporting is year-round. There is no EMIS holiday or summer vacation. There are many different collections by which your district reports data to the Department. There is always at least one collection open; often, there are several open at one time.

### Take Action!

Be sure you have the proper OEDS roles to access the systems you will need. This includes ODDEX and its included modules. It could also include the SDC, Forms, and other systems. By helping other district staff to understand the importance of EMIS data, you can be assured that your district will submit quality data to the Department. Quality EMIS data ensures that your district receives the funding and services it deserves.

### Tips.

1. **Coordinate.** Coordinate the data process and data team approach in your district. Make sure all involved are aware of the relevant EMIS deadlines.
2. **Share and teach.** Share EMIS reports with the appropriate data owners. Work with these staff to make sure they understand the reports so they can review and validate the data and use that data to make data-driven decisions in their areas.
3. **Training.** Take advantage of training opportunities in order to keep up with EMIS changes and be sure you are getting as much value as possible out of the different resources available.
4. **Marathon.** Remember that EMIS data and reporting is a marathon, not a sprint. Good data habits and a regular, consistent approach to data collection and submission will ensure that deadlines are met and data is accurate.

Why

What

When

Action

Tips

### EMIS Coordinators...

...have the important job of ensuring data have been entered accurately and collected systematically. You provide staff development and collaborate with various offices and programs that are responsible for different pieces of a district's EMIS data.

# Quality EMIS Data:

## *The Role of Office Staff*

### Why?

Much of the data you enter will end up being submitted to EMIS and will have a great impact for your district...

- 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?

Though different staff members may enter different pieces of data, a few of the data categories that are reported to EMIS include the following...

- Enrollment
- Attendance
- Discipline
- Staff/Course
- Calendar
- District
- Building
- Student

### When?

Data collection and EMIS reporting is year-round. There is no EMIS holiday or summer vacation. There are many different collections by which your district reports data to the Department. There is always at least one collection open; often, there are several open at one time.

### Take Action!

Work with your EMIS coordinator to be sure you are entering data in accordance with EMIS reporting requirements. Also review the sections of the EMIS Manual that cover the data you are entering for your district. This will help you be sure that you are entering data accurately and completely, which will lead to greater data quality and will ensure your district is receiving the funding and services it deserves.

### Tips.

1. **EMIS Takes Time.** Entering and reporting a district's data takes time and is a year-round process. Make sure you are entering data throughout the year and not saving it to enter all at once.
2. **Timelines.** Review the EMIS Data Collection Calendar so you know when collections that involve your data open and close. Make sure issues are resolved and data is entered prior to the close.
3. **Training.** Reach out to your EMIS coordinator or your district's Information Technology Center to see if there are trainings available that would assist you with your EMIS-related work.
4. **Regular Data Team Meetings.** Be sure you are a member of your district's data team and be sure to regularly attend team meetings.

Why

What

When

Action

Tips

### Office Staff...

...have the important job of entering a vast amount of a district's EMIS data. An increased focus on the completeness and accuracy of data entered will enhance the quality of your district's data.

# Quality EMIS Data:

## *The Role of **Principals***

### 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
- Career-Technical Follow-up
- Student

### When?

EMIS reporting is year-round. There is no EMIS holiday or summer vacation. There are many different collections by which your district reports data to the Department. There is always at least one collection open; often, there are several open at one time.

### Take Action!

EMIS data are available for review in the Secure Data Center, the Data Collector, and the Ohio District Data Exchange. Be sure you are able to access these systems and are familiar with the kinds of data available. Be sure you are aware of reporting deadlines and share that information with the staff responsible for entering the data into local systems.

### Tips.

1. **Prioritize EMIS Work.** To accurately report all of the above-listed categories of data, your EMIS coordinator will need the assistance of multiple staff members throughout your building and district. Be sure staff are aware of this need.
2. **EMIS Takes Time.** Reporting all of a school's data takes time and is a year-round process. Make sure your staff is available to work with the district's EMIS coordinator on a regular basis and has the time to review reports and complete other EMIS data related tasks.
3. **Training.** EMIS reporting requirements change over time. Encourage your staff to attend professional development and training opportunities. Consider attending with them depending on the topics being discussed.
4. **Regular Data Team Meetings.** Participate in your district's data team meetings to review your school's data and any reporting issues your staff may be encountering.
5. **Stay Current.** Be sure to share and review EMIS data throughout the year in order to avoid major data issues that are difficult and time consuming to resolve at the last minute.

Why

What

When

Action

Tips

### Principals...

...as the leaders of their schools, have the important job of ensuring that the schools' data is entered as accurately as possible. Accurate data can be used to measure student achievement and to make data-driven decisions for the schools and students.

# Quality EMIS Data:

## *The Role of **Superintendents***

### 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   | • Calendar                   |
| • Financial    | • Five-Year Forecast         |
| • Graduate     | • Career-Technical Follow-up |
| • Staff/Course | • Student                    |

### When?

EMIS reporting is year-round. There is no EMIS holiday or summer vacation. There are many different collections by which your district reports data to the Department. There is always at least one collection open; often, there are several open at one time. Several important collections close during the summer months.

### Take Action!

EMIS data are available for review in both the Secure Data Center and the Data Collector. Be sure you are able to access both systems and are familiar with the kinds of data available in both places. By law, you and your district's treasurer must review and verify the EMIS data your district is reporting. This is done multiple times each year. Be aware of these deadlines and know how to provide this verification.

### Tips.

1. **Prioritize EMIS Work.** To accurately report all of the above-listed categories of data, your EMIS coordinator will need the assistance of multiple staff members throughout your district. Make sure your district staff know that a team approach is the best way to good data and are aware of reporting deadlines.
2. **EMIS Takes Time.** Reporting all of a district's data takes time and is a year-round process. Make sure your EMIS coordinator is not over-burdened with non-EMIS work and is able to work throughout the summer.
3. **Training.** EMIS reporting requirements change over time. Encourage your EMIS coordinator to attend professional development and training opportunities.
4. **Regular Data Team Meetings.** Schedule regular meetings with your data team to review your district's data and any reporting issues the EMIS coordinator may be encountering.

Why

What

When

Action

Tips

### **Superintendents...**

...have the important job of being the lead educator for the students of their districts. Their ability to provide the opportunities and services that enable students to achieve depends, in large part, on accurate data reporting.